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On behalf of the faculty and staff of the Ida Moffett School of Nursing, it is my privilege to welcome all new and returning students. We are pleased that you are pursuing a Doctor of Nursing Practice (DNP) degree, and are honored that you have selected our program. Please know that our primary focus is to create a positive and motivating learning environment that assists you in achieving your professional goals and developing competencies required for new roles as nurse educators, nurse anesthetists, nurse practitioners, and nurse managers and leaders in health systems.

Consistent with the values of Samford University, the faculty have designed curricula that build upon your strengths and prior educational and clinical experiences, and promote the provision of caring, competent, and compassionate service to others. We are prepared to guide, support, and mentor you as you expand your skills and knowledge.

I wish you much success in your studies, and as you advance in our profession.

Sincerely,

Nena F. Sanders, PhD, RN, FAAN
Vice Provost, College of Health Sciences
Ralph W. Beeson Dean and Professor, Ida Moffett School of Nursing

Colossians 1:9-14 (NIV)
9 For this reason, since the day we heard about you, we have not stopped praying for you. We continually ask God to fill you with the knowledge of his will through all the wisdom and understanding that the Spirit gives, 10 so that you may live a life worthy of the Lord and please him in every way: bearing fruit in every good work, growing in the knowledge of God, 11 being strengthened with all power according to his glorious might so that you may have great endurance and patience, 12 and giving joyful thanks to the Father, who has qualified you to share in the inheritance of his holy people in the kingdom of light. 13 For he has rescued us from the dominion of darkness and brought us into the kingdom of the Son he loves, 14 in whom we have redemption, the forgiveness of sins.
NON-DISCRIMINATION STATEMENT

Samford University complies with applicable laws prohibiting discrimination, including applicable provisions of and amendments to Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, and does not unlawfully discriminate on the basis of race, color, national origin, sex, age, disability, genetic information, or veteran status in admission or access to, or treatment or employment in, its programs or services. Inquiries and concerns regarding this policy may be directed to the vice president for business affairs or general counsel, Office of Business and Financial Affairs, 200 Samford Hall, Birmingham, AL 35229, 205-726-2811.

STUDENTS WITH DISABILITIES

The Ida Moffett School of Nursing (IMSON) endorses the university commitment to students with disabilities. IMSON will provide accessible programs, services, and activities and reasonable accommodations for any student with a disability as defined by Section 504 of the Rehabilitation Act of 1973, and by the Americans with Disabilities Act (ADA) of 1990. Students and applicants with disabilities who seek accommodations must make a request by contacting the Section 504/Disability Access and Accommodation Coordinator, 205-726-4078, disability@samford.edu.

Nursing is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. Qualified individuals are those who satisfy admission requirements and who can perform essential functions of a nursing program with or without reasonable accommodation or modification.

Students must satisfy the Essential Performance Standards of Nursing Students (Appendix A).

To be eligible for program accommodation, students must self-identify to the Office of Disability Resources (DR), who will determine eligibility for services. Once eligibility for accommodations is determined by DR, it is students’ responsibility to request appropriate accommodations. If these standards cannot be achieved by the student, either unassisted or with dependable use of assistive devices, the faculty RESERVES the right to withdraw the student from clinical courses.

INTRODUCTION AND OVERVIEW

A Brief History of Samford University

Samford University is the largest privately supported and fully accredited institution for higher learning in Alabama. Founded by a group of education, economic, and religious leaders, the school was chartered in 1841 and opened its doors on January 3, 1842, in Marion, Alabama as Howard College. It has survived two destructive fires and the partial paralysis of the Civil War and Reconstruction. In 1887 it was relocated to Birmingham, and in 1957 the institution was moved to its present campus. In 1920 Howard College gained membership in the Southern Association of Colleges and Schools – Commission on Colleges (SACS-COC). The establishment of the Teacher Education Division in 1914 and the Division of Pharmacy in 1927 highlighted the school’s continuous growth throughout the years. The historic and renowned Cumberland School of Law, established in 1847 in Lebanon, Tennessee was acquired in 1961. The University now consists of the Howard College of Arts and Sciences, Brock School of Business, Orlean Bullard Beeson School of Education, School of the Arts, Beeson School of Divinity, Cumberland
School of Law, and the College of Health Sciences which includes Ida Moffett School of Nursing (IMSON), McWhorter School of Pharmacy, School of Health Professions, and School of Public Health. Samford University was founded by Baptists of Alabama, and today maintains a close relationship with the Alabama Baptist State Convention (Southern Baptist Convention). While the university cherishes this relationship and sees its role centered on Christian belief, Samford is open to students of all denominations and faith traditions.

