

Auburn University at Montgomery

**College of Nursing and Health Sciences
School of Nursing**



**Master of Science in Nursing
Post-Graduate Certificate Programs
Student Handbook 2019-2020**

All Graduate Programs within the College of Nursing and Health Sciences follow the most current version of Auburn University at Montgomery's Graduate Handbook of Policies and Procedures.

Table of Contents

Message from the Dean	6
Auburn University at Montgomery School of Nursing	7
Mission	7
Vision	7
Values	7
History of Auburn University at Montgomery	7
Accreditation	8
Administration	9
Faculty	9
Staff	10
Student Health Services	11
Academic Programs	12
Master of Science in Nursing Program	12
Program Outcomes	12
The Essentials of Master’s Education in Nursing	13
Essential I: Background for Practice from Sciences and Humanities	13
Essential II: Organizational and Systems Leadership	13
Essential III: Quality Improvement and Safety	13
Essential IV: Translating and Integrating Scholarship into Practice	13
Essential V: Informatics and Healthcare Technologies	13
Essential VI: Health Policy and Advocacy	13
Essential VII: Interprofessional Collaboration for Improving Patient and Patient Population Health Outcomes	13
Essential VIII: Clinical Prevention and Population Health for Improving Health	13
Essential IX: Master’s Level Nursing Practice	14
Admission to the MSN Graduate Program	15
Admission Requirements for the School of Nursing Graduate Programs:	15
Master of Science in Nursing	15
Degree Plan of Study	16
Graduation Requirements for the MSN Degree	16
The e-Portfolio Graduation Requirement (electronic format only)	17
Tips for an Effective e-Portfolio	17
Inclusion Criteria in the ePortfolio:	17

Professional Overview of Self-Section:	18
Outcome Mastery Section for ePortfolio:.....	18
Auburn University at Montgomery- School of Nursing.....	20
MSN ePortfolio Grading Tool.....	20
Master of Science in Nursing Program.....	21
Student Health Requirements	21
Health Requirements Documentation.....	21
Academic Progression toward Degree	22
Progression toward Master of Science in Nursing Degree.....	23
Course Failure	23
Academic Probation	23
Disenrollment	23
Withdrawal or Out of Sequence Students.....	24
Dropping Out.....	24
Continuation or Re-Admission for Withdrawal, Out of Sequence.....	24
Or Students Who Drop Out	24
Appeal of Grades.....	25
Graduation	25
Track Curriculum: Family Nurse Practitioner	26
Family Nurse Practitioner Track and Post-Graduate Family Nurse Practitioner Certificate Track.....	27
Clinical Courses.....	27
Typhon.....	28
Clinical Preceptors.....	29
Preceptor Orientation.....	29
Arranging Clinical Preceptor for Practicum Experience	29
Clinical/Site Visit Protocol.....	30
Program-Specific Clinical Site Visit Objectives.....	31
Family Nurse Practitioner:	31
Track Curriculum: Nurse Educator for Interprofessional Practice.....	32
Nurse Educator for Interprofessional Practice Track.....	32
Nurse Educator Core Competencies Evaluation Tool	33
AUM MSN Nurse Educator Track Program	33
Certificate Program Information	40
Post-Graduate Family Nurse Practitioner Certificate (20 SH)	40
Admission Requirements for the School of Nursing.....	40

Graduation Requirements for the Post-Graduate Family Nurse Practitioner Certificate	41
Track Curriculum: Post-Graduate FNP Certificate	42
Track Curriculum: Graduate Certificate in Nursing Education	43
Goals of Graduate Certificate in Nursing Education Program	43
Graduates of this certificate program will be expected to:	43
Admission Requirements.....	43
Nurse Educator Certificate	44
School of Nursing Policies and Guidelines	45
Examinations	45
Standardized Testing	45
Respondus Lockdown Browser and Respondus Monitor.....	45
Format for Written Assignments	45
Professional Equipment.....	46
Virtual Simulation	46
Transportation.....	46
Registration for Courses	46
Employment	46
Auburn University at Montgomery Credit Hour Policy and Academic Work.....	46
Attendance.....	47
Tuesday Class following Monday Holiday in the School of Nursing	47
July 4th Holiday	47
Learning Environment.....	47
Online Education Guidelines.....	48
Learner Responsibilities:	48
Expected Behaviors for Online Classroom Experiences	49
Student Rights and Responsibilities/Academic Honesty.....	49
Professional Conduct.....	49
Incivility	50
Violation of Professional Standards of Behavior	50
Student Grievances	50
AUM Student Services	51
Students with Disabilities	51
AUM Learning Center.....	51
Technical Assistance	51
School of Nursing Resources/Initiatives	51

Service (Community Partnerships/Collaboration).....	51
Advisement.....	51
Faculty Availability	52
Communication	52
Clinical Practice Policy.....	52
Clinical Hour Ratio for the Graduate Program.....	52
Safe practice guidelines	53
Unsatisfactory/unsafe practices	54
Critical unsatisfactory/unsafe practices	54
Incident reports and clinical review panel process	54
Clinical Accountability.....	55
Expected Behaviors for Clinical Experiences.....	55
Clinical Uniform Policy.....	57
Management of Exposure or Injury	57
Drug Screening Policy.....	58
Pre-Clinical Screening.....	58
Suspicion of Chemical Impairment In the Nursing Student Policy	58
Procedures for Faculty Intervention with the Suspicion of Chemical Impairment in the Nursing Student.....	59
Licensed Nursing Student.....	60
Health Insurance Portability and Accountability Act Of 1996 (HIPAA).....	61
Policy.....	61
HIPAA Training Procedure	61
Miscellaneous Information	62
Financial Aid/Scholarships/Awards	62
Inclement Weather.....	62
Nursing Honor Society	62
Curtiss Course Critiques.....	62
Preceptor/Site Evaluations.....	63
Appendices	64
Agreement for the Chemically Impaired Licensed Nursing Student	67
Admissions, Progression, Graduation, & Curriculum (G-APGCPE) Waiver Guidelines.....	68
Graduate Program Occurrence Report Form.....	71
Remediation/Performance Improvement Plan.....	72
Nurse Practitioner Core Competencies Content	82
Nurse Practitioner Core Competencies with Suggested Curriculum Content	84

Student Evaluation of Preceptor	102
Graduate Program Confidentiality Agreement	103
Photo/Video/Other Media Consent Form	104
Acknowledgement of Receipt and Reading of AUM School of Nursing Student Handbook	105
Auburn University at Montgomery School of Nursing	106
MSN Plan of Study Family Nurse Practitioner Track.....	106
Nurse Educator for Interprofessional Practice Track	107
Auburn University at Montgomery School of Nursing: MSN Plan of Study.....	108
Family Nurse Practitioner Track with Nurse Educator Certificate.....	108
Auburn University at Montgomery School of Nursing: Post-Graduate Certificate Plan of Study.....	109
Family Nurse Practitioner Track	109
Graduate Certificate in Nursing Education Plan of Study	110
Revised January 2020	111

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



Auburn University at Montgomery 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, evidence 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 responsible to current and emerging healthcare needs.

Values

1. A student-oriented 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 life-long learning
7. An environment of collaboration

History of Auburn University at Montgomery

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

1978	Alabama State Legislature established School of Nursing
1979	Auburn University at Montgomery School of Nursing granted provisional approval – the highest level for stage of development – First class admitted – Founding Dean Dr. Kathryn Barnett – Fully accredited by National League for Nursing Accreditation Commission (NLNAC)
1988	Establishment of RN Mobility Program – Founding Director Dr. Sharon Farley
1988-1997	W. K. Kellogg Foundation Grant – Dr. Sharon Farley Director
1998	Fully accredited by Commission on Collegiate Nursing Education (CCNE)
1999-2009	Dr. Barbara Witt, Dean of Auburn and Auburn Montgomery Schools of Nursing
2000	Renaming of RN to BSN program to Educational Advancement for Registered Nurses (EARN)
2008	Establishment of joint MSN program with Auburn University for Nurse Educators Founding Director Dr. Anita All – Establishment of A. I. (Teal) Corte, Jr. Simulation Lab

2009	Kid Check/Healthy Kids
2009-2014	Dr. Gregg Newschwander, Dean of Auburn and Auburn Montgomery Schools of Nursing
2010	Addition of Primary Care Nurse Practitioner track to joint AU/AUM graduate program
2012	First onsite EARN (RN to BSN) program developed – Fully reaccredited for 10 years by CCNE
2015	Dr. Ramona Lazenby, Interim Dean
2015	Dr. Jean D’Meza Leuner, founding Dean of College of Nursing and Health Sciences and Chief Nursing Administrator, School of Nursing
2016	Approval of Joint Auburn/Auburn Montgomery MSN tracks: Nursing Informatics and Health Systems Leader (on hold)
2016	Approval of graduate certificate in Nursing Education
2016	Faculty Bylaws approved and Shared Governance Initiated
2017	Approval of dissolution of joint AU-AUM Master’s Program
2017	Approval of AUM Master’s Program for FNP and Nurse Educator for Interprofessional Practice
2017-2018	Approval AUM DNP Program by ACHE and SACSCOC
2018	Commence Master’s Program
2019	Commence DNP Program
2019	Approval Post Graduate FNP Certificate Program

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 500-acre campus seven miles east of downtown Montgomery. AUM is a state assisted, coeducational institution granting baccalaureate and graduate degrees with a student enrollment of over 5000. In 1973, the Southern Colleges and Schools accredited AUM with subsequent reaffirmation in 1978, 1988, 1998, 2008, and most recently in 2018.

Accreditation

The process for accreditation begins when a new program starts. The AUM SON MSN program admitted its first cohort in the summer of 2018. The Master of Science in Nursing Graduate Program will seek accreditation in the spring of 2020 from the:

Commission on Collegiate Nursing Education (CCNE)

655 K Street NW, Suite 750

Washington, DC 20001-1120

Telephone 202-887-6791

Internet: www.aacn.nche.edu/accreditation

Administration

Jean D'Meza Leuner, PhD, RN, CNE, FAAN334.244.3658
Professor and Dean College of Nursing and Health Sciences..... Moore Hall 101
jleuner@aum.edu

Julie Freeman, DNP, MSN, ACNP-BC, RN334.244.3142
Associate Professor, Department Chair for Graduate Affairs Moore Hall 306
jfreema3@aum.edu

Courtney Cochran, DNP, RN 334-244-3205
Assistant Professor, Department Chair for Undergraduate Affairs Moore Hall 308
cbagents@aum.edu

Faculty

Anita All, PhD, RN334.244.3775
Professor Moore Hall 310
aall@aum.edu

Sheri Byrnes, PhD, MSN, RN, CNE334.244.3179
Assistant Clinical Professor Moore Hall 305
sbyrnes@aum.edu

Natasha Colvin, MSN, RN-BC, CNL.....334.244-3883
Assistant Professor Moore Hall 321
Ncolvin1@aum.edu

Ellen Justice, MSN, RN, ONC334.244.3277
Assistant Clinical Professor Moore Hall 311
ajustic3@aum.edu

Ginny Langham, DNP, RN334.244.3948
Assistant Clinical Professor..... Moore Hall 320
llangham@aum.edu

Shea McCarty, BFA, MSN, RN, FNP-C.....334.244.3187
Assistant Clinical Professor. Moore Hall 315
Family Nurse Practitioner Track Coordinator
bmccarty@aum.edu

Debra Miller, MSN, RN.....334.244.3818
Assistant Clinical Professor Moore Hall 318
dmille18@aum.edu

Kecia Williams, MSN, RN.....334.244.3552
Lecturer.....Moore Hall 303
kwilli65@aum.edu

Staff

Haley Adams334.244.3076
Undergraduate Advising and Recruiting Manager.....Moore Hall 325
hadams9@aum.edu

Kris Conner.....334.244.3431
Associate Director, Advising Moore Hall 325
kconner4@aum.edu

Keyonna Dailey.....334.244.3863
Undergraduate Advising and Recruiting Manager.....Moore Hall 325
kdailey2@aum.edu

Christy Dearden334.244.3658
Senior Administrative Associate Moore Hall 101
cdearden@aum.edu

Cindy Odom.....334.244.3744
Administrative Assistant Moore Hall 325
lodom3@aum.edu

Savannah Stewart.....334.244.3527
Graduate Advisor/Recruiting Manager Moore Hall 101
savannah.stewart@aum.edu

Student Health Services

Carol Stewart, MSN, CRNP 334.244.3281
Senior Director of Student Health Services Moore Hall 102
cstewar3@aum.edu

Melodye Harvey, DNP, MSN, CRNP 334.244.3281
Advanced Practice Registered Nurse Moore Hall 102
Mharvey2@aum.edu

Brittaney Jenkins 334.244.3281
Senior Program Associate Moore Hall 102
bjenkins@aum.edu

Amy Morris, MPA, BSN, RN 334.233.3281
Registered Nurse of Student Health Services Moore Hall 102
amorris2@aum.edu

Academic Programs

Master of Science in Nursing Program

The Master of Science in Nursing (MSN) program at AUM is comprised of two program options: Family Nurse Practitioner (FNP) and Nurse Educator for Interprofessional Practice (NE). Both program options are designed to prepare graduates with broad knowledge and practice expertise that builds and expands on baccalaureate or entry-level nursing practice.

Advance Practice Registered Nurses (APRNs) require strong critical thinking, clinical reasoning and judgment, communication, advanced assessment skills and the ability to manage/promote care across the lifespan. As healthcare providers, APRNs function autonomously and interdependently within healthcare teams across all environments. APRNs focus on individual, family, community, and population healthcare as they monitor and manage aspects of the environment to foster health and well-being.

Program Outcomes

The Auburn University at Montgomery (AUM), School of Nursing (SON) Master of Science in Nursing and Post-Graduate Certificate programs align with the AACN Essentials of Master's Education in Nursing (AACN, 2011) as noted below and prepares students to:

1. Initiate communication and collaboration with patient, patients' support networks and healthcare **(Essential II and VII)**
2. Utilize informatics and communication technologies to enhance patient education, expand accessibility of care, analyze performance measures and improve outcomes. **(Essential III, V, and VIII)**
3. Apply advanced concepts in the care of diverse populations through systemic assessment of actual and potential risks in multiple care environments. **(Essential I, II, and VIII)**
4. Influence health care policies to improve access, equity, efficiency, and social justice by utilizing clinical judgment, evidence-based findings and theory in delivery of healthcare. **(Essential I, IV, VIII, and IX)**
5. Develop strategies for lifelong learning and interprofessional collaboration that integrate professional standards, guidelines, statutes, regulations, and accountability in coordination of care. **(Essential V, VI, VII, and IX).**
6. Recognize global factors to intervene and advocate for health promotion, clinical prevention, and disease management **(Essential I, VI, VIII, and IX)**
7. Provide ethical, culturally sensitive, patient centered care based on epidemiological, social and environment data to improve health status. **(Essential VI, VIII, and IX)**
8. Apply healthcare economics and leadership skills, managing micro-, meso-, and macro-systems for continuous quality improvement processes. **(Essential II, III, VI)**
9. Apply scientific and ethical principles of emerging and current technology in delivery of direct and indirect care to promote safe practice environments. **(Essential I, IV, V, and IX).**

The Essentials of Master's Education in Nursing

The American Association of Colleges of Nursing has developed the *Essentials for Masters Education in Nursing* (2011) as the core *Essentials* for all master's programs in nursing and provides the necessary curricular elements and framework, regardless of focus, major or intended practice setting. The nine *Essentials* delineate the knowledge and skills that all nurses prepared in master's nursing programs acquire (AACN, 2011).

Essential I: Background for Practice from Sciences and Humanities.

Recognizes that the master's prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

Essential II: Organizational and Systems Leadership

Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision-making, effective working relationships, and a systems perspective.

Essential III: Quality Improvement and Safety

Recognizes that a master's prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

Essential IV: Translating and Integrating Scholarship into Practice

Recognizes that the master's prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

Essential V: Informatics and Healthcare Technologies

Recognizes that the master's prepared nurse uses patient care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

Essential VI: Health Policy and Advocacy

Recognizes that the master's prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

Essential VII: Interprofessional Collaboration for Improving Patient and Patient Population Health Outcomes

Recognizes that the master's prepared nurse as a member and leader of interprofessional teams communicates, collaborates, and consults with other health professionals to manage and coordinate care.

Essential VIII: Clinical Prevention and Population Health for Improving Health

Recognizes that the master's prepared nurse applies and integrates broad organizational client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

Essential IX: Master's Level Nursing Practice

Recognizes that nurse practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

**The Graduate Program monitors and maintains the appropriate standards for graduate nursing education as identified by the following organizations for both the Family Nurse Practitioner and Nurse Educator for Interprofessional Practice tracks, as well as state regulations, Advanced Practice Acts, etc. as provided by appropriate Boards of Nursing:

- American Association of Colleges of Nursing and National Organization of Nurse Practitioner Faculties: National Task Force on Quality NP Education (2016): *Criteria for Evaluation of Nurse Practitioner Programs: A Report of the National Task Force on Quality Nurse Practitioner Education* (5th ed.).
- American Association of Colleges of Nursing (2011): *The Essentials of Master's Education in Nursing*.
- American Association of Colleges of Nursing: Quality Safety Education in Nursing (QSEN) Competencies (2012): *Graduate-Level QSEN Competencies: Knowledge, Skills, and Attitudes*.
- Commission of Collegiate Nursing Education: *Standards for Accreditation of Baccalaureate and Graduate Programs* (Amended 2018).
- Interprofessional Education Collaborative (IPEC): *Connecting Health Professionals for Better Care: World Health Organization: Health Professionals Networks Nursing & Midwifery Human Resources for Health* (2010): *Framework for Action on Interprofessional Education & Collaborative Practice*.

Admission to the MSN Graduate Program

Admission Requirements for the School of Nursing Graduate Programs: Master of Science in Nursing

1. Hold an earned Bachelor of Science in Nursing (BSN) degree with an upper division in nursing major from a program accredited by either the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN) or NLN Commission for Nursing Education Accreditation (CNEA).
2. Evidence of an unencumbered registered nurse license in applicant's state with license number to practice.
3. Current professional resume which includes the following*:
 - a. Educational background including institutions, degree(s) awarded, degree(s) in progress, dates of degrees awarded, and/or anticipated dates of receiving degree (s), if applicable
 - b. Relevant employment history including
 - c. Job title (including unit), job description and relevant duties performed for each position
 - d. Location of employer for each position
 - e. Community service or volunteer experience
 1. Awards, publications, presentations, certifications, and professional organization membership
 - a. Evidence of leadership and career progression
4. Personal statement which includes the following:
 - a. Career goals after attaining a MSN degree
 - b. Reflection on candidate's plan for success in the MSN program
 - c. Potential contributions to the profession after attaining a MSN

*Both the writing style (e.g. grammar, punctuation, spelling, word, use) and content of the personal statement will be considered in the overall evaluation of the application to program.
5. Official transcripts from all colleges or universities attended (including community colleges), even if a degree was not awarded.
6. Minimum GPA of 3.0 on a 4.0 scale for both the nursing course and overall GPA.
7. Three professional references. Examples of professional references:
 - a. A current clinical supervisor or nurse manager who has direct knowledge of the candidate's skills in the clinical setting and how those skills will translate into the role of the advanced practices, Family Nurse Practitioner or Nurse Educator.
 - b. A professor, faculty member, or academic advisor who can provide a meaningful assessment of the candidate's academic record. If the candidate has been out of school for 5 years or more, a nurse educator or clinical instructor can provide the academic recommendation
 - c. A practicing clinical nursing professor, or Advanced Practice Registered Nurse (APRN) who has served as a mentor and can address the candidate's abilities as a registered nurse and the candidate's potential to become an advanced practice Family Nurse Practitioner or Nurse Educator.
8. Test of English as a Foreign Language (TEOFL) score is required if English is not the first language. Auburn University of Montgomery TOEFL score is 1036. Please see admission requirements for AUM Graduate

Studies for International students under Admission Graduate Studies International Students for further information.

Degree Plan of Study

A plan of study must be completed and kept in each student's file. Students will be sent an initial plan of study with their admission packet. Any changes to the plan of study must be submitted to the Graduate Academic Advisor and the Department Chair for Graduate Affairs for approval. Plans of study are used to plan resources, therefore students who change their plans of study are not guaranteed seats in future courses and will only be allowed to enroll on a space available basis.

If students cannot follow the plan of study, students must contact the SON Graduate Academic Advisor to revise their plan of study. This must be done prior to registration. Students who enroll in a course not found in their plan of study will be required to drop the course.

Please Note: Changes in plans of study may result in delays in program completion, because of course scheduling and availability in clinical sites. Any change in students' progression must be discussed with the Graduate Academic Advisor and the Department Chair for Graduate Affairs. Changes that require alterations in clinical course planning will only be approved on a space available basis. Plan of study revisions must be approved by the Graduate Admissions, Progression, Graduation, Curriculum, and Program Evaluation (G-APGCPE) Committee.

For the Master of Science in Nursing (MSN) degree, students must complete a minimum of 38-58 credit hours of graduate level course work, depending on the track. An evidence based scholarly project and public presentation of evidence based scholarly project are required to graduate with an MSN degree (See graduation requirements for the MSN).

Graduation Requirements for the MSN Degree

All course work listed for the MSN degree completed (38-58 credits) with a minimum grade of "B"

- Clinical performance evaluated at a Satisfactory level
- Completion of a satisfactory evidence-based practice paper
- Completion of a satisfactory public presentation of the evidence based project
- Completion of a satisfactory ePortfolio
- Completion of National League for Nursing Core Competencies for Nurse Educators Assessment (for students in the Nurse Educator for Interprofessional Practice Track)

The e-Portfolio Graduation Requirement (electronic format only)

All Master of Science in Nursing students must complete an ePortfolio as a graduation requirement. The ePortfolio is a reflection of the student's achievement and growth.

e-PORTFOLIO: CAREER PLANNING AND DEVELOPMENT

A portfolio is an excellent medium whereby the student can demonstrate knowledge attained in a broad spectrum of related topics and issues from the nursing educational experience. Each portfolio should reflect learning and accomplishment of program outcomes, but should be individualized. The following guidelines are intended to assist the student in the development of the portfolio, but creativity is encouraged! The ePortfolio will be completed in either course: NURS 7941 or NURS 7911.

- Electronic Portfolio. Each student will develop an ePortfolio and upload the link on the assignment page in Blackboard. Your e-Portfolio must be assessable without needing a password.
- Google search- there are some quality e-Portfolio platforms that are free—spend some time to find one that appeals to you. If you find one of interest that is not listed here, please share the information with your NP faculty and classmates. Please provide the specific log-in instructions to your faculty.

The following are examples of e-Portfolios from past students:

www.weebly.com; www.wix.com

Tips for an Effective e-Portfolio

- 1) Read guidelines and grading criteria prior to starting project. Be sure and start early to have time to create a meaningful and comprehensive e-Portfolio.
- 2) The purpose of the e-Portfolio is for you to tie your academic preparation to your future goals and ambitions as a nurse practitioner (advanced practice) or a nurse educator.
 - a. Include reflective narrative and artifacts that will interest a potential future employer.
- 3) Select a web page platform that is easy to use and navigate – wix.com is most commonly used – prior students have said that it is the easiest to use and is completely free. Some of the other sites only provide part of their platforms for free.
- 4) Select readable fonts (style and size).
- 5) Use a pleasing background that compliments your font and pictures.
- 6) Provide reflection that ties the outcome mastery to the assignment(s) that you upload as examples of your student work – and make the connection to how this will impact your NP (advanced practice) or role as a nurse educator. Assistance for professional/reflective writing is available to you at the Online Writing Tutor.
- 7) All assignments *need to be converted* to a PDF file prior to uploading.
- 8) If pictures are used (and this is encouraged to add interest and personalization) – use photos that are reflective of professional activities as opposed to something that would be more appropriate for a social media site.

Inclusion Criteria in the ePortfolio:

The following components must be included -- beyond these, you may individualize and add additional documents (maximum 2-3) if it is relevant to the professional ePortfolio.

List each Program Outcome/Ability statement (those listed below). Describe how you have attained or mastered the outcome during your MSN education. Please provide specific examples of learning activities, assignments, coursework, personal and/or clinical experiences to describe how the assignment facilitated your meeting the outcome that represent ALL semesters in the MSN program. One particular course assignment may support more than one outcome, however, one assignment or course or experience may not be used to support every outcome!

Professional Overview of Self-Section:

Assume a position in a primary care setting as a primary care nurse practitioner, a nurse educator, or upon successful completion of national certification exam(s). NOTE: Even though this is # 3 of the outcome mastery list - Separate this into a separate link in the e-Portfolio and include:

- a. Biographical Narrative
 - where you have been – professional background, both personal & RN information
 - why you chose to become a FNP, or nurse educator
- b. Statement of career goals
 - 1 year
 - 5 year

Outcome Mastery Section for ePortfolio:

1. Initiate communication and collaboration with patient, patients' support networks and healthcare **(Essential II and VII)** (i.e. projects from core courses or clinical experiences).
2. Utilize informatics and communication technologies to enhance patient education, expand accessibility of care, analyze performance measures and improve outcomes. **(Essential III, V, and VIII)** (i.e. Typhon logs, clinical documentation, summary reports, graphs/chart/etc...)
3. Apply advanced concepts in the care of diverse populations through systemic assessment of actual and potential risks in multiple care environments. **(Essential I, II, and VIII)** (i.e. EBP project paper and presentation, may also include referenced SOAP notes of clinical interactions)
4. Influence health care policies to improve access, equity, efficiency, and social justice by utilizing clinical judgment, evidence-based findings and theory in delivery of healthcare. **(Essential I, IV, VIII, and IX)** (i.e. NURS 6250 advocacy paper/presentation, SOAP notes, professional interactions with health care professionals).
5. Develop strategies for lifelong learning and interprofessional collaboration that integrate professional standards, guidelines, statutes, regulations, and accountability in coordination of care. **(Essential V, VI, VII, and IX)**. (i.e. Health Promotion Project. May also include SOAP notes that reflect interaction with different populations).
6. Recognize global factors to intervene and advocate for health promotion, clinical prevention, and disease management **(Essential I, VI, VIII, and IX)**
(i.e project completed in any of the core courses (NURS 6250.6440).
Clinical notes that reflect any of the above competencies and Typhon summaries, grafts, charts, etc....
7. Provide ethical, culturally sensitive, patient centered care based on epidemiological, social and environment data to improve health status. **(Essential VI, VIII, and IX)** (i.e project completed in any of the

core courses (NURS 6250) reflecting personal philosophy of advanced practice). Clinical notes that reflect any of the above competencies.

8. Apply healthcare economics and leadership skills, managing micro-, meso-, and macro-systems for continuous quality improvement processes. **(Essential II, III, VI)** (i.e. projects for cores courses or clinical experiences)
9. Apply scientific and ethical principles of emerging and current technology in delivery of direct and indirect care to promote safe practice environments. **(Essential I, IV, V, and IX)** (i.e. Teaching projects, Health Promotion Project. Preventive health teaching from SOAP notes that reflect interaction with different populations.

e-Portfolio Grading Tool

Auburn University at Montgomery- School of Nursing
MSN ePortfolio Grading Tool

Components of the ePortfolio	Possible points	Points Received	Faculty Comments
Demonstrate the ability to present a Professional Overview of Self			
Include a professional biographical narrative	10		
Include short term (within 1 year) and long term (within 5 years) goals	10		
Demonstrate Technical Competency			
Components of the ePortfolio are: <ul style="list-style-type: none"> • easy to navigate • pages within the ePortfolio have a cohesive flow-logical and grouped appropriately • links to assignments/program outcomes within the ePortfolio are active 	20		
Mastery of Program Outcomes			
Program Outcome Mastery statements provide a self-reflective narrative on how assignments/activities across the curriculum allowed the student to meet the program outcomes as well as meet the AACN MSN Essentials	20		
Student identified mastery with pertinent appropriate learning activities, experiences from clinical activities/assignments, and theory coursework	20		
Mastery assignments are linked with the MSN Program Outcomes and AACN MSN Essentials	20		
Points Possible	100		

Master of Science in Nursing Program Student Health Requirements

Student health requirements are intended to protect the health of students and patients for whom they will be caring. A copy of the Annual Health Assessment Form can be found in the forms section of the Handbook. All requested documentation must be entered into *CastleBranch* by the due date. The health requirements for all nursing students are as follows:

1. 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.
2. A complete Tetanus-Diphtheria series with booster every 10 years. At least one booster should be the TDaP (tetanus, diphtheria, pertussis) unless contraindicated.
3. Two doses of MMR vaccine (measles, mumps, rubella) or proof of immunity by titer >1:8i unless born before 1957.
4. 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).
5. Record of childhood immunization and provide documentation or appropriate titer levels to prove immunity.
6. Additional laboratory tests may be required based on specific health care facility requests.
7. Annual influenza vaccination given between October and March.
8. Hepatitis B vaccine series or documentation of completed series. If documentation is not available, proof of immunity through titer level is appropriate.

Health Requirements 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 requirements are met prior to the first day of class. Please notify the School of Nursing of any changes.

1. 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.
2. A complete Tetanus-Diphtheria series with booster every 10 years. At least one booster should be the TDaP (tetanus, diphtheria, pertussis) unless contraindicated.
3. Two doses of MMR vaccine (measles, mumps, rubella) or proof of immunity by titer >1:8i unless born before 1957.
4. 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).
5. Record of childhood immunization and provide documentation or appropriate titer levels to prove immunity.

6. Additional laboratory test may be required based on specific health care facility requests.
7. Annual influenza vaccination given between October and March.
8. Hepatitis B vaccine series or documentation of completed series. If documentation is not available, proof of immunity through titer level is appropriate.

Other Requirements:

1. Drug screening
2. Proof of current BLS certification (Basic Life Support for Healthcare Providers through the American Heart Association)
3. Evidence of patient confidentiality training (Health Insurance Portability and Accountability Act [HIPAA])
4. Proof of personal health insurance
 - a. Students are responsible for payment of any health care services
5. Proof of annual malpractice insurance and comprehensive general liability insurance
 - a. Billed through AUM Cashier office for students.
6. Certification of clear background through *CastleBranch* for continued enrollment for pre- and post-licensure students not currently employed www.castlebranch.com
7. Statement of acknowledgement of policies and procedures as set forth in the AUM SON Student Handbook (see forms section)
8. Confidentiality agreement (see forms section)
9. Consent for photographs or video (see forms section)
10. Proof of any additional specific agency requirements as necessary

Academic Progression toward Degree

All academic progression as well as admission and graduation decisions, are made by the Graduate Admission, Progression, Graduation, Curriculum, and Program Evaluation (G-APGCPE) Committee of the College of Nursing and Health Sciences School of Nursing and they are recommended to the Department Chair for Graduate Affairs. Failure to maintain progress in course work as reflected on the plan of study for any reason including, but not limited to course withdrawal, will require the student to petition the G-APGCPE Committee to remain in the program. Students who deviate from their plan of study will be required to fulfill requirements of the current catalog year.

A grade point average (GPA) of 3.0 is required for continued study in the MSN program. Grades below a “B” or “U” are not acceptable. Students that receive a grade of lower than a “B” or “U” in any course are subject to dismissal from the program. Students will be given the right to petition to remain in the program, and a final decision on dismissal will be made by majority vote of the Grad-APGCPE Committee. If a student is allowed to continue in the program, any course(s) that have a grade of below a “B” must be repeated with an earned grade of “B” or better.

A student who earns a grade of “C” or below will be automatically disqualified from further CONHS School of Nursing graduate studies. In addition, if a student’s graduate status falls below a 3.0 GPA, the student is

automatically dismissed from the program. Please refer to the University *Graduate Handbook* for further information regarding the graduate status GPA.

The CONHS School of Nursing uses the following grading scale:

- A: 100-90
- B: 89-80**
- C: 79-70
- D: 69-65
- F: 64 or below

****A grade below 80 is not considered a passing grade in the SON Graduate Program**

Progression toward Master of Science in Nursing Degree

Students who do not meet all of the above criteria must petition the School of Nursing, Graduate Admission, Progression, Graduation, Curriculum, and Program Evaluation (G-APGCPE) Committee. All petitions are submitted to the Dean's Office no later than **three business days following official faculty submission of grades to the registrar**. (See AUM Academic calendar for specific date and time each item.)

Course Failure

- A course failure is defined as earning a grade of less than a "B" in any course required to complete the MSN degree or certificate program.

Academic Probation

- Academic probation is defined as failure resulting in a grade lower than a "B" in one (1) nursing course across the curriculum

Disenrollment

- Disenrollment is defined as failure resulting in a grade lower than a "B" in two (2) courses across the curriculum

*A student may not repeat more than one (1) nursing course across the curriculum

In the event that a student earns a failing grade in a single class, the class may be repeated in the next available semester. In the event that a student earns a failing grade in two or more classes at any point in the program, the student may be dismissed from the program. The student is notified immediately via email utilizing the student's AUM email address of record. If re-admitted, the student must meet with the Department Chair for Graduate Affairs to plan the course of study.

The Graduate nursing curriculum must be completed in five (5) years of the first course taken in the program (Refer to the 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.

Withdrawal or Out of Sequence Students

A plan of study must be completed and kept in each student's file. Students are sent an initial plan of study with the admission packet. Any changes to the plan of study must be submitted to the Graduate Academic Advisor and the Department Chair for Undergraduate Affairs for approval. Plans of study are used to plan for resources, therefore students who change their plans of study are not guaranteed space in future courses and will only be allowed to enroll on a space available basis.

If students cannot follow the plan of study, students must contact the Graduate Academic Advisor to revise their plan of study. This must be done prior to registration. Students who enroll in a course not in their plan of study will be required to drop the course.

PLEASE NOTE: Changes in plans of study may result in a delay in program completion because of course scheduling and availability of clinical sites. Any change in students' progression must be discussed with the Graduate Academic Advisor and the Department Chair for Graduate Affairs. Changes that require alterations in clinical course planning will only be approved on a space available basis. Plan of study revisions must be approved by the Graduate Program Admissions, Progression, Graduation, Curriculum, and Program Evaluation Committee.

Dropping Out

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

Continuation or Re-Admission for Withdrawal, Out of Sequence Or Students Who Drop Out

Students must:

1. Complete a G-APGCPE petition form requesting continuation or re-admission to the Graduate Nursing Program.
2. Identify reasons for the petition or reasons for being out of the nursing program.
3. Provide a letter documenting the 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 Department Chair for Graduate Affairs no later than two (2) business days following official faculty submission of grades to the AUM 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-APGCPE Committee. During each deliberation, the committee will consult with faculty members as appropriate taking into consideration academic performance, professional demeanor, and personal conduct during the student's time in the program including, but not limited to:

1. Behavior indicative of possible substance abuse will require submission of drug and/or alcohol screening.
 - a. If results are positive, the student will be dismissed from the nursing program and referred to the Department Chair for Graduate Affairs and other administrative officials.
2. Re-admission is dependent upon available classroom, clinical and faculty resources.
3. If re-admitted, the student will meet with the Academic Advisor along with the Department Chair for Graduate Affairs to develop a plan of study for successful completion of the program.
4. The plan of study may include didactic independent studies and/or 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.
5. Student documentation of current BLS, health insurance, health requirements, drug screening and background checks will be required.
6. Student are notified via AUM email of the actions, recommendations, and/or requirements specified by the G-APGCPE.