A Brief History of the College of Health Sciences

In 2013, Samford announced the creation of its College of Health Sciences, an ambitious initiative that combined the strengths of Ida Moffett School of Nursing, McWhorter School of Pharmacy, the School of Health Professions and the School of Public Health to provide a revolutionary learning experience for students pursuing careers in health care. The College of Health Sciences embraces today’s models for interdisciplinary, collaborative teams of health care professionals by providing students in all four schools opportunities to learn alongside students in other health professions. Graduates are uniquely equipped to succeed in today’s health care environment.

A Brief History of the Ida Moffett School of Nursing

Ida V. Moffett once said, "Before great things are accomplished, someone has to dream a dream." The Birmingham Baptist Association founded the Birmingham Baptist Hospital School of Nursing in 1922 with the goal of educating nurses to meet a desperate need for skilled practitioners. Originally established as a hospital-based diploma program, the school was renamed Ida V. Moffett School of Nursing in 1968 and it was the first program in Alabama to achieve accreditation by the National League for Nursing. In 1973, following a merger agreement with Baptist Health Systems, the nursing program transferred to Samford University and began offering associate and baccalaureate degrees in nursing. Since that time, the school has grown to include master’s and doctoral degrees in nursing. While Ida Moffett School of Nursing has experienced significant growth and transformation since its foundation, the school's objective remains unchanged: to prepare graduates to provide exceptional, compassionate, patient-centered care. The school focuses on four foundational pillars, all of which are based on the vision and passion of legendary nurse Ida Vines Moffett: academic excellence, compassion, caring and service. It is because of this commitment to both the art and science of nursing, that Ida Moffett School of Nursing is nationally recognized for the strength of its programs and faculty. Twice in its history, the school has received the prestigious Center of Excellence designation from the National League for Nursing. In 2017, for “creating an environment that promotes the pedagogical expertise of faculty” and in 2005, for “creating environments of learning that promote innovative student learning and professional development.” The school also consistently ranks in the top tier in U.S. News & World Report rankings. For more than 95 years, Ida Moffett School of Nursing has continued Mrs. Moffett’s legacy of excellence in nursing. Today, more than 6,000 Moffett nurses are impacting the lives of others throughout the United States and around the world.

UNIVERSITY AND SCHOOL OF NURSING ACCREDITATION

Samford University is accredited by the Commission on Colleges of the Southern Association of College and Schools (SACS) to award the Associate Degree, the Bachelor’s Degree, the Master’s Degree, the Specialist in Education Degree, the Doctor of Pharmacy Degree, the Juris Doctor Degree, and the Doctor of Ministry Degree. This status was most recently reaffirmed in 2007, continuing a relationship which Samford has enjoyed with the Southern Association since 1920.
The Ida Moffett School of Nursing’s baccalaureate, master’s and doctoral degree programs are accredited by The Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001; phone (202) 887-6791. In addition, the nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 South Prospect Avenue, Park Ridge, Illinois, 60068-4010; phone (847) 692-7050. The School of Nursing is also approved by the Alabama Board of Nursing.

MISSION STATEMENT OF SAMFORD UNIVERSITY

The mission of Samford University is to nurture persons in their development of intellect, creativity, faith, and personhood. As a Christian university, the community fosters academic, career, and ethical competency, while encouraging social and civic responsibility, and service to others.

The Samford community values lifelong:

- Belief in God, the Creator of heaven and earth, and in Jesus Christ, His only Son, our Lord.
- Engagement with the life and teachings of Jesus
- Learning and responsible freedom of inquiry
- Personal empowerment, accountability, and responsibility
- Vocational success and civic engagement
- Spiritual growth and cultivation of physical well-being
- Integrity, honesty, and justice
- Appreciation for diverse cultures and convictions
- Stewardship of all resources
- Service to God, to family, to one another, and to the community.

MISSION STATEMENT OF THE IDA MOFFETT SCHOOL OF NURSING

The mission of the Ida Moffett School of Nursing is to nurture students while providing quality nursing education in a Christian environment that prepares caring, competent, and compassionate graduates with a commitment to service, scholarship, life-long learning, and professional practice.

VISION

In response to the evolving demands of the healthcare needs of a global society, the IMSON will be a premier faith-based school of nursing that serves as the standard for nursing education and practice.