Appeal of Grades

Students who wish to appeal an action taken in the course should follow procedures outlined in the AUM Graduate Catalog and AUM Graduate Student Handbook. Students who wish to appeal a progression decision of the G-APGCPE Committee may request the opportunity to meet with the committee. Requests should be made in writing directly to the G-APGCPE 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 the student is enrolled. The year under which the student enrolled can be found in Degree Works.

Students should meet with the Academic Advisor frequently each semester regarding individual progress and courses completed within the program of study. Making appointments to meet with advisors/mentors/counselors is highly recommended. The Academic Advisor and Department Chair for Graduate Affairs are available for online and phone conferences. An *Intent to Graduate* form must be filed by the deadline announced in the University Academic Calendar.

Track Curriculum: Family Nurse Practitioner

The National Practitioner Core Competencies are based on Scientific Foundations, Leadership, Quality, Practice Inquiry, Technology and Information Literacy, Health Policy, Health Delivery Systems, Ethics, and Independent Practice (NONPF, 2017). These guidelines and *MSN Essentials* (2011) guide the curriculum for the Family Nurse Practitioner Track. The MSN Family Nurse Practitioner Track requires a minimum of 44 credit hours beyond the baccalaureate degree with 720 hours of clinical practicum. The plan of study is completed in 8 semesters.

Total Required courses for the MSN—44 Credit Hours

Core Courses—24 hours

- NURS 6340 Theory for Advance Nurse Practice (3 credit hours)
- NURS 6120 Advancing Quality, Safety, and Prevention (3 credit hours)
- NURS 6440 Translating Evidence into Practice Systems (3 credit hours)
- NURS 6250 Ethics, Legal Issues, and Health Policy (3 credit hours)
- NURS 6550 Professional Transition to Advanced Practice Nurse (3 credit hours)
- NURS 6610 Advanced Physiology/Pathophysiology (3 credit hours)
- NURS 6620 Advanced Physical Assessment (2 credit hours)
- NURS 6621 Advanced Physical Assessment Clinical (1 credit hour; 60 clinical hours)
- NURS 6630 Pharmacotherapeutics for Advanced Practice (3 credit hours)

Specialty Courses: Family Nurse Practitioner—20 Credit Hours

- NURS 7110 Adolescent/Adult Primary Care (2 credit hours)
- NURS 7111 Adolescent/Adult Primary Care (3 credit hours; 180 clinical hours)
- NURS 7210 Women's Health Primary Care (2 credit hours)
- NURS 7211 Women's Health Primary Care (1 credit hour; 60 clinical hours)
- NURS 7310 Pediatric Primary Care (2 credit hours)
- NURS 7311 Pediatric Primary Care (2 credit hours; 120 clinical hours)
- NURS 7410 Adult/Gerontologic Care (3 credit hours)
- NURS 7411 Adult/Gerontologic Care (2 credit hours; 120 clinical hours)
- NURS 7911 Advanced Practice Nurse Practicum (3 credit hours; 180 clinical hours)

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

Family Nurse Practitioner Track and Post-Graduate Family Nurse Practitioner Certificate Track

Student documents must be current in order to participate in any clinical practice learning experience that involves patients (e.g. RN license, health clearance, etc). Students who do not have the FBI/FDLE and the CertifiedBackground.com clearance may not be able to complete the program and graduate. Students must submit the required health forms to CastleBranch by the due dates provided. Drug screening is required for all sites. Cost of these may be the responsibility of the student. Some sites require formal orientation to the site and/or their electronic medical record system.

A clinical placement orientation session is included in the new student orientation and repeated at the start of the students' first clinical course. Students who do not attend these sessions remain responsible for obtaining the content reviewed there.

Upon graduation, MSN FNP graduates are prepared to sit for the Family Nurse Practitioner certification exam offered by either the American Nurses Credentialing Center or American Association of Nurse Practitioners in order to receive licensure as an Advanced Practice Registered Nurse. After passing the certification exam, the graduate must meet additional requirements as defined by individual state Boards of Nursing to gain licensure and employment.

Clinical Courses

When required, all NP students enrolling in a clinical course must:

1. Submit (Upload) the required preceptor planning form to the Typhon® Tracking System, **no later than midterm of the semester prior to each semester enrolled in a clinical course.** The exact deadline date will be announced in the first weeks of the semester (See Appendix)
 - a. Students who fail to meet this deadline will not be allowed to register for clinical in the following semester and will need to contact the Graduate Academic Advisor and the Graduate Program Coordinator's office to revise their plan of study.
2. Nurse Practitioner students in the Family Nurse Practitioner program cannot make rounds, attend surgery, procedures, or care for a hospitalized client during clinical hours.
 - a. If a student wishes to attend rounds or surgery, such arrangements must be made on an individual basis with the physician or NP with whom the student is working.
 - b. Such activities are considered personal arrangements and are not associated with AUM CONHS.
3. Thus, NP students cannot do physicals, histories, document, prescribe medications or engage any other activities they would usually be able to do if seeing the patient as part of an AUM CONHS clinical course.
 - a. Students doing such observations are not covered under AUM CONHS liability insurance and the hours will not count towards required faculty supervised clinical hour requirements for any course.

4. NP students must do one half of total clinical hours up to and including Practicum (NURS 7911) with a NP preceptor. For FNP track students this is 360 hours.
 - a. Preceptors for the remaining 360 hours may be a NP, CNM, MD, or DO.
 - i. A physician assistant (PA) cannot be the preceptor of record.
 - ii. FNP students can complete up to 25% of their required clinical hours in the practicum course, NURS 7911, in the Emergency Department, urgent care, retail health care, or in a specialty area (e.g. nephrology, gastroenterology, pulmonology, cardiology, and orthopedics) in an office setting.

All clinical courses, with the exception of the final clinical practicum, are to occur at no more than two clinical sites with two preceptors in each semester. Limited exceptions are allowed for work with preceptors who work at multiple locations for the same practice or to work with two preceptors at the same practice site. The final clinical preceptors and sites must be approved by the Family Practice Nurse Track Coordinator.

Throughout each clinical course, NP students are required to complete the following:

1. **Clinical Activities Log** – This will be completed using the Typhon Clinical Tracking System. This system allows the student to document all hours completed at each clinical practice with each preceptor. Documentation of data from all client interactions during each NP student’s clinical practice learning experience are also recorded.
2. **Student Preceptor/Site Evaluation** – Each student will submit an evaluation of the preceptor and the site in which the student completed their clinical learning experience.
3. **Midterm Preceptor Evaluation of Student** - Each student will submit an evaluation by their preceptor of record after completing $\frac{1}{2}$ of the required clinical hours for a clinical course. If the student has more than one preceptor, a midterm evaluation must be obtained and submitted from each preceptor.
4. **Final Preceptor Evaluation of Student** - Each student will submit a final evaluation by their preceptor of record after completing the required clinical hours for a clinical course. If the student has more than one preceptor, a final evaluation must be obtained and submitted from each preceptor.

All paper work must be submitted by the last day of each course or when assigned to earn a grade for the course. The above will be submitted to the appropriate location on the Typhon Clinical Tracking System site.

Typhon

Typhon® Group's AHST Student Tracking System functions as a complete and secure electronic student tracking system. This system provides secure document management for clinical sites and preceptor contracts for the FNP Track. Students utilize Typhon® to document clinical encounters (clinical logs) with patients during each clinical experience. This system allows both students and preceptors to determine clinical schedules, access forms and individual data/profiles, and submit/view completed course/preceptor/site evaluations. Additionally, preceptors can view individual coursework for assigned students throughout each semester. The FNP Coordinator utilizes this system to oversee clinical site schedules/booking, and has the ability to access individual, cohort and program based reports. <http://typhongroup.net/>.

Clinical Preceptors

The clinical preceptor is an expert health care provider or nurse educator who has an interest in teaching and mentoring. The preceptor facilitates student learning of the role and function of the advanced practice nurse or nurse educator.

- Preceptors may include doctoral or masters-prepared registered nurses, Certified Registered Nurse Practitioners (CRNP), Doctors of Medicine (MD).
- Doctors of Osteopathy (DO) and who are appropriately credentialed in a particular field. CRNPs must have national board- certification and a minimum of 2 years of clinical experience.
- Anything less must be approved by FNP coordinator.

Preceptor placement is completed in accordance with national certification bodies and accreditation standards. Program coordinators/directors reserve the right to accept or reject assigned or potential preceptors. Preceptors may NOT be a current supervisor, spouse, relatives, or close personal friends. Students may not complete any clinical rotations in the unit/department in which they are employed.

AUM School of Nursing embraces diversity and inclusion. Teaching learning practices expose students to individuals with diverse life experiences, perspectives, and backgrounds. These learning practices broaden student perspective and foster intracollaborative practice.

Preceptor Orientation

Each preceptor is contacted by the FNP Coordinator to discuss course needs. The preceptors are provided secure access to Typhon® Tracking System where each provide a copy of an updated resume and proof of current licensure in the state where preceptor experience will occur. Each preceptor is provided course specific materials along with access to forms found in this handbook. Preceptors are provided access to forms provided by FNP Coordinator, individual student clinical schedules, evaluations completed on individual students, event scheduling, and personal profiles entered into Typhon®. Personal Profiles are updated each semester.

Preceptors are provided a subscription to NurseTim©, <https://nursetim.com/> which provides contact hours in webinar formats which provide teaching strategies and other educational information used in in both didactic/clinical settings.

Arranging Clinical Preceptor for Practicum Experience

1. Students are encouraged to contact the Southeast Alabama Area Health Education Centers (AHEC) representative prior to the first clinical experience. The purpose of this is to assist students in finding appropriate clinical placement throughout the program <https://www.seaahhec.org/>.
2. Identifying clinical/practicum preceptors is a shared responsibility between faculty and students. When the student identifies a potential preceptor, the student must submit the following information in on the *Preceptor Request form* (Appendix)
3. A one-time fee for use is assessed with the first login to the Typhon® Tracking system.

4. Multiple preceptors may be required to complete clinical hours. A separate request should be submitted for each preceptor.
5. The FNP Coordinator will contact the potential preceptor, establish the provider's availability
6. and appropriateness in meeting the FNP program objectives
7. The FNP Coordinator will notify students when all assignments are confirmed and a facility/provider contract is in place.
8. Upon receipt of placement, the student should send a professional introductory email to the preceptor including the following information:
 - a. Introduction with contact number and school email
 - b. Individual clinical background (a resume is acceptable as well)
 - c. 3 personal goals for the clinical

If students have any questions or concerns regarding the clinical experience, please refer to the following points of contact:

Department Chair for Graduate Affairs

Julie C. Freeman, DNP, ACNP-BC, MSN
 Department Chair for Graduate Affairs
 Associate Professor
 School of Nursing
 College of Nursing and Health Sciences
 Auburn University at Montgomery
 308 Moore Hall
 334-244-3142 (Office)
 Email: Jfreema3@aum.edu

Family Nurse Practitioner Coordinator

Shea McCarty, BFA, MSN, FNP-C
 Family Nurse Practitioner Coordinator
 Assistant Clinical Professor
 School of Nursing
 College of Nursing and Health Sciences
 Auburn University at Montgomery
 315 Moore Hall
 334-244-3187(offices)
 Email: bmccarty@aum.edu

Clinical/Site Visit Protocol

Graduate nursing faculty will conduct site visits a minimum of once during each clinical rotation. Site visits are arranged in advance with consideration to preceptor, student, and nursing faculty schedules. The student is responsible for clearly communicating to the preceptor the site visit date, time, and objectives of the visit.

The graduate nursing faculty member will discuss general student progress with the preceptor in the presence of the student. The graduate nursing faculty member will discuss student progress toward completion of clinical/practicum assignments and attainment of course outcomes. Additional clinical site visits may be scheduled for the following reasons:

1. The graduate nursing faculty judgment is that an insufficient number/mix of patients was available in order to adequately assess the student.
2. The graduate nursing faculty judgment is that the student has not met benchmarks for the minimum criteria for successful completion of the clinical rotation.
 - a. Graduate nursing faculty who identify clinical/theoretical deficiencies shall implement a

remediation/performance improvement plan with the student (See Appendix).

3. The preceptor requests additional site visits.
4. The student requests additional site visits.

Program-Specific Clinical Site Visit Objectives

Family Nurse Practitioner:

1. Graduate nursing faculty will review and discuss clinical experiences, logs, and goals with the student.
2. Graduate nursing faculty will review and discuss the medical records of 1-3 patients in which the student performed and documented the history, physical exam, differential diagnoses, and management plan. The student will present the patients to the graduate nursing faculty, including the chief complaint (CC), history of present illness (HPI), pertinent medical history, physical exam findings, primary differential diagnoses, and management plan.
3. Graduate nursing faculty may observe the student while performing the history, exam, diagnosis, and management plan on at least one patient.
4. If the site visit needs to be re-scheduled for any reason, all parties are to be notified immediately through appropriate course email and/or phone.

Track Curriculum: Nurse Educator for Interprofessional Practice

The MSN Nurse Educator for Interprofessional Practice requires a minimum of 38 credit hours beyond the baccalaureate degree with 120 hours of clinical practicum. The plan of study is designed to be completed in 7 semesters.

Required Courses for the MSN—38 Credit Hours

Core Courses—24 Hours

- NURS 6340 Theory for Advance Nurse Practice (3 credit hours)
- NURS 6120 Advancing Quality, Safety, and Prevention (3 credit hours)
- NURS 6440 Translating Evidence into Practice Systems (3 credit hours)
- NURS 6250 Ethics, Legal Issues, and Health Policy (3 credit hours)
- NURS 6550 Professional Transition to Advanced Practice Nurse (3 credit hours)
- NURS 6610 Advanced Physiology/Pathophysiology (3 credit hours)
- NURS 6620 Advanced Physical Assessment (2 credit hours)
- NURS 6621 Advanced Physical Assessment Clinical (1 credit hour; 60 clinical hours)
- NURS 6630 Pharmacotherapeutics for Advanced Practice

Specialty Courses: Nurse Educator for Interprofessional Practice—14 Credit Hours

- NURS 7510 Interprofessional Educator for Roles and Competencies (3 Credit Hours)
- NURS 7520 Instructional Design for Interprofessional Education (3 Credit Hours)
- NURS 7540 Innovative Curricula in Interprofessional Education (3 Credit Hours)
- NURS 7550 Using Qualitative Assessment, Analysis, & Evaluation Strategies (2 Credit Hours)
- NURS 7560 Instructional Technology for Interprofessional Education (1 Credit Hour)
- NURS 7941 Nurse Educator Practicum for Interprofessional Practice (2 Credit Hours; 120 Credit Hours; Immersion Project)

Nurse Educator for Interprofessional Practice Track

Nurse Educator students will complete a preceptor planning form and submit to the Department Chair for Graduate Affairs by mid-semester of the term before the anticipated practicum or other placement.

Upon graduation, MSN NE graduates meet the requirements necessary to sit for the National League of Nursing Certified Nurse Educator (CNE) examination.

Nurse Educator Core Competencies Evaluation Tool
AUM MSN Nurse Educator Track Program

This tool is designed to evaluate core nurse educator competencies that students develop as they progress through the program. Faculty will evaluate the student for specific competencies in each course. Certain competencies must be passed at the average level after completion of the corresponding courses:

Competency is considered to be rating of >3 by the end of the program in all areas.

Any ranking of “not able to evaluate” may result in the need to plan specific experiences for the student so that those areas can be evaluated.

Code

4 = above average

3 = average

2 = needs improvement

1 = failing

0 = not able to evaluate

NLN Core Competencies for Nurse Educators		RATING				
		4	3	2	1	0
AREA						
Competency 1 - Facilitate Learning						
7510.7520	Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context					
7510.7520	Grounds teaching strategies in education theory and evidence-based teaching practices					
7510.7520.7540	Recognizes multicultural, gender, and experiential influences on teaching and learning					
7510.7520.7941	Engages in self-reflection and continued learning to improve teaching practices that facilitate learning					
7520.7560	Uses information technologies skillfully to support the teaching-learning process					
7510.7520.7941	Practices skilled oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts					
7510.7520.7941	Models critical and reflective thinking					
7510.7540.7520.7550	Creates opportunities for learners to develop their critical thinking and critical reasoning skills					

NLN Core Competencies for Nurse Educators		RATING				
		4	3	2	1	0
AREA						
7941	Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students					
7941	Demonstrates interest in and respect for learners					
7510.7520.7941	Uses personal attributes (e.g., caring, confidence, patience, integrity and flexibility)					
7510.7540.7941	Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments					

NLN Core Competencies of Nurse Educators		RATING				
Competency 1 - Facilitate Learning (cont.)		4	3	2	1	0
7510.7941	Maintains the professional practice knowledge base needed to help learners prepare for contemporary nursing practice					
7510.7941	Serves as a role model of professional nursing					

NLN Core Competencies of Nurse Educators		RATING				
		4	3	2	1	0
AREA						
Competency 2 - Facilitate Learner Development and Socialization						
7510.7540.7520. 7550.7941	Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second degree learners					
7510.7520. 7540.7941	Provides resources to diverse learners that help meet their individual learning needs					
7510.7941	Engages in effective advisement and counseling strategies that help learners meet their professional goals					
7510.7520.7540	Creates learning environments that are focused on socialization to the role of the nurse and facilitate learners' self-reflection and personal goal setting					

NLN Core Competencies for Nurse Educators		RATING				
		4	3	2	1	0
AREA						
7510.7540.7941	Fosters the cognitive, psychomotor, and effective development of learners					
7510.7520.7941	Recognizes the influence of teaching styles and interpersonal interactions on learner outcomes					
7510.7520.7941	Assists learners to develop the ability to engage in thoughtful and constructive self and peer evaluation					
7510.7941	Models professional behaviors for learners including, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy					

NLN Core Competencies of Nurse Educators		RATING				
		4	3	2	1	0
AREA						
Competency 3 - Use Assessment and Evaluation Strategies						
7520.7550.7941	Uses extant literature to develop evidence-based assessment and evaluation practices					
7520.7550.7941	Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains					
7520.7550.7941	Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals					
7520.7550.7941	Uses assessment and evaluation data to enhance the teaching-learning process					
7520.7550.7941	Provides timely, constructive, and thoughtful feedback to learners					
7520.7550.7941	Demonstrates skill in the design and use of tools for assessing clinical practice					

NLN Core Competencies of Nurse Educators		RATING				
		4	3	2	1	0
AREA						
Competency 4 - Participate in Curriculum Design and Evaluation of Program Outcomes						
7540.7941	Ensures that the curriculum reflects institutional philosophy and mission, current nursing and health care trends, and community and societal needs so as to prepare graduates for practice in a complex, dynamic, multicultural health care environment					
7540.7941	Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies					
7540.7941	Bases curriculum design and implementation decisions on sound educational principles, theory, and research					
7540.7941	Revises the curriculum based on assessment of program outcomes, learner needs, and societal and health care trends					
7540.7941	Implements curricular revisions using appropriate change theories and strategies					
7540.7941	Creates and maintains community and clinical partnerships that support educational goals					
7540.7941	Collaborates with external constituencies throughout the process of curriculum revision					
7540.7941	Designs and implements program assessment models that promote continuous quality improvement of all aspects of the program					

NLN Core Competencies of Nurse Educators		RATING				
		4	3	2	1	0
AREA						
Competency 5 - Function as a Change Agent and Leader						
7510.7520. 7540.7941	Models cultural sensitivity when advocating for change					
7510.7520. 7540.7941	Integrates a long-term, innovative, and creative perspective into the nurse educator role					
7510.7520. 7540.7941	Participates in interdisciplinary efforts to address health care and educational needs locally, regionally, nationally, or internationally					
7510. 7540.7941	Evaluates organizational effectiveness in nursing education					
7510. 7540.7941	Implements strategies for organizational change					
7510. 7540.7941	Provides leadership in the parent institution as well as in the nursing program to enhance the visibility of nursing and its contributions to the academic community					
7510.7520. 7540.7941	Promotes innovative practices in educational environments					
7510. 7540.7941	Develops leadership skills to shape and implement change					

NLN Core Competencies of Nurse Educators		RATING				
		4	3	2	1	0
AREA						
Competency 6 - Pursue Continuous Quality Improvement in the Nurse Educator Role						
7510.7941	Demonstrates a commitment to life-long learning					
7510.7941	Recognizes that career enhancement needs and activities change as experience is gained in the role					

NLN Core Competencies of Nurse Educators		RATING				
		4	3	2	1	0
AREA						
7510.7941	Participates in professional development opportunities that increase one's effectiveness in the role					
7941	Balances the teaching, scholarship, and service demands inherent in the role of educator and member of an academic institution					
7510.7941	Uses feedback gained from self-peer, student, and administrative evaluation to improve role effectiveness					
7510.7941	Engages in activities that promote one's socialization to the role					
7510.7941	Uses knowledge of legal and ethical issues relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment					
7510.7941	Mentors and supports faculty colleagues					

NLN Core Competencies of Nurse Educators		RATING				
		4	3	2	1	0
AREA						
Competency 7 - Engage in Scholarship						
7510.7941	Draws on extant literature to design evidence-based teaching and evaluation practices					
7510.7941	Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role					
7510.7941	Designs and implements scholarly activities in an established area of expertise					
7510.7941	Disseminates nursing and teaching knowledge to a variety of audiences through various means					
7510.7941	Demonstrates skill in proposal writing for initiatives that include, but are not limited to; research, resource acquisition, program development, and policy development					
7510.7520.7540.7550. 7560.7941	Demonstrates qualities of a scholar: integrity, courage, perseverance, vitality, and creativity					

NLN Core Competencies of Nurse Educators		RATING				
		4	3	2	1	0
AREA						
Competency 8 - Function within the Educational Environment						
7510.7520.7540.7550. 7560.7941	Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues					
7510.7520.7540.7550. 7560.7941	Identifies how social, economic, political, and institutional forces influence higher education in general and nursing education in particular					
7510.7520.7540.7550. 7560.7941	Develops networks, collaborations, and partnerships to enhance nursing's influence within the academic community					
7510.7520.7540.7550. 7560.7941	Determines own professional goals within the context of academic nursing and the mission of the parent institution and nursing program					
7510.7520.7540.7550. 7560.7941	Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students and teachers					
7510.7520.7540.7550. 7560.7941	Incorporates the goals of the nursing program and the mission of the parent institution when proposing change or managing issues					
7510.7520.7540.7550. 7560.7941	Assumes a leadership role in various levels of institutional governance					
7510.7520.7540.7550. 7560.7941	Advocates for nursing and nursing education in the political arena					

Certificate Program Information

Post-Graduate Family Nurse Practitioner Certificate (20 SH)

Admission Requirements for the School of Nursing

The post -graduate FNP certificate program curriculum is designed to prepare students with a previous MSN degree for careers in another advanced nursing specialty area. Following a review of the students' academic records (gap analysis) students admitted to the post- graduate certificate program take the same specialty courses as those students in the master's program. Post- graduate certificate program length varies depending on the selected concentration and previous course work. Post- graduate certificate program outcomes are consistent with those of the master's program.

1. Hold an earned graduate degree with a nursing major from a program accredited by either the Commission on Collegiate Nursing Education (CCNE) or the Commission for Nursing Education Accreditation (CNEA) or the Accreditation Commission for Education in Nursing (ACEN).
 2. Evidence of an unencumbered advanced practice registered nurse license in applicant's state with license number to practice.
 3. Current national advanced practice certification through one of the nationally recognized certification bodies such as American Nurses Credentialing Center (ANCC), American Association of Nurse Practitioners (AANP).
 - a. If candidate does not have a current national certification as an advanced practice nurse, the candidate should have taken advanced pathophysiology, advanced assessment with clinical component, and advanced pharmacology within the past five years.
 4. Current professional resume which includes the following*:
 - a. Educational background including institutions, degree(s) awarded, degree(s) in progress, dates of degrees awarded, and/or anticipated dates of receiving degree (s), if applicable
 5. Relevant employment history including
 - a. Job title (including unit), job description and relevant duties performed for each position
 - b. Location of employer for each position
 - c. Community service or volunteer experience
 1. Awards, publications, presentations, certifications, and professional organization membership
 - a. Evidence of leadership and career progression
 6. Personal statement which includes the following:
 - a. Career goals after attaining a post-graduate certificate
 - b. Reflection on candidate's plan for success in the post-graduate certificate program
 - c. Potential contributions to the profession after attaining a post-graduate certificate as a FNP
- *Both the writing style (e.g. grammar, punctuation, spelling, word, use) and content of the personal statement will be considered in the overall evaluation of the application to program.
7. Official transcripts from all colleges or universities attended (including community colleges), even if a degree was not awarded.

8. Official letter from national certification organization stating national certification for advanced practice, such as Acute Care Gerontology Advanced Practice Registered Nurse, Pediatric Advanced Practice Nurse, Psychiatric Mental Health Advanced Practice Nurse, etc.
9. Minimum GPA of 3.0 on a 4.0 scale for both the nursing courses and overall GPA.
10. Three professional references. Examples of professional references:
 - a. A current clinical supervisor or nurse manager who has direct knowledge of the candidate's skills in the clinical setting and how those skills will translate into the role of the advanced practice, Family Nurse Practitioner.
 - b. A professor, faculty member, or academic advisor who can provide a meaningful assessment of the candidate's academic record. If the candidate has been out of school for 5 years or more, a nurse educator or clinical instructor can provide the academic recommendation
 - c. A practicing clinical nursing profession, or Advanced Practice Registered Nurse (APRN) who has served as a mentor and can address the candidate's abilities as a registered nurse and the candidate's potential to become an advanced practice Family Nurse Practitioner.
11. Completion of a course Gap Analysis that has been approved.
12. Test of English as a Foreign Language (TEOFL) score is required if English is not the first language. Auburn University of Montgomery TOEFL score is 1036. Please see admission requirements for AUM Graduate Studies for International students under Admission Graduate Studies International Students for further information.

Graduation Requirements for the Post-Graduate Family Nurse Practitioner Certificate

All course work listed for the post-graduate FNP certificate completed (20 credits) with a minimum grade of "B"

- Clinical performance evaluated at a Satisfactory level
- Completion of a satisfactory evidence-based practice paper
- Completion of a satisfactory public presentation of the evidence-based project

Track Curriculum: Post-Graduate FNP Certificate

The online post-graduate Family Nurse Practitioner (FNP) certificate program is designed for post-graduate registered nurses who have already earned an MSN from an accredited program, and who wish to add a specialization to become an FNP.

All post-graduate FNP certificate applicants must have successfully completed the advanced practice registered nurse (APRN) core courses: advanced pathophysiology, advanced pharmacology, and advanced physical assessment. The core APRN courses must have been completed within the past five years with a grade of B (3.0) or higher. If the previous degree did not include the APRN core courses the student will complete these courses prior to entering the FNP track. An individual plan of study will be designed for the student requiring these courses.

Upon graduation, post-graduate FNP certificate graduates are prepared to take the Family Nurse Practitioner certification exam offered by either the American Nurses Credentialing Center or American Association of Nurse Practitioners in order to receive licensure as an Advanced Practice Registered Nurse. After passing the certification exam, the graduate must meet additional requirements as defined by individual state Boards of Nursing to gain licensure and employment.

Post- Graduate Family Nurse Practitioner—20 Credit Hours; 660 Clinical Hours

- NURS 7110 Adolescent/Adult Primary Care (2 credit hours)
- NURS 7111 Adolescent/Adult Primary Care (3 credit hours; 180 clinical hours)
- NURS 7210 Women’s Health Primary Care (2 credit hours)
- NURS 7211 Women’s Health Primary Care (1 credit hour; 60 clinical hours)
- NURS 7310 Pediatric Primary Care (2 credit hours)
- NURS 7311 Pediatric Primary Care (2 credit hours; 120 clinical hours)
- NURS 7410 Adult/Gerontologic Care (3 credit hours)
- NURS 7411 Adult/Gerontologic Care (2 credit hours; 120 clinical hours)
- NURS 7911 Advanced Practice Nurse Practicum (3 credit hours; 180 clinical hours)

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

CANDIDATE PREPARATION TO OBTAIN LICENSURE AND CERTIFICATON FOR FAMILY NURSE PRACTITIONER (FNP) NURSE EDUCATOR FOR INTERPROFESSIONAL PRACTICE (NE)

Upon graduation, MSN FNP graduates are prepared to sit for the Family Nurse Practitioner certification exam offered by either the American Nurses Credentialing Center or American Association of Nurse Practitioners in

order to receive licensure an Advanced Practice Registered Nurse. After passing the certification exam, the graduate must meet additional requirements as defined by individual state Boards of Nursing to gain licensure and employment.

Track Curriculum: Graduate Certificate in Nursing Education

This Graduate Certificate in Nursing Education program is designed as a post-baccalaureate option for nurses with a desire to teach in diverse settings. Nurses who want to work in staff development, patient/family education, academic nursing education, or in any setting where teaching and learning takes place, will find these courses beneficial. The courses are offered online for ease of enrollment for students who are employed part/full-time. The program provides an understanding of the principles of teaching and learning, factors that influence teaching and learning in nursing, and methods for developing and implementing interprofessional education.

Goals of Graduate Certificate in Nursing Education Program

- Prepare individuals with knowledge, attitudes, and skills in teaching diverse populations (individuals, and groups) in a variety of settings including healthcare professions.
- Prepare future teachers of nurses, interprofessional team members, and healthcare consumers who know how to health other “learn how to learn” in a rapidly changing healthcare delivery.
- Provide individuals with a foundation for role development in the area of nursing education.

Graduates of this certificate program will be expected to:

- Develop educational programs in response to the learning needs of interprofessional health professionals and healthcare consumers.
- Assess, implement, and evaluate clinical and non-clinical educational offerings.
- Collaborate with other in the development of programs that are responsive to the changing education needs of the times.

The courses within this program are open to registered nurses who have a baccalaureate degree in nursing. Program certificate requirements include completion of a minimum of 14 credit hours of coursework, including an education practicum. All coursework for the Graduate Certificate in Nursing Education must be completed within 4 years. The courses may be applied to the Nurse Educator Interprofessional Practice, Master of Science in Nursing Program. A minimum GPA of B (80-89) is required to remain in the program and/or apply courses to the Nurse Educator for Interprofessional Practice Program Master of Science in Nursing.

Admission Requirements

1. Earned baccalaureate (BSN) degree in nursing from an accredited nursing program with an overall GPA of 2.5 (Official transcript showing date bachelor degree was awarded is required)
2. Licensure as a registered nurse in the state in which the student practices.

Nurse Educator Certificate

Clinical nursing faculty will review and discuss with the student personal goals and outcomes, practicum experiences, and weekly logs.

1. Clinical nursing faculty will observe and provide feedback as the student performs one oral presentation in the practicum setting.
2. Clinical nursing faculty will discuss how the student is integrating class materials and new knowledge into weekly outcomes, including but not limited to the following concepts: principals of teaching and learning, learning styles, use of technology in nursing education, and interdisciplinary collaboration.

School of Nursing Policies and Guidelines

Examinations

Students are expected to be present for 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 course faculty. Students may use a simple non-scientific calculator for exams if noted by the faculty. All 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 the exam or exam review may be taken or shared (see Academic Honesty Code in the Graduate Catalog and Code of Conduct in the AUM Student Handbook. **Please read course syllabi care for weight of exams and additional assignments.**

Standardized Testing

Standardized testing is used in some graduate tracks to prepare students for national credentialing upon graduation. This information is used to identify individual strengths and weaknesses, along with cohort information for curriculum evaluation.

Respondus Lockdown Browser and Respondus Monitor

Some quizzes/exams will be proctored and given through Blackboard Learning Management System. Each student must have a desktop or laptop computer with a microphone and web camera (Webcam). It is preferred that the student have an external web camera in order to complete the review of the environment prior to testing. For these exams, Respondus Lockdown Browser will be used and the quizzes/exams will be monitored and recorded for faculty review. When taking the quiz/exam, the Respondus Lockdown Browser must be opened FIRST and then proceed through the Respondus Monitor instructions to reach the quiz/exam in Blackboard.

Format for Written Assignments

For all College 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, plans of care, test 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.

Professional Equipment

Students are expected to have basic equipment for patient care during clinical experiences. Necessary equipment includes a professional stethoscope which includes a bell, diaphragm and single lumen. Students are also expected to have an otoscope/ophthalmoscope, tuning fork, and reflex hammer.

Virtual Simulation

Simulated patient experiences are provided in clinical courses throughout the nurse practitioner track. iHuman© enables formative and summative assessment of the student utilizing active e-learning in evidence based patient cases across the lifespan. This promotes the delivery of high quality, cost-effective patient care through the implementation of sound diagnostic reasoning principles.

Transportation

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

Registration for Courses

Students are responsible for registering for the correct courses each semester through Webster Registration System. Dates for registration are found in the Academic Calendar. Following registration and during the add/drop 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 possible additional fees.

Employment

Employment should be managed to accommodate both theory and clinical learning as much as possible in order to allow for ample time to prepare and participate in course requirements. Students have shown that working greater than 20 hours per week challenges the student's ability to be successful in college course work.

Auburn University at Montgomery Credit Hour Policy and Academic Work

AUM expects that for each credit hour awarded, the student will complete an average 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 difference among academic disciplines (Approved July, 2013).

Attendance

Students are expected to be on time and attend virtual nursing classes and clinical experiences. 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 lifelong learning.

- Time management is a necessary professional skill, and punctuality is expected in professional workplaces.
- Punctual attendance is expected in all educational activities, and required for class, and/or clinical experiences. Students will not be excused from required coursework or clinical experiences for job interviews/orientations/outside employment 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 or order to avoid unexcused absences from clinical experiences.

Tuesday Class following Monday Holiday in the School of Nursing

As a program of study, nursing courses are taught atypical of most university courses (i.e. Tuesday/Thursday or Monday/Wednesday). Nursing courses are scheduled once a week for longer periods of time in order to allow for clinical/lab experiences the remainder of the week. Class content precedes clinical/lab experiences in order to discuss the theoretical content that will be applied during the clinical experience. The current practice at AUM is that no classes are held the Tuesday following a Monday holiday. An entire week of class time is missed for those students with nursing courses scheduled on Tuesday. Not only do students miss valuable class time but the interruption in the teaching-learning process is significant. Due to the unique nature of the nursing program, courses routinely scheduled on a Tuesday **will hold** classes on the Tuesday following a Monday holiday (refer to the course calendar in the syllabus).

July 4th Holiday

The current practice at AUM is to give a two-day holiday for the 4th of July. Nursing students will not have class or clinical on July 4th as the campus is closed. However, due to the unique nature of the nursing program, nursing students will have class or clinical as needed the remainder of the week.

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.

Online Education Guidelines

A course delivered via distance education technology is different from a traditional face-to-face course delivered in a classroom environment. For that reason, the following guidelines will assist the learner in navigating online courses. The learner responsibilities are considered part of the course policy and must be followed. Points to consider:

1. 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.
2. 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.
3. 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.
4. 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 a few oral and non-oral cues. If you have questions, please ask.
5. It may take several days to a week to get comments back from course faculty, sometimes more.
6. 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 online environment cannot be passive. If students do not enter into the online classroom and do not post a contribution to the discussion, the professor has no way of knowing that they have been there and engaged. Students are not only responsible for logging in, but they must contribute to the learning process by posting their thoughts and ideas for the online classroom.

Learning is an active process in which the instructor and learners must participate if it to be successful. In the process, a web of learning is created. In other words, a knowledge acquisition is collaboratively created (Paloff & Pratt, 1999, p. 6).

- AUM Graduate Programs utilize Collaborate Ultra classroom in Blackboard Learning Management System®
- Graduate students are expected to attend Collaborate Ultra classes scheduled throughout the semester.
- This platform allows an enhanced learning experience.
- Collaborate Ultra class meetings are scheduled on Tuesday evenings and will be posted on the comprehensive course calendar for each course.

Expected Behaviors for Online 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 limited to:

- Submitting paperwork and assignments in a timely manner.
- Being prepared for all experiences
- Being attentive and engaging in activities
- Considerate of 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 one's actions
- Obtaining permission from faculty before audio or video recording or taking pictures of any portion of the course/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.

Student Rights and Responsibilities/Academic Honesty

Honesty and integrity are highly valued in the nursing profession. Dishonesty has serious legal and ethical implications. It is a crucial factor in the maintenance of public trust. Academic dishonesty in any form will not be tolerated. Violations of student academic behavior standards are outlined in the AUM Graduate Catalog.

Faculty may use Turnitin www.turnitin.com or Safe Assign to review papers and projects for plagiarism. These websites allow faculty to quickly and easily compare student reports to billions of websites and databases of student papers. After submission of a paper, the faculty receives a report that states if and how another author's work was used. Academic action will be taken for the following behaviors:

1. Cheating – whereby non-permissible written, visual or oral assistance including that obtained from another student is utilized on examinations, course assignments or projects. The unauthorized possession or use of examination or course-related material will also constitute cheating.
2. Plagiarism – whereby another's work is deliberately used or appropriated without any indication of the source. Thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another has plagiarized.
3. Falsification of clinical paperwork, including clinical logs, journals or other related paperwork.
4. A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable

Professional Conduct

Students are expected to conduct themselves in a professional manner at all times as representatives of Auburn University at Montgomery and the School of Nursing. It is expected that students will treat faculty, staff, clinical staff, facility staff, patients, families and peers in a respectful manner and strive to promote an environment that

respects human rights, values, and choice of cultural and spiritual beliefs. Furthermore, students should strive to maintain optimal personal health and well-being (Review Student Discipline Code in the AUM Student Handbook).

Incivility

Incivility will not be tolerated in the online or clinical environment. Students are expected to demonstrate respect for self, peers, and instructors at all times. The assigned course faculty member, preceptor or designated personnel reserves the right to dismiss the student from the clinical experience if actions are deemed inappropriate. As per the AUM University and Graduate Handbooks, students who exhibit behavior which is inconsistent with the stated missions and goals of the University and its regulations, may be subject to formal disciplinary procedures

Violation of Professional Standards of Behavior

If a student is deemed to have a problem related to inappropriate behavior/professionalism, including academic integrity as specified in the AUM Student Handbook, use of cell phones or HIPAA violation, the student may be suspended or disenrolled from the program. Communication of inappropriate student behavior will result in the following actions:

1. An incident of inappropriate action by the student is to be submitted in writing to the Dean.
2. The student will be notified of the allegation.
3. The Dean will appoint an *ad hoc* committee within five working days* of the submitted documentation. The committee will be composed of an appointed faculty chairperson, the student's academic advisor, and one other faculty member, and any appropriate university representative.
4. The chairperson will next solicit the student's response within the next three working days*.
5. The committee process will review all documentation, conduct interviews as appropriate and make recommendations to the Dean of the College of Nursing and Health Sciences (CONHS).
6. The Dean of the CONHS will consider the committee's recommendation, and then make the final decision to retain, suspend, or disenroll the student. A written notification of the decision will be communicated to the student and all appropriate individuals.

*Weekdays in which School of Nursing classes are in session

Student Grievances

Students should follow the appropriate chain of command when a grievance exists. The administrative hierarchy for discussing student concerns is: Faculty, Course Coordinator, Department Chair for Graduate Affairs, and Dean of the College of Nursing and Health Sciences. (Review Appeal of Grades found in the AUM Student Handbook).

AUM Student Services

Students with Disabilities

Auburn University at Montgomery and the SON attempts to make reasonable accommodations to meet the special needs of its students with disabilities. Students requiring special services should notify their faculty as soon as possible. Assistance is available from the Center for Disability Services (CDS) that is located in 147 Taylor Center, 334-244-3631 or by email at cds@aum.edu

AUM Learning Center

The SON partners with the AUM Learning Center (LC) which offers free individual tutoring in writing across the disciplines and mathematics in any course for all currently enrolled AUM students. Call or drop by to make a 30-minute appointment. Your instructor will receive a report of your visit. Check us out at <http://www.aum.edu/academics/warhawk-academic-success-center/learning-center-isl/learning-center> where you will find many helpful pdf documents and links to many excellent web sites. The LC is located on the second floor of the library tower. The LC is also open for evening services in the first floor of the library and tutoring in North Commons for students who live on campus. Call 334-244-3470 to make your appointment or to ask for information about current hours.

Technical Assistance

Students can receive technical assistance from a number of resources on campus. If you are having issues with Blackboard a good place to start is in the Blackboard Student Resource and Orientation Course. All students are enrolled in the course and you will find it on your Blackboard course list. You can also look for solutions in the Online Help Desk located in My AUM. If you continue to experience problems please contact the ITS Helpdesk either by email at helpdesk@aum.edu or by phone at 334-244-3500

School of Nursing Resources/Initiatives

Service (Community Partnerships/Collaboration)

Service to the school, profession, and community is encouraged both as part of the formal curriculum and through activities of the students and faculty. Students and faculty have both leadership and participant roles in the governance of the university. Active participation in professional organizations is encouraged at the local, state, regional, national and international levels. Collaborative work with the community is evident both in the linkages established by the School of Nursing through professional and civic work of students and faculty.

Advisement

The faculty recognizes that successful student outcomes, retention, and satisfaction with the educational process

can be influenced by advisement, mentorship, and cooperation between faculty and students. Student advisement is based on a professional relationship that is accessible, and provides specific and accurate information. Each nursing student will be assigned and has access to a Graduate Academic Advisor upon admission. The purpose of the Graduate Academic Advisor is to assist with admission, registration, progression issues, offer guidance and maintain current plans of study for each student.

Faculty Availability

Each faculty member will post scheduled office hours in the syllabus and within the Blackboard Learning Management system 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 issues and concerns not requiring an appointment. Faculty/advisors will make every attempt to schedule an appointment to meet student needs. The Department Chair for Graduate Affairs, and Dean of the College of Nursing and Health Sciences 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.

Clinical Practice Policy

Clinical Hour Ratio for the Graduate Program

1 credit = 4 hours of clinical

Every AUM School of Nursing student is expected to demonstrate professionalism and safe practice at all times, especially in the clinical setting. 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 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:



Safe practice guidelines

1. Students who are participating in any capacity other than observation in a clinical setting must be supervised by a clinical faculty member or preceptor.
2. Students will maintain their own health insurance as well as current immunizations, tuberculin skin test, and BCLS for Healthcare Providers status throughout the entire graduate nursing program to expedite clinical placement.
3. Students will not perform any invasive procedure on a patient without being directly supervised by a preceptor.
4. Students will maintain patient confidentiality consistently by avoiding posting any patient information on any social media site. Students will also avoid posting information on social media that could be used to identify the location of any clinical site or personnel.

Failure to follow these safe practice guidelines may result in failure of the clinical portion of a course or disenrollment from the nursing program.

Unsatisfactory/unsafe practices

An Incident report will be completed for the following:

1. Any unprofessional/inappropriate behaviors as deemed by the preceptor or clinical faculty.
2. Any unsafe/negligent behavior that could have resulted in physical/emotional harm to the client without faculty/staff intervention.
3. An accumulation of 3 incidence reports will result in a full review of the student's clinical performance record by the Clinical Review Panel of the School of Nursing.

Critical unsatisfactory/unsafe practices

The following behaviors are considered **critical unsatisfactory/unsafe** and potentially may place the client, self or others in immediate danger. An incident involving any of these behaviors will result in immediate dismissal from the clinical setting and an immediate full panel review from the Clinical Review Panel and may result in disenrollment from the School of Nursing.

1. Behavior that results in real or potential physical or emotional harm to another.
2. Behavior that is in violation of the course, school, university, or agency policy.
3. Violation of the Drug free campus and/or Suspicion of Chemically Impaired in the Nursing Student Policy.

Incident reports and clinical review panel process

1. Clinical preceptor will notify the student of the behavior
2. Clinical preceptor will remove the student from the site as appropriate
3. Clinical preceptor will notify the Course Coordinator at the time the incident is identified and the Graduate Program Coordinator as indicated
4. Clinical preceptor will complete an incident report and send to Clinical Course Faculty by the end of the clinical day
 - Clinical Course Faculty will meet with the student to provide an opportunity for the student document a statement of the incident
 - The Clinical Review Panel consists of the Graduate Program Coordinator, and two (2) other faculty not assigned to the course designated by the Graduate Program Coordinator. Panel members may recuse themselves if there is a perception of conflict of interest. In this situation it may become necessary to supplement the membership of the panel. The student will not be able to participate in further clinical activities until the panel has made a recommendation and course faculty has made a final decision.
 - The Clinical Review Panel will make one of the following recommendations to the course faculty:
 - Student and faculty develop a plan of remediation
 - Assign course failure(s)
 - Submit recommendation to the dean to disenroll the student
 - The panel will communicate the recommendation in writing to the course faculty. Course faculty will consider the recommendation, make the final decision, and communicate decision to the student.

All unsatisfactory/unsafe incidents will be recorded and kept on file. Records must be maintained throughout the

graduate program for clinical experiences for each student. Incidences are not confined to one course but are considered cumulative in evaluating the student's overall clinical performance.

NOTE: Accrued incidence reports will remain in effect for all students.

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 Department Chair for Graduate Affairs 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 Department Chair for Graduate Affairs.
- 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.

1. Students should arrive for clinical on time and they are expected to stay for the full scheduled shift.
2. Students must notify course faculty AND clinical agency if they will be absent or late
 - a. 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.
 - b. 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
- distracting behaviors not appropriate during the clinical experience.

Students demonstrating unacceptable behavior in the clinical setting will receive a *Graduate Program Occurrence Report Form* (see Appendix). The form will be placed in the student's file following a meeting with the FNP Coordinator and course faculty of record. Remediation may be required for any skills that are unacceptable. Disciplinary action, including but not limited to clinical failure and possible disenrollment from the program, may also be taken for students who demonstrate unacceptable behavior while enrolled in this program.

Examples of unacceptable clinical behaviors which will result in an unsatisfactory clinical grade include, but are not limited to the following:

1. Performing advanced practice nursing care in an unsafe or harmful manner.
2. Providing direct patient care without the supervision of an Advanced Practice Registered Nurse, physician or other direct advanced practice supervisor.
3. Willfully or intentionally doing physical and/or mental harm to a patient.
4. Exhibiting careless or negligent behavior in connection with care of a patient.
5. Breaching confidentiality of the patient or agency in any means:
 - a. Using information that can be used to identify a patient on written assignments
 - b. Discussing confidential information in inappropriate areas including social media
 - c. Discussing confidential information about the patient to third parties who do not have a clear need to know
 - d. Removing any record or report (or copy) from the area where it is kept, except in performance of student nurse assignment
 - e. Violating HIPAA guidelines
 - f. Falsifying patient records or fabricating patient experiences
 - g. Falsifying required documentation related to clinical experience including clinical logs, journals, and other paperwork related to the School of Nursing experiences
 - h. Failing to report omission of, or error in, assessments, treatments, or medications
 - i. 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
 - j. Failing to report body substance exposure or needle stick to clinical faculty
 - k. Failing to disclose an illness or medical condition that may affect the student's safety or ability to provide safe patient care
 - l. 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 Uniform Policy

Students should maintain a professional appearance consistent with the nursing profession at all times. When in AUM uniform the student is representing the School of Nursing and the nursing profession and **all** guidelines must be followed. The required dress for **ALL** clinical experiences includes, but is not limited to the following:

1. White lab coat with AUM SON insignia
2. ID badge on and visible to others
3. No other outer garments are allowed in the clinical settings (jackets or sweatshirts)
4. Professional business attire should allow for proper movement without being offensive (i.e., heels no higher than 1.5 inches, closed toe shoes, no display of cleavage, midriff, or buttocks)
5. For infection control, pants must not touch or drag the floor
6. AUM College of Nursing and Health Sciences nametag at all times
7. All tattoos must be covered
8. A single pair of stud earrings in the lower earlobe is the only body piercing jewelry allowed
9. A plain band ring may be worn if desired
10. Short, clean fingernails – no nail polish of any type or acrylic nails allowed
11. Naturally occurring hair color, no hair jewelry
12. Trimmed beards or clean shaved look
13. False eyelashes and lash extensions are prohibited
14. Hair must be above shoulders or restrained – bangs should be secured if fall over face with head looking down
15. Due to sensitivities, body fragrances are not allowed
16. See course syllabi for any additional requirement

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 course faculty and preceptor
- The clinical/course faculty will:
 - Report the incident per clinical agency protocol
 - Notify the course faculty immediately, the Course Coordinator and Graduate Program Coordinator
 - Submit a written report to the Graduate Program 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 Graduate Program Coordinator will:
- Notify the Infection Control Nurse at the facility for further instructions on follow up
- Student may be asked to be treated in the Emergency Department as necessary
- Students are responsible for all expenses incurred
- Treatment will vary depending on the magnitude of exposure and the risk status of the source

Drug Screening Policy

All nursing students participate in clinical practice held at various health care institutions in Alabama. These clinical agencies and Auburn University at Montgomery School of Nursing have contractual relationships that require the School to abide by the substance abuse control policy of the agencies. There are several agencies that are used for clinical experiences for all students and that require the School of Nursing to certify that our students have completed a negative screening for drugs. Because these required clinical experiences begin in the first semester of the program, all nursing students will have a pre-admission 10-panel urine drug screening conducted according to current laboratory protocols. Additional drug screening will be done if the student exhibits behaviors indicative of substance abuse after admission. Students are responsible for fees incurred.

Pre-Clinical Screening

A positive pre-admission drug screen will result in the denial of admission to the School of Nursing. If there is a valid medical reason why a student is taking a drug on the screen, a letter from the prescribing physician stating the reasons for the medication and the expected duration of treatment must be sent to the Dean.

Suspicion of Chemical Impairment In the Nursing Student Policy

In order to provide a safe teaching and learning environment to students and to patients who receive nursing care from students, nursing students must not be chemically impaired during participation in any learning experience, including classroom, clinical laboratory, clinical settings, and other school sponsored functions.

The School of Nursing follows the university's policy prohibiting the illegal possession, use, or distribution of drugs and/or alcohol by students on university property or as a part of any university affiliated academic activity, including off-campus clinical learning experiences.

Violators will be prosecuted in accordance with applicable laws and ordinances and will be subject to disciplinary action by the university in conformance with university policy (See Auburn University Montgomery Student Handbook regarding Drug-Free Campus and Workplace Policy Statement) and/or the policy of the clinical site agency.

The AUM SON defines the chemically impaired student as a person who, while in the academic or clinical setting, is misusing or abusing, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, synthetic designer drugs, or other mood altering substances. Abuse of the substances includes episodic misuse or chronic use, either prior to or during the academic or clinical experience, which has produced psychological and/or physical symptoms and presents a danger to the students or others.

Procedures for Faculty Intervention with the Suspicion of Chemical Impairment in the Nursing Student

- Notify the Dean of the School of Nursing. If the Dean is unavailable for consultation, the faculty should proceed with intervention according to procedure and notify the Dean as soon as possible.
- If the student demonstrates impaired behaviors, remove the student to a private area and question the student regarding the use of any substances and, if used, what, when, and how much was used and by what route it was taken
- Discuss the signs and/or behaviors observed and allow the student to provide a brief verbal explanation
- Even if the student denies misuse or abuse of any chemical substances the student will be relieved of further clinical and/or classroom responsibilities until notified to the contrary by the Dean of the School of Nursing.
- The student is informed they appear to be in violation of the Policy regarding the suspicion of chemical impairment and sent immediately for a urine drug screen. Collection and testing services shall be performed by a Drug and/or Alcohol Testing Provider chosen by the College or its designee. If the Testing Event occurs at a facility where testing can be fairly and confidentially conducted, the testing should occur at the facility. If not, then the student shall be transported to a location designated by the Drug and/or Alcohol Testing Provider by a designee of the Graduate Program Coordinator, who shall wait with the student at that location until the Drug and/or Alcohol Testing is completed and then transfer the student back to the location from which the student was transported. The student may not transport themselves to the Drug and/or Alcohol Testing facility (student is responsible for any costs incurred during the process).
- Faculty must meet with the student the next day school activities are in progress
- Gather and document data on behaviors
- Submit report to the School of Nursing Dean and the student
- *The Dean will meet with the student and faculty – student is given opportunity to respond (copy will be placed in separate, confidential file in the Dean's office)

For positive drug screen: Student will be required to provide a comprehensive chemical dependency evaluation prior to being allowed to return to class or clinical (student is responsible for any costs incurred during the process)

For negative drug screen: Student may be required to have a physical from a health care provider indicating they are able to continue safely in the clinical setting:

- A semester grade, as appropriate, of I (Incomplete), W (Withdrawal), F (Failure), or U (unsatisfactory)

will be assigned for current nursing courses following the chemical dependency evaluator's determination of the student having been chemically impaired. Factors related to the grade determination include the amount of course work completed, the time remaining in the semester, the ability of the student to complete the course requirements, the current standing in the course, and the treatment recommendations of the chemical dependency evaluator. (See Forms section)

- If the student refuses to obtain a comprehensive chemical dependency evaluation, the student will be dismissed from the program and may not return as an out of sequence student. The student has a right to appeal this decision as outlined in the AUM Student Handbook.

*During the meeting, the academic consequences will be explained to the student by the Dean. Participation in clinical course work is contingent upon completion of the comprehensive chemical dependency evaluation as follows:

- Chemical Dependency Treatment is not recommended: The student will be allowed to continue in the nursing program, but will have random drug screens performed.
- Chemical Dependency Treatment is recommended: The student must withdraw from the course and may reapply for admission ONLY after successful completion of the treatment program and a recommendation from the treatment facility. In the event that the student is readmitted, the student will sign an agreement to have his or her progress monitored by the Auburn University at Montgomery School of Nursing, which will include random drug screening throughout the program.

Licensed Nursing Student

If a licensed nursing student has a positive urine drug screen, the student must notify the Alabama Board of Nursing within five working days. The student is required to obtain a chemical dependency evaluation. If treatment is recommended the student may voluntarily request to enter the Alabama Nondisciplinary Alternative Program for Impaired Nurses (see Chapter 610-X-13 of the Alabama Board of Nursing Administrative code). If the student fails to contact the Board of Nursing, the Dean of the School of Nursing will contact the Board regarding the **positive urine drug screen**.

The Auburn University Montgomery School of Nursing will work cooperatively with the Alabama State Board of Nursing to ensure the student's program compliance and successful completion. Students must complete treatment before continuing in the Auburn University Montgomery Nursing Program.

If additional or continuing chemical impairment occurs subsequent to implementation of these procedures, the nursing faculty will administratively dismiss the student from the program. The student has the right to appeal this decision as outlined in the Student Handbook.

The University has a responsibility to comply with the Americans with Disabilities Act of 1990. Implementation of this policy will not violate the rights for those students who qualify under this Act.

Signs and Symptoms of Possible Substance Abuse Among Nurses/Nursing Students

- Psychological Problems: Irritability Moodiness, Tendency to isolate self
- Symptoms: Odor of alcohol, Slurred speech, Unsteady gait, Errors in judgment

- Social Change: Eats alone, avoids social gatherings, Excessive absenteeism, A pattern of tardiness, Late assignments with elaborate excuses, Avoiding peers and faculty, Avoiding group work, Deteriorating productivity
- Change to Personal Appearance: Change in dress, Unkempt appearance, flushed complexion, Red eyes, Hand tremors, Swollen face
- Mental Status Changes: Forgetfulness, Confusion, Decreased alertness
- General Behavior: Inappropriate responses, Elaborate excuses for behavior, Intolerance of others, Suspiciousness, Nervousness

Health Insurance Portability and Accountability Act Of 1996 (HIPAA)

The Health Insurance Portability and Accountability Act of 1996, referred to as HIPAA, was established to provide national standards for privacy and confidentiality of all health information and electronic transmission of all health information.

Policy

The Auburn University at Montgomery School of Nursing collaborates with healthcare organizations and healthcare providers during the educational experiences for nursing students. In accordance with this collaboration, all students and faculty must abide by HIPAA regulations and provide or verify that education on HIPAA has been provided to students who are enrolled in the program. HIPAA education must be completed before a student or faculty is allowed to begin clinical/practicum with a healthcare organization or healthcare provider.

HIPAA Training Procedure

All students will complete HIPAA training and submit proof of training by end of first week of classes prior to beginning clinical/practicum experiences. A signed HIPAA confidentiality form will verify training and be kept in the student's file throughout the program.

Miscellaneous Information

Financial Aid/Scholarships/Awards

Nursing students may be eligible for financial aid. Nursing students may obtain information, apply for and receive various types of financial aid administered through the AUM Office of Financial Aid. To be eligible for financial aid students must have a current Free Application for Federal Student Aid (FAFSA) on file.

Inclement Weather

Occasionally inclement weather occurs. Students need to monitor school closings on the television and radio stations. If Auburn University at Montgomery is closed, the School of Nursing will not hold classes, labs or clinicals. AUM will also send alerts through AUM Alert. To sign up for this service please visit <http://www.aum.edu/about-aum/public-safety/severe-weather>. AUM Alert is strongly encouraged as a method for receiving emergency warnings.

If you are scheduled for a clinical experience at a time when there is inclement weather in your area, you must communicate with your faculty course coordinator regarding your inability to access your clinical experience. Weather conditions can vary from town to town and if you do not communicate with your faculty member, it may be considered an unacceptable absence. Every clinical day must be accounted for and make-up will be scheduled as needed.

Nursing Honor Society



SIGMA THETA TAU INTERNATIONAL (STTI) KAPPA OMEGA CHAPTER

Sigma Theta Tau is the International Honor Society of Nursing. Kappa Omega is the chapter of Auburn University at Montgomery. Students who meet eligibility criteria will be invited to apply each fall and spring semester. Faculty counselors are available to answer questions about membership.

Graduate students are eligible and will be invited to apply if they have met the following criteria:

- Completed half of the nursing curriculum
- Achieved a nursing GPA of at least 3.0
- Scored in the upper 35% of the graduating class
- Demonstrated academic integrity and professional leadership potential

Curtiss Course Critiques

Students are encouraged to complete anonymous course/faculty evaluations at the end of each semester/term. The students are notified by mail and through Blackboard when the evaluations open for completion. The students are further encouraged to participate through a tab on the home page of each FNP course.

Preceptor/Site Evaluations

Preceptor and Clinical Site evaluations are completed through the *EASI system* in Typhon®. These are anonymous surveys which allow students to evaluate sites and preceptors in an online, secure environment.

Appendices

Auburn University Montgomery
P.O. Box 244023
Montgomery AL 36124
Phone (334) 244-3658F
ANNUAL HEALTH ASSESSMENT

Health assessment must be recorded on this form.

Name _____ Birth date _____

Weight _____ Height _____ Allergies _____

Temp _____ Pulse _____ Resp _____ BP _____ / _____

Significant Medical History: _____

Medications: _____

Skin: _____

Eyes: _____

Vision: Right _____ Left _____ Corrected: Right _____ Left _____

Ears: _____ Hearing: _____

Nose: _____

Throat: _____

Lungs: _____

Heart: _____

Abdomen: _____

Musculo-Skeletal: _____

Neurological: _____

NOTE: Students must possess the functional ability to perform the skills and demonstrate the behaviors required of a professional nurse. These abilities include but are not limited to (a) adequate vision, such as that required to observe changes in physical conditions, to read small print on labels and reports, and to discern subtle changes in color; (b) adequate hearing, such as that required to distinguish muted sounds through a stethoscope; (c) fine motor skills and manual dexterity, such as required to handle small, delicate equipment; (d) strength to turn and assist with lifting adults, and to lift and carry children; (e) the mobility to perform skills and respond quickly in emergency situations; (f) the ability to communicate and interact effectively with others, verbally and in writing; and (g) the ability to detect odors.

*****Are there any conditions, concerns, or treatments that may affect the ability of this student to meet these program requirements? () YES () NO**

Health Care Provider's Name (Print): _____

Address: _____

City, State, Zip Code: _____

Phone: (_____) _____

Immunization Form

To ensure the health and safety of our campus, immunizations against communicable diseases is extremely important. Vaccination against Measles, Mumps, Rubella (MMR), Tetanus, Diphtheria and Pertussis (Tdap), and proof of negative Tuberculosis is required of all students entering Auburn Montgomery. This form must be completed and is the preferred document for proof of immunizations and TB testing.

Complete and Return to: **Student Health Center**
Attn: Immunizations
PO Box 244023
Montgomery, AL 36124
(334) 244-3281 Fax (334) 244-3396

Name _____ Student Number _____
Last First Middle

Address _____
Street City State Zip Code

_____/_____/_____/_____/_____/_____
Phone Number E-mail Address Date of Birth Date of Enrollment

REQUIRED IMMUNIZATIONS

Tuberculosis Screening (within 6 months prior to semester student is to begin at AUM.)

Date Given _____ (Date of reading, within 48 to 72 hours of date given) TB skin test (PPD) _____/_____/_____

Results: Positive _____ mm Negative _____ mm

If positive, you must attach a radiology report from chest X-ray and documentation of treatment.

Tetanus, Diphtheria, Pertussis (Tdap) Vaccine. Students without previous documentation of a Tdap vaccine should have one dose within the last 10 years. Other students should be current to maintain their status throughout their entire academic career.

Date of Tdap vaccine: _____/_____/_____

Measles, Mumps, Rubella (MMR)

Auburn Montgomery University requires that all students born after 1956 must have had 2 doses of a measles containing vaccine (MMR) prior to registration. One dose must have been after 1980. Lab antibody titers (IgG) for Measles, Mumps and Rubella are acceptable. Please attach documentation to the back of the form.

Date of First Dose _____/_____/_____ Date of Second Dose _____/_____/_____

OPTIONAL IMMUNIZATIONS (These immunizations are not required by the university but are recommended by the American College Health Association.)

Hepatitis B: _____/_____/_____ _____/_____/_____ _____/_____/_____
1st 2nd 3rd

Varicella (Chickenpox) Vaccine: _____/_____/_____ _____/_____/_____
1st 2nd

Meningococcal (MenACWY) Vaccine: _____/_____/_____ _____/_____/_____ (One dose on or after the 16th birthday)
1st 2nd

Meningococcal B Vaccine _____/_____/_____

I certify that the above dates and vaccinations are true.

_____/_____/_____
Signature of Licensed Health Care Professional Date License Number or Office Stamp

Agreement for the Chemically Impaired Licensed Nursing Student

I.

I, _____, agree to contact the Alabama State Board of Nursing within three working days of _____(date). I agree to provide the Dean of the School of Nursing written proof of the contact within three working days.

II.

I understand that if I do not contact the Alabama State Board of Nursing within the period noted above, the Dean will contact them and provide them with my impaired student status. I understand this information may result in action against me by the Alabama State Board of Nursing.

Signature of Student _____

Date _____

Signature of Witness _____

Date _____

Auburn University at Montgomery
College of Nursing and Health Sciences

Admissions, Progression, Graduation, & Curriculum (G-APGCPE) Waiver Guidelines

Instructions for submitting a WAIVER, SUBSTITUTION, or CONTINUATION Request to the School of Nursing

To WAIVE an Admission or Application requirement: Applicants must submit a completed petition and a detailed letter explaining the reason for the appeal (i.e. exemption for catalog year requirement).

To SUBSTITUTE a program pre-requisite: For nursing courses completed out of state or at a private institution, applicants must submit a completed petition along with an official course description for each course being petitioned.

To SUBSTITUTE a Course: For courses completed in a previous program (i.e. research methods or an elective), students must submit a completed petition along with an official course description for each course being petitioned. (Nursing Courses taken at another equivalent MSN program will not be substituted)

To request CONTINUATION in the program: Student must submit a completed petition and a detailed letter explaining the failure and measures taken to prevent a repeat failure.

ALL petitions and supporting documents must be submitted to the School of Nursing G-APGCPE Chair or the Dean's Office **no later than 5 business days before the monthly committee meeting**. Forms received after this time will be reviewed at the next regularly scheduled committee meeting. Petitions may be submitted by one of the following methods:

- Email to G-APGCPE Chair, Graduate Program Coordinator, or Dean's Office
- Hand deliver to the School of Nursing Administrative Assistant to the Dean in Room 101 of Moore Hall. No appointment is needed.
- Mail to the College of Nursing and Health Sciences care of G-APGCPE Chair at PO Box 244023, Montgomery, AL 36124.

- The following will **NOT** be accepted:
- Forms that are illegible. Typed forms and documents are preferred.
- Incomplete petitions.
- Faxed copies of petitions and/or supporting documentation.
- Course descriptions which are typed or handwritten. The descriptions must come from the course catalog and if printed from the website must have a web address on the paper showing where it came from.

Petitions that are denied may be appealed in person to the committee. Please contact the School of Nursing Graduate Program Coordinator for more information on how to submit an appeal.

Auburn University of Montgomery School of Nursing
 Graduate Admission, Progression, Graduation, Curriculum , and Program Evaluation (G-APGCPE)waiver/petition

Name: First, MI, Maiden, Last _____ Date: _____

Street _____ City _____
 State _____ Zip _____ Email _____

Program: MSN DNP	Current GPA: _____ Semester Affected: <input type="checkbox"/> Spring <input type="checkbox"/> Summer Fall N/A <input type="checkbox"/> Year: _____	Purpose of Petition <input type="checkbox"/> Waiver of Nursing Application Requirement <input type="checkbox"/> Nursing Curriculum Course Substitution <input type="checkbox"/> Continuance in School of Nursing <input type="checkbox"/> Other (explain)
------------------------	---	--

Course/Waiver/Substitution Only – MUST INCLUDE official course description printed from course catalog of institution in which course was completed and course syllabus for each course being petitioned.

Course Number	Name of Course Taken	Credit Hours Taken	Name of School Where Taken	Date Taken (semester/year)	Grade Received	For Which AUM Course Number

For waiver of nursing application or admission requirement, for program course substitution request, or for nursing curriculum course substitution request: Include a detailed letter explaining the reason for the request.

For continuation in the program request: Include a detailed letter explaining the reason for the request, explanation for the failure, and measures taken to prevent a future failure.

Additional Comments:

G-APGCPE COMMITTEE RESOLUTION

Comments: _

Waive YES NO Explanation: _____

Substitute nursing curriculum course YES NO Explanation: _____

Program continuation YES NO Explanation: _____

Date Received by SON G- APGCPE Committee Chair signature _____ Date Resolved _____ Date Student
Notified

FAXED copies will not be accepted. Incomplete packages will not be reviewed. Results will be emailed to the student at the email address provided on this form within 7 to 10 business days following the committee decision. Petitions may be mailed to: College of Nursing and Health Sciences, c/o G-APGC Chair, P.O. Box 244023, Montgomery, AL 36124.

Auburn University at Montgomery
Graduate Program Occurrence Report Form

OCCURRENCE TYPE: Unsafe/Unsatisfactory.

(Check all that apply).

- Any life-threatening error or action by the student to client, staff, faculty, or others.
- Implementing any action that is in direct violation of the course, school, or Agency Policies and HIPAA Policy.
- Violation of the Drug Free Campus and/or Chemically Impaired Nursing Student Policy.
- Excessive Absence
- Excessive Tardiness
- Failure to Complete Clinical Paperwork/Clinical Logs

Name: _____

Date: _____

Clinical Site: _____

Course Faculty: _____

Course Number: _____

Preceptor: _____

- I. Description of incident (be specific)

- II. Please describe immediate actions following the incident (e.g. emergency department examination, hospital protocols invoked, disposition):

- III. Follow-up instructions and/or actions (e.g. follow-up with Student Health Center, Primary Care Provider, return for clinical clearance):

Student Signature

Date and Time

Preceptor Signature

Date and Time

Graduate Program Director

Date and Time

Completed form must be emailed/delivered to Graduate Program Director within 24 hours:
Original form retained in Student File.

Auburn University at Montgomery Graduate Program

Remediation/Performance Improvement Plan

Student: _____ MSN Program Track _____ Date _____

The purpose of this plan is to address concerns expressed by either the faculty or a preceptor relative to your clinical/didactic performance. Implementation of the plan will provide you the opportunity to demonstrate improvement and a commitment to competency in practice.

CONCERN	OBJECTIVE OBSERVATIONS [include dates]	PREVIOUS DISCUSSION/COUNSELING [include dates]
1.		
2.		
3.		
4.		

Goals for Improvement:

GOAL	TIME FRAME	EVALUATOR
1.		
2.		
3.		
4.		

Explanation of how each goal was achieved

GOAL	EVALUATOR/DATE
1.	
2.	
3.	
4.	

Student Signature _____ Faculty Signature _____



Nurse Practitioner Core Competencies Content

A delineation of suggested content specific to the NP core competencies

2017

NP Core Competencies Content Work Group

Anne Thomas (Chair), PhD, ANP-BC, GNP, FAANP

M. Katherine Crabtree, DNSc, APN-BC, FAAN

Kathleen Delaney, PhD, PMH-NP, FAAN

Mary Anne Dumas, PhD, RN, FNP-BC, GNP-BC, FAANP, FAAN

Ruth Kleinpell, PhD, RN, FAAN, FCCM

Julie Marfell, DNP, APRN, FNP-BC,

FAANP

Donna Nativio, PhD, CRNP, FAAN,

FAANP Kimberly Udalis, PhD, FNP-BC,

APNP Andrea Wolf, DNP, CRNP

Acknowledgments: NONPF also wishes to recognize members of the Curricular Leadership Committee who provided review and comment on the draft document. The comments from the following people shaped the final document: Susan Buchholz, Holly Dileo, Kathy Donije, Judith Haber, Ann Marie Hart, Kathleen Reeve, Susan Ruppert, Susan Schaffer, and Courtney Young.

* The 2017 Nurse Practitioner Core Competencies Content publication aligns the competencies with the 2016 Adult-Gerontology Acute Care And Primary Care NP Competencies.

Nurse Practitioner Core Competencies with Suggested Curriculum Content
2017

In the development of the nurse practitioner (NP) population-focused competencies, a task force had extensive discussions of competencies vs. content. The task force concluded that it would be beneficial to programs if some content could be included as exemplars of how to support curriculum development for addressing a competency. Within the 2013 edition of the NP population-focused competencies, the final column in each population's competency table presents the respective competency work group's ideas of relevant content.

NONPF convened a work group to identify the suggested curriculum content for the NP Core Competencies. This work group consisted of members of the task force that prepared the 2014 edition of the NP Core Competencies, as well as additional representation from the NONPF Board and Curricular Leadership Committee. A sub-group of the NONPF Curricular Leadership Committee completed a review of the draft content, and the work group incorporated the review feedback into the final document presented herein. Please see the cover page for a list of work group members and an acknowledgment of the reviewers.

The table that follows includes the NP Core Competencies and a list of suggested curriculum content. NONPF does not intend for the requirement of all of this content, nor is the content list comprehensive for all that a program would cover with population-focused competencies. The content column reflects only suggestions for content relative to the core competencies. This document should be used in combination with the population-focused competencies.

Competency Area	NP Core Competencies	Curriculum Content to Support Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the core competencies</i>
Scientific Foundation Competencies	<ol style="list-style-type: none"> 1. Critically analyzes data and evidence for improving advanced nursing practice. 2. Integrates knowledge from the humanities and sciences within the context of nursing science. 3. Translates research and other forms of knowledge to improve practice processes and outcomes. 4. Develops new practice approaches based on the integration of research, theory, and practice knowledge. 	<p>Comparison of patient data sets with evidence-based standards to improve care</p> <p>Scientific foundations to practice, including, but not limited to, knowledge of advanced pathophysiology, pharmacology, physiology, genetics, and communication skills</p> <p>Science from other disciplines relevant to health care</p>

Competency Area	NP Core Competencies	Curriculum Content to Support Competencies <i>Neither required nor comprehensive, this list reflects only suggested content</i>
		<p>Theories/conceptual frameworks/principles for practice:</p> <ul style="list-style-type: none"> • Translational research that guides practice • Critical evaluation of research findings • Mid-range nursing theories and concepts to guide nursing practice • Evidence-based care • Physiologic • Communication • Developmental • Genetic • Behavior change • Population health <p>Critical thinking development:</p> <ul style="list-style-type: none"> • Evidence appraisal • Formulating a practice problem • Use of science-based theories and concepts to assess, enhance, and ameliorate health care delivery phenomena • Use of PICO questions to initiate research and quality improvement projects <p>Qualitative and quantitative research and quality improvement methods</p> <p>Ethical and legal protection of human subjects</p> <p>Inquiry processes and practices related to health literacy, vulnerable populations, and culture</p> <p>Monitoring of health outcomes</p> <p>Content related to:</p> <ul style="list-style-type: none"> • Crisis management and leadership • Stress management (for staff and patient/family) • Teams and teamwork, including team leadership, building
Leadership Competencies	<ol style="list-style-type: none"> 1. Assumes complex and advanced leadership roles to initiate and guide change. 2. Provides leadership to foster collaboration with multiple 	

Competency Area	NP Core Competencies	Curriculum Content to Support Competencies <i>Neither required nor comprehensive, this list reflects only suggested content</i>
	<p>stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.</p> <ol style="list-style-type: none"> 3. Demonstrates leadership that uses critical and reflective thinking. 4. Advocates for improved access, quality and cost effective health care. 5. Advances practice through the development and implementation of innovations incorporating principles of change. 6. Communicates practice knowledge effectively, both orally and in writing. 7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus. 	<p>effective teams, and nurturing team</p> <p>Leadership, change, and management theories with application to practice</p> <p>Political processes, political decision making processes, and health care advocacy</p> <p>Problem solving:</p> <ul style="list-style-type: none"> • Influencing and negotiation • Conflict management • Strategic thinking • Managing change <p>Business development:</p> <ul style="list-style-type: none"> • High reliability organization principles • Building and maintaining effective teams • Project management concepts • Principles of effective decision making • Principles of change management • Civility • Principles of innovation <p>Communications:</p> <ul style="list-style-type: none"> • Scholarly writing, manuscript, and abstract preparation • Structuring and presenting persuasive arguments <p>Peer review:</p> <ul style="list-style-type: none"> • Publications • Presentations • Research • Practice. <p>Leadership development:</p>

Competency Area	NP Core Competencies	Curriculum Content to Support Competencies <i>Neither required nor comprehensive, this list reflects only suggested content</i>
		<ul style="list-style-type: none"> • Skills to influence decision-making bodies at the system, state, or national level • Interprofessional leadership • Assuming leadership positions in professional, political, or regulatory organizations • Structure and functions of editorial/board roles • Ethical and critical decision making, effective working relationships, and a systems-perspective <p>Concepts of strategic planning process</p> <p>Leadership styles</p> <p>How to lead change in practice, manage practice changes</p> <ul style="list-style-type: none"> • Monitoring implementation and fidelity • Adaptation of change to patients, providers and organizational needs and resources • Interim feedback on achievements and efficiencies • Interpretation of data and articulating evidence <p>Self-reflection of leadership style e.g., personal leadership strengths and weaknesses; working with diverse skills sets and diverse teams</p>
Quality Competencies	<ol style="list-style-type: none"> 1. Uses best available evidence to continuously improve quality of clinical practice. 2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care. 3. Evaluates how organizational structure, care processes, financing, marketing, and policy decisions impact the quality of health care. 4. Applies skills in peer review to promote a culture of 	<p>Quality Safety Education in Nursing (QSEN) principles and content</p> <p>Evaluation of outcomes of care such as quality improvement projects with an evaluation component</p> <p>Reflective practice Culture of safety</p> <p>Quality improvement processes and practices</p> <p>Knowledge of quality improvement methods such as:</p> <ul style="list-style-type: none"> • Plan-Do-Study Act • Six Sigma

Competency Area	NP Core Competencies	Curriculum Content to Support Competencies <i>Neither required nor comprehensive, this list reflects only suggested content</i>
	<p>excellence.</p> <p>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality</p>	<p>Cost benefit analysis</p> <p>Peer review process</p> <ul style="list-style-type: none"> • Reviewer • Reviewee <p>Collaborative team processes and practices</p> <p>Leadership skills for leading change for quality clinical practice</p> <p>Methods and measures of quality assurance during transitions of care</p> <p>Laws and rules to enhance quality such as</p> <ul style="list-style-type: none"> • Meaningful use • Federal, state, and local quality data sources and indicators
<p>Practice Inquiry Competencies</p>	<ol style="list-style-type: none"> 1. Provides leadership in the translation of new knowledge into practice. 2. Generates knowledge from clinical practice to improve practice and patient outcomes. 3. Applies clinical investigative skills to improve health outcomes. 4. Leads practice inquiry, individually or in partnership with others. 5. Disseminates evidence from inquiry to diverse audiences using multiple modalities. 6. Analyzes clinical guidelines for individualized application into practice 	<p>Leadership for role in practice improvement</p> <p>Clinical investigation strategies:</p> <ul style="list-style-type: none"> • Identifying clinical practice problems • Appraising evidence for application to practice (e.g., design, methods, tools, analysis) • Literature search methods, including, but not limited to, the PICO Model to define a clinical questions and search for the best clinical evidence <p>Use of electronic databases, such as electronic health records:</p> <ul style="list-style-type: none"> • Assessing clinical practice • Reviewing patient technology • Exploring behaviors and risk factors • Using data to support evidence based changes in clinical management • Template development

Competency Area	NP Core Competencies	Curriculum Content to Support Competencies <i>Neither required nor comprehensive, this list reflects only suggested content</i>
		<p>Patient management, including, but not limited to, discerning gaps in care and barriers to care needing resolution during patient encounters</p> <p>Project development and management:</p> <ul style="list-style-type: none"> • Synthesis and translation/extrapolation of research to selected populations • Frameworks to guide projects • Quality improvement methods • Assessment of resources needed and available for projects • Competing priorities of patients, payers, providers, and suppliers • Data-based, needs assessment for project • Processes used in conducting projects based on current and best evidence, including evaluation of the application of evidence or inquiry to the population of concern • Evaluation of outcomes (for health status of patient and population as well as system outcomes) • Evaluation of why expected results were or were not attained and lessons learned • Making recommendations for further work • Addressing issues of sustainability of project findings <p>Dissemination of work and findings:</p> <ul style="list-style-type: none"> • Abstract and manuscript writing to support the dissemination of project/research outcomes • Discussion of clinically meaningful results that may or may not be statistically significant • Presentation skill development with modification for different audiences

Competency Area	NP Core Competencies	Curriculum Content to Support Competencies <i>Neither required nor comprehensive, this list reflects only suggested content</i>
		<p>Integration of findings:</p> <ul style="list-style-type: none"> • Results, methods, and tools, as appropriate, into care delivery • Identification of best practices • Opportunities for multidisciplinary team/inter-professional collaboration for patient care • Development and use of clinical guidelines • Use of clinical judgment to improve practice • Application of evidence to validate or change policy <p>Evaluation of alternative care delivery models and treatments, including costs, cost benefits, and return on investment</p> <p>Institutional review board policies and processes</p> <p>Interprofessional research and scholarship exemplars and opportunities</p>

<p>Technology and Information Literacy Competencies</p>	<ol style="list-style-type: none"> 1. Integrates appropriate technologies for knowledge management to improve health care. 2. Translates technical and scientific health information appropriate for various users' needs. <ol style="list-style-type: none"> 2.a Assesses the patient's and caregiver's educational needs to provide effective, personalized health care. 2.b Coaches the patient and caregiver for positive behavioral change. 3. Demonstrates information literacy skills in complex decision making. 4. Contributes to the design of clinical information systems 	<p>Technology available in clinical practice:</p> <ul style="list-style-type: none"> • Electronic resources that identify current evidenced-based care • Electronic resources that enhance patient safety • Technological care delivery systems • Telehealth • Information databases used by health care systems • Electronic communication with other professionals and patients • Encrypted and unencrypted technology • Electronic resources to support differential diagnosis, algorithmic thinking, and medical record review • Templates for documentation in nursing care • Use of electronic datasets to evaluate practice and improve quality, cost, and efficiency of care <p>Technology available to support education:</p> <ul style="list-style-type: none"> • Standardized patient encounters • Electronic/computer based learning modules based on characteristics such as cultural literacy, educational level,
--	--	---

Competency Area	NP Core Competencies	Curriculum Content to Support Competencies <i>Neither required nor comprehensive, this list reflects only suggested content</i>
	<p>that promote safe, quality and cost effective care.</p> <ol style="list-style-type: none"> 5. Uses technology systems that capture data on variables for the evaluation of nursing care. 	<ul style="list-style-type: none"> and home assessment Coaching/teaching resources adapted to population, health literacy, and age of patient learning styles, Age-appropriate concepts and development of educational tools Use of applications for references at point of care <p>Using telehealth to provide care for the adult population, considering benefits, methods, differences, and regulatory issues.</p> <p>IT resources such as:</p> <ul style="list-style-type: none"> Informatics competencies from Technology Informatics Guiding Education Reform (TIGER) initiative American Medical Informatics Association (AMIA) <p>Use of electronic communication methods, including social media, with healthcare professionals, patients, families, and caregivers</p> <p>Compliance issues related to patient privacy with use of technology</p> <p>Population-appropriate clinical indicators for incorporation into information systems, such as electronic health records</p> <p>Use of technologies to monitor and evaluate clinical problems, e.g.</p> <ul style="list-style-type: none"> Blood pressure Vital signs Glucose Weight
Policy Competencies	<ol style="list-style-type: none"> 1. Demonstrates an understanding of the interdependence of policy and practice. 2. Advocates for ethical policies that promote access, equity, quality, and cost. 3. Analyzes ethical, legal, and social factors influencing policy 	<p>Policy analysis process:</p> <ul style="list-style-type: none"> Political environment Political feasibility Economic feasibility Implementation strategy and planning Outcomes evaluation at local, state, national, and international levels

Competency Area	NP Core Competencies	Curriculum Content to Support Competencies <i>Neither required nor comprehensive, this list reflects only suggested content</i>
	<p>development.</p> <ol style="list-style-type: none"> 4. Contributes in the development of health policy. 5. Analyzes the implications of health policy across disciplines. 6. Evaluates the impact of globalization on health care policy development. 7. Advocates for policies for safe and healthy practice environments. 	<ul style="list-style-type: none"> • Specific NP role for influencing health care agenda and patient advocacy <p>Health policy and health care reform:</p> <ul style="list-style-type: none"> • Federal budget • National health priorities • Methods for appropriations of funding • Vulnerable populations and needs • The relationship between the USPSTF guidelines and Affordable Care Act implementation <p>Legislative and regulatory processes:</p> <ul style="list-style-type: none"> • Origin of laws • Regulatory process • How to influence/impact passage of laws and their translation into regulation • Health care financing and third party reimbursement <p>Population health model and its impact on policy planning</p> <p>Introduction of global issues:</p> <ul style="list-style-type: none"> • Infections • Travel • Immigration • Disasters/terrorism • Access to health care <p>Ethical issues in health care planning:</p> <ul style="list-style-type: none"> • Fairness • Equity and health disparities • Access and resource allocation • Health behavior • Social determinants of health

Competency Area	NP Core Competencies	Curriculum Content to Support Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the core competencies</i>
		<p>Comparative health systems</p> <p>Proactive and responsive use of media</p> <p>Barriers to NP practice</p> <p>Legislative process and resources, e.g., Congress.gov</p> <p>Policy theories</p> <p>Examples of policy making at multiple levels and individual and collective contributions to shape policy</p>

<p>Health Delivery System Competencies</p>	<ol style="list-style-type: none"> 1. Applies knowledge of organizational practices and complex systems to improve health care delivery. 2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering. 3. Minimizes risk to patients and providers at the individual and systems level. 4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders. 5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment. 6. Analyzes organizational structure, functions and resources to improve the delivery of care. 7. Collaborates in planning for transitions across the continuum of care. 	<p>Organizational practices:</p> <ul style="list-style-type: none"> • Organizational structure, tables of organization • Organizational decision making • Organizational theory • Principles of management <p>Interprofessional collaborative partnerships</p> <p>Informatics/information systems:</p> <ul style="list-style-type: none"> • Interpreting variations in outcomes • Use of data to improve practice • Use of collateral information • Organizational delivery subsystems, (e.g. electronic prescription writing-pharmacy software) <p>Needs assessment of populations served:</p> <ul style="list-style-type: none"> • Socioeconomic and cultural factors • Unique population needs • System resources to meet population needs (e.g. use interpreters to facilitate communication) • Community resources/system outreach to community • Diversity among providers
---	---	---

**Competency
Area**

NP Core Competencies

Curriculum Content to Support Competencies

*Neither required nor comprehensive, this list
reflects only suggested content specific to the
core competencies*

		<p>Financial issues:</p> <ul style="list-style-type: none"> • Financial business principles • Health care system financing • Reimbursement systems • Resource management • Billing and coding principles <p>Interprofessional/team competencies:</p> <ul style="list-style-type: none"> • Communication (theory) • Collaboration • Conflict resolution • Consultations/referrals • Team building • Values and ethics • Roles and responsibilities <p>Safety and quality:</p> <ul style="list-style-type: none"> • Cost-effective care • Legal/ethical issues • Research and quality improvement • Continuous quality improvement • Quality and Safety Education in Nursing <p>Transitional care:</p> <ul style="list-style-type: none"> • Navigating transitions across health care settings • Coordination of services <p>Planning, delivering and/or evaluating models of care:</p> <ul style="list-style-type: none"> • Models of planned change • Process and evaluation design implementation • Evaluation models • Process of proposing changes in practice
--	--	--

Competency Area	NP Core Competencies	Curriculum Content to Support Competencies <i>Neither required nor comprehensive, this list reflects only suggested content</i>
		<p>Legislative and regulatory issues:</p> <ul style="list-style-type: none"> • Relevant and current issues (e.g., Accountable Care Act implementation) • Process of health care legislation • Scope and standards of practice • Cultural competence • Theories of vulnerability • Social determinants of health <p>Policy and advocacy:</p> <ul style="list-style-type: none"> • Reducing environmental health risks • Implications of health policy • Variations in policy
Ethics Competencies	<ol style="list-style-type: none"> 1. Integrates ethical principles in decision making. 2. Evaluates the ethical consequences of decisions. 3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care. 	<p>Ethics in decision making:</p> <ul style="list-style-type: none"> • Ethical considerations in decision making in clinical practice • Applications of ethical principles in policy making and in care delivery • Sources of information to facilitate ethical decision making <ul style="list-style-type: none"> - theories of ethical decision making - ethics committee - genetic counseling - clinical research - legal statutes - cultural sensitivity - scope of practice <p>Evaluation of ethical decisions:</p> <ul style="list-style-type: none"> • Methods of evaluating outcomes (long-term and short-term) • Debriefing and assessment of outcomes • Ethical frameworks. <p>Population-specific complex ethical issues occurring in clinical practice</p>

Competency Area	NP Core Competencies	Curriculum Content to Support Competencies <i>Neither required nor comprehensive, this list reflects only suggested content</i>
		<p>System-specific resources to implement ethical decisions (e.g. hospice care, palliative care)</p> <p>Spiritual resources for patients and families (e.g., on site and media based)</p>
<p>Independent Practice Competencies</p>	<ol style="list-style-type: none"> 1. Functions as a licensed independent practitioner. 2. Demonstrates the highest level of accountability for professional practice. 3. Practices independently managing previously diagnosed and undiagnosed patients. <ol style="list-style-type: none"> 3.a Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end-of-life care. 3.b Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings. 3.c Employs screening and diagnostic strategies in the development of diagnoses. 3.d Prescribes medications within scope of practice. 3.e Manages the health/illness status of patients and families over time. 4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making. <ol style="list-style-type: none"> 4.a Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration. 4.b Creates a climate of patient- centered care to include 	<p>Clinical decision making based on evidence and patient/provider partnership</p> <p>Current and emerging professional standards</p> <p>Novice to expert continuum of clinical practice</p> <p>Political, policy and regulatory issues regarding licensure, national certification, and scope of practice.</p> <p>Leadership approaches for employment contract negotiation, networking, and advancing professional standards and roles</p> <p>Application of select sciences to practice:</p> <ul style="list-style-type: none"> • Pharmacology • Physiology • Pathophysiology <p>Specific areas of assessment, including but not limited to:</p> <ul style="list-style-type: none"> • Physical • Psychosocial • Developmental • Family • Psychiatric mental health • Oral health <p>Screenings</p> <p>Diagnostics (tests, labs)</p> <p>Specific procedures</p>

Competency Area	NP Core Competencies	Curriculum Content to Support Competencies <i>Neither required nor comprehensive, this list reflects only suggested content</i>
	<p>confidentiality, privacy, comfort, emotional support, mutual trust, and respect.</p> <p>4.c Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care. duplicate.</p> <p>4.d Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.</p> <p>4e. Develops strategies to prevent one's own personal biases from interfering with delivery of quality care.</p> <p>4f. Addresses cultural, spiritual, and ethnic influences that potentially create conflict among individuals, families, staff and caregivers.</p> <p>5. Educates professional and lay caregivers to provide culturally and spiritually sensitive, appropriate care</p> <p>6. Collaborates with both professional and other caregivers to achieve optimal care outcomes.</p> <p>7. Coordinates transitional care services in and across care settings.</p> <p>8. Participates in the development, use, and evaluation of professional standards and evidence-based care.</p>	<p>Health promotion, prevention, and disease management</p> <p>Pharmacology and complementary alternative therapies</p> <p>Provider-patient relationship:</p> <ul style="list-style-type: none"> • Role of culture in patient-centered care • Contracting a management plan with patient and/or family • Culture of trust in interpersonal relationship w/patient and/or families <p>Business of practice:</p> <ul style="list-style-type: none"> • Legal, business, and ethical issues • How to set up, finance and evaluate a practice , • Writing a business plan <p>Cultural issues</p> <p>Concepts of life-long learning</p>

**AUBURN UNIVERSITY AT MONTGOMERY
GRADUATE PROGRAM**

Student Evaluation of Preceptor

COURSE NAME: _____ Clinical Site _____

Preceptor Name _____

Please evaluate the Preceptor with constructive feedback to enable improvement for future experiences. Specific information or examples can offer insight into how improvements can be made. Please provide constructive and professional feedback. Please use the following scale to evaluate each section. A place for comments appears at the bottom of the page.

SA: Strongly Agree; A: Agree; D: Disagree; SD: Strongly Disagree; N: No Opportunity to Evaluate.

Focus	SA	A	D	SD	N
1. Available to students during clinical experiences. Enthusiastic about the clinical experience. Visible to student throughout the day Provides opportunities for procedures appropriate to scope of practice and course objectives Provides consultation and guidance when needed					
2. Demonstrates professional behavior as a role model. Good time management and organization skills Adheres to professional standards of care Respectful to student(s), client(s), and families Demonstrates clinical competence Adheres to legal and ethical standards of care					
3. Provides learning opportunities which encourage accountability and responsibility for care of client(s). Experiences appropriate for course objectives Provides rich learning opportunities within scope of practice Encourages problem-solving and critical thinking when discussing client care and medication administration Incorporates downtime activities when needed					
4. Communicates effectively with students. Informs student in changes in schedule Provides timely and constructive feedback relating theoretical concepts to clinical practice during clinical performance					

Comments:

Auburn University at Montgomery
College of Nursing and Health Sciences
Graduate Program Confidentiality Agreement

During my studies or through clinical experiences as a student at Auburn University at Montgomery School of Nursing (AUM SON), I understand that I will come into contact with various types of sensitive and personal information. This information may include, but is not limited to, information about patients, families, students, faculty, staff, donors, research, and financial and business operations. Some information is deemed confidential by law (i.e. protected health information or PHI addressed under the HIPAA) or by the school or university. Confidential information may be in any form (i.e. written, oral, electronic, overheard or observed). All confidential information is granted on a need-to-know basis. A need-to-know is defined as information access that is required in order to engage in program or leadership requirements.

I understand that I must protect all confidential information, including PHI, while a student at AUM SON. I will not share PHI with those outside the AUM SON unless they are part of my studies or educational program and have a need to know. I will not remove nor electronically send any confidential information from the agencies and facilities where I am assigned as a student except as permitted by the specifics of the agency and in accordance with the agreements with those agencies.

I understand that I must protect any sign-on codes provided to me from any agency. The sign-on and password codes are equivalent to my signature and they will not be shared with anyone. There will be no attempt to access PHI unless the information is necessary to my education or leadership at that specific time. I will be accountable for any use or misuse of the codes I am provided.

If I knowingly violate this agreement, I will be subject to failure in the related clinical/theory course and possible disenrollment from the School of Nursing. In addition, under applicable law, I may be subject to criminal or civil penalties.

I have completed the required HIPAA training and received a certificate of completion for this course.

I have read and understand the above and agree to be bound by the contents. I understand that signing this agreement and complying with its terms is a requirement for my inclusion in the AUM SON educational program and participation in clinical experiences.

Print Full Legal Name

Student Number

Date

Signature

Program

Photo/Video/Other Media Consent Form

For and in consideration of benefits to be derived from the furtherance of the educational programs of Auburn University at Montgomery, I, the undersigned Participant, hereby authorize Auburn University at Montgomery, and any agents, officers, employees, servants or students of Auburn University at Montgomery or its assignees for purposes that include, but are not limited to, the creation of training and/or other informational materials, scientific research, quality assurance, recruiting, advertising and marketing, as well as education and teaching, at Auburn University at Montgomery's sole discretion.

I understand and agree that these audio, video, film and/or print or digital images may be used, edited, duplicated, distributed, reproduced, broadcast and/or reformatted in any form and manner without payment of fees to me or to anyone else on my behalf, forever and I hereby relinquish all right, title and interest therein to Auburn University at Montgomery.

I release Auburn University at Montgomery, and any agents, officers, employees, servants or students of Auburn University at Montgomery, Auburn University Board of Trustees and their respective agents, officers, employees and servants from any and all liability relating to the taking, reproduction, and/or use of such photographs, video images, and/or sound recordings.

I hereby certify that I am at least 18 years of age and that I am legally competent to sign this form.

Name of Participant Date

Signature of Participant

Acknowledgement of Receipt and Reading of AUM School of Nursing Student Handbook

After obtaining access through the AUM College of Nursing and Health Sciences website and reading the AUM SON Student Handbook, please complete this form and return to the Dean's Administrative Assistant in Room 101 Moore Hall, to be placed in your file.

All School of Nursing students are subject to the provisions in the Student Handbook and are responsible to know the policies, procedures and guidelines included in the contents.

Please sign below to indicate that you have read a copy of the AUM SON Student Handbook (hard copy or electronic copy) and will abide by the policies included in it.

Printed Name Date Signature

Note: Failure to sign this form does not exempt a student from the provisions in the AUM SON Student Handbook.

Thank you.

Auburn University at Montgomery School of Nursing
MSN Plan of Study Family Nurse Practitioner Track

Semester One (Summer)	CR	Semester Two (Fall)	CR	Semester Three (Spring)	CR
NURS 6440 Translating Evidence into Practice Systems	3	NURS 6250 Ethics, Legal Issue & Health Policy	3	NURS 6120 Advancing Quality, Safety, & Prevention	3
NURS 6550 Professional Transition to Advanced Nursing Practice	3	NURS 6340 Theory for Advanced Nursing Practice	3	NURS 6630 Pharmacotherapeutics for Advanced Practice	3
Credit Hours	6	Credit Hours	6	Credit Hours	6
Semester Four (Summer)		Semester Five (Fall)		Semester Six (Spring)	
NURS 6620 Advanced Physical Assessment	2	NURS 7110 Adolescent/Adult Primary Care	2	NURS 7210 Women's Health Primary Care	2
NURS 6621 Advanced Physical Assessment Clinical	1	NURS 7111 Adolescent/Adult Primary Care Clinical (180 hours)	3	NURS 7211 Women's Health Primary Care (60 hours)	1
NURS 6610 Advanced Physiology/Pathophysiology	3			NURS 7310 Pediatric Primary Care	2
Credit Hours	6	Credit Hours	5	NURS 7311 Pediatric Primary Care Clinical (120 hours)	2
Clinical Hours: 60		Clinical Hours: 180		Credit Hours	7
Semester Seven (Summer)		Semester Eight (Fall)		Clinical Hours: 180	
NURS 7410 Adult/Gerontologic Primary Care	3	NURS 7911 Advanced Practice Practicum (180 hours)	3		
NURS 7411 Adult/Gerontologic Primary Care Clinical (120 hours)	2				
Credit Hours	5	Credit Hours	3		
Clinical Hours: 120		Clinical Hours: 180			
Total Program Credit Hours: 44					
Total Program Clinical Hours: 720					
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.					
SIGNED PLAN OF STUDY MUST BE ON FILE WITH THE ACADEMIC ADVISOR.					

Student Name _____ Student id: _____

Graduate Program Coordinator _____ Date _____

*Students will be required to travel to AUM campus during these semesters.

Auburn University at Montgomery School of Nursing: MSN Plan of Study
Nurse Educator for Interprofessional Practice Track

*Semester One (Summer)	CR	Semester Two (Fall)	CR	Semester Three (Spring)	CR
NURS 6550 Professional Transition to Advanced Nursing Practice	3	NURS 6250 Ethics, Legal Issue & Health Policy	3	NURS 6120 Advancing Quality, Safety. & Prevention	3
NURS 6440 Translating Evidence into Practice Systems	3	NURS 6340 Theory for Advanced Nursing Practice	3	NURS 6630 Pharmacotherapeutics for Advanced Practice	3
Credit Hours	6	Credit Hours	6	Credit Hours	6
*Semester Four (Summer)		Semester Five (Fall)		Semester Six (Spring)	
NURS 6620 Advanced Physical Assessment	2	NURS 7510 Interprofessional Educator Roles & Competencies	3	NURS 7520 Instructional Design for Interprofessional Education	3
NURS 6621 Advanced Physical Assessment Clinical (60 clinical hours)	1	NURS 7540 Innovative Curricula in Interprofessional Education	3	NURS 7550 Using Qual. Asses. & Evaluation strategies	2
NURS 6610 Advanced Physiology/Pathophysiology	3				
Credit Hours: 6	6	Credit Hours	6	Credit Hours	5
Clinical Hours: 60					
*Semester Seven (Summer)					
NURS 7941 Nurse Educator Practicum for Interprofessional Practice	2				
NURS 7660 Instructional Technology for Interprofessional Education	1				
Credit Hours: 3	3				
Clinical Hours: 120					
Total Program Credit Hours: 38					
Total Program Clinical Hours: 180					
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.					
SIGNED PLAN OF STUDY MUST BE ON FILE WITH THE ACADEMIC ADVISOR.					

Student Name _____ Student id: _____

Graduate Program Coordinator _____ Date _____

*Students will be required to travel to AUM campus during these semesters.

Auburn University at Montgomery School of Nursing: MSN Plan of Study
Family Nurse Practitioner Track with Nurse Educator Certificate

*Semester One (Summer)	C R	Semester Two (Fall)	CR	Semester Three (Spring)	CR
NURS 6440 Translating Evidence into Practice Systems	3	NURS 6250 Ethics, Legal Issue & Health Policy	3	NURS 6120 Advancing Quality, Safety, & Prevention	3
NURS 6550 Professional Transition to Advanced Nursing Practice	3	NURS 6340 Theory for Advanced Nursing Practice	3	NURS 6630 Pharmacotherapeutics for Advanced Practice	3
Credit Hours	6	Credit Hours	6	Credit Hours	6
*Semester Four (Summer)		*Semester Five (Fall)		*Semester Six (Spring)	
NURS 6620 Advanced Physical Assessment	2	NURS 7110 Adolescent/Adult Primary Care	2	NURS 7210 Women's Health Primary Care	2
NURS 6621 Advanced Physical Assessment Clinical (60 hours)	1	NURS 7111 (3) Adolescent/Adult Primary Care Clinical (180 hours)	3	NURS 7211 Women's Health Primary Care (60 hours)	1
NURS 6610 Advanced Physiology/Pathophysiology	3	NURS 7510 Interprofessional Educator Roles & Competencies	3	NURS 7310 Pediatric Primary Care	2
		NURS 7540 Innovative Curricula in Interprofessional Education	3	NURS 7311 Pediatric Primary Care Clinical (120 hours)	2
				NURS 7520 Instructional Design for Interprofessional Education	3
				NURS 7550 Using Quality Assessment, Analysis, & Evaluation Strategies	2
Credit Hours	6	Credit Hours	11	Credit Hours	12
Clinical Hours: 60		Clinical Hours: 180		Clinical Hours: 180	
Semester Seven (Summer)		*Semester Eight (Fall)			
NURS 7410 Adult/Gerontologic Primary Care	3	NURS 7911 Advanced Practice Practicum (180 hours)	3		
NURS 7411 Adult/Gerontologic Primary Care Clinical (120 hours)	2				
NURS 7660 Instructional Technology for Interprofessional Education	1				
NURS 7941 Nurse Educator Practicum for Interprofessional Practice (120 hours) ** Must be the final course in the certificate program	2				
Credit Hours	8	Credit Hours	3		
Clinical Hours: 240		Clinical Hours: 180			
Total FNP Program Credit Hours: 44 Hours		Total Nurse Ed Certificate Credit Hours: 14		Total Program Credit Hours: 58 Hours	
Total FNP Program Clinical Hours: 720 Hours		Total Nurse Ed Certificate Clinical Hours: 120		Total Program Clinical Hours: 840 Hours	

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.

Student Name _____ Student id: _____
Graduate Program Coordinator _____ Date _____

*Students may be required to travel to AUM campus during these semesters.

**Credit Hour Ratio: Theory 1:1; Clinical 1:4

Auburn University at Montgomery School of Nursing: Post-Graduate Certificate Plan of Study
Family Nurse Practitioner Track

*Semester One (Fall)	C R	Semester Two (Spring)	C R	Semester Three (Summer)	C R
NURS 7110 Adolescent/Adult Primary Care	2	NURS 7210 Women's Health Primary Care	2	NURS 7410 Adult/Gerontologic Primary Care	3
NURS 7111 (3) Adolescent/Adult Primary Care Clinical (180 hours)	3	NURS 7211 Women's Health Primary Care (60 hours) NURS 7310 Pediatric Primary Care	1 2	NURS 7411 Adult/Gerontologic Primary Care Clinical (120 hours)	2
		NURS 7311 Pediatric Primary Care Clinical (120 hours)	2		
Credit Hours Clinical Hours: 180	5	Credit Hours Clinical Hours: 180	7	Credit Hours Clinical Hours: 120	5
*Semester Four (Fall)					
NURS 7911 Advanced Practice Practicum (180 hours)	3				
Credit Hours Clinical Hours: 180	3				
Total Program Credit Hours: 20 Hours Total Program Clinical Hours: 660 hours					
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.					

Student Name _____ Student id: _____

Graduate Program Coordinator _____ Date _____

*Students may be required to travel to AUM campus during these semesters.

Graduate Certificate in Nursing Education Plan of Study

Fall: *Must be the first course in the certificate program	CR	Spring	CR	Summer: *Must be the last course in the certificate program	CR
*NURS 7510 Interprofessional Educator Roles & Competencies	3	NURS 7520 Instructional Design for Interprofessional Education	3	NURS 7660 Instructional Technology for Interprofessional Education	1
NURS 7540 Innovative Curricula in Interprofessional Education	3	NURS 7550 Using Qual. Assessment, Analysis & Evaluation strategies	2	*NURS 7941 Nurse Educator Practicum for Interprofessional Practice	2
Credit Hours: 6		Credit Hours: 5		Credit Hours: 3	
Clinical Hours: 0		Clinical Hours: 0		Clinical Hours: 120	
Total Certificate Credit Hours: 14 hours					
Total Certificate Clinical Hours: 120 hours					
<p>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 prerequisites. If you are unable to enroll as projected, contact the Graduate Program Academic Advisor for a revised schedule.</p>					
<p>SIGNED PLAN OF STUDY MUST BE ON FILE WITH THE ACADEMIC ADVISOR.</p>					