VALUES

- Christian Values
- Advocacy
- Caring and Compassion
- Lifelong Learning
- Academic and Practice Excellence
- Professionalism
- Servant Leadership
- Innovation
• Integrity
• Individual Worth

ORGANIZING FRAMEWORK
The organizing framework for the IMSON provides the overall structure for establishing the curriculum and maintaining its internal consistency. Faculty beliefs and values regarding nursing and nursing education are stated in the mission and philosophy. Program goals and student objectives provide general statements regarding the expected results for students and faculty. These values, beliefs, and expected results are operationalized through the standards established by the AACN and published in the *Essentials of Baccalaureate Nursing Education, the Essentials of Masters Nursing Education, and the Essentials of Doctor of Nursing Practice Education*. These documents provide the structural constructs (core knowledge, core skills, and role component) that guide course content, course objectives, and teaching/learning practices within the curriculum. Program quality is maintained through a commitment to continuous quality improvement and is implemented through the Systematic Evaluation Plan.

PHILOSOPHY
In fulfillment of this mission, the nursing faculty affirms the following values and beliefs as foundational for nursing practice. Further, these beliefs guide interactions with students, patients, colleagues, other professionals, and the public, and provide the framework for preparing graduates to practice in the changing and complex social, political, economic and health care environments.

The Ida Moffett School of Nursing faculty believe:

A person is a unique individual, possessing dignity and worth, who is created in the image of God, and is in constant interaction with the environment. A person is composed of physical, psychological, socio-cultural, developmental, and spiritual dimensions, but when examined as a whole is more than the sum of the parts. The term “person” incorporates the concepts of learner, self, individual, family, group, community and populations.

Health is a dynamic balance among the physical, psychological, socio-cultural, developmental, and spiritual dimensions of the person. Adaptation is the process by which one attempts to maintain this balance. The degree of balance between the person and the internal and external factors of the environment determines the individual’s level of health. Thus, health exists on a continuum from wellness to illness.

The environment is the collective of all conditions, circumstances, and internal and external forces. Environment is affected by physical, psychological, social, cultural, ethnic, spiritual, economic, political, and ecological factors. It is diverse and ever changing, constantly influencing and responding to dynamic forces including technology, education, values, economic, geopolitical and population characteristics. Individuals, families, groups, communities, and populations share responsibility to foster optimal environmental conditions that are conducive to health and well-being.

Nursing is a professional practice discipline which combines the science of nursing and the art of caring. The science of nursing is the body of knowledge generated from nursing theory and research, as well as
knowledge integrated from other disciplines. The decision-making process, which includes the ability to think critically and analytically, is integral to the practice of nursing.

The art of caring is the creative and dynamic application of nursing knowledge, emphasizing the human aspect. Caring emanates from a commitment to preserve and enhance the integrity and dignity of persons. Caring relationships are also central to the educational experience and are based on a fundamental belief in the value of persons and a commitment to facilitate personal integration. Caring relationships begin with the self and embrace all those one touches within the environment.

Professional values and value-based behaviors provide a foundation for the practice of nursing. “Professionalism is the demonstration of high-level personal, ethical, and skill characteristics of a member of a profession” (Catalano, 1996, p.2) and reflects the beliefs or ideals to which the individual is committed. Professionalism emphasizes altruistic service, competence, and the importance of the profession’s service to society. Nursing is an accountable, autonomous practice concerned with personal issues and guided by a body of knowledge and a professional code of ethics.

Nursing education is a process that involves the educator and the learner in collaboratively pursuing and sharing knowledge. The focus of nursing education is critical inquiry which enables the learner to recognize meaningful phenomena, to take appropriate actions in a variety of situations, and to interactively evaluate the outcomes of actions. The reflective process emphasizes creative insight, valuation, and self-realization. The goals of liberal and scientific education must be integrated with those of professional development for students to become competent health care practitioners and informed citizens. Consequently, the integration of the principles of liberal and scientific studies with the principles of nursing care is essential to a student’s discovery of a conceptual knowledge of nursing, one that leads to lifelong inquiry and improved patient care outcomes. A climate of mutual inquiry, support, and interdependence contributes to the exchange of knowledge and experience among students and faculty.

The educator has an ethical responsibility to mentor learners to develop their full potential. An educator enters the learning environment as a resource person, facilitator, mentor and co-learner. The educator respects and values the experiences and knowledge of students and fosters their continuing professional role development.

Students are viewed as adult learners. In this context, learners engage in the educational process in a spirit of self-directedness by assuming responsibility for learning. The learner enters the educational process with a unique personal and cultural history which serves as a rich resource for learning and contributes to self-identity. This background energizes the learning environment and provides the impetus for lifelong personal and professional growth. Learning occurs best when it is organized along a continuum from simple to complex. Thus, students gain a foundation of basic core knowledge and skills and progressively add content, concepts, and skills that are increasingly complex.

Students engaged in the Ida Moffett School of Nursing educational experience are prepared as professional practitioners who provide excellence in service and leadership and exemplify the core values of Samford University.
**DNP PROGRAM OVERVIEW**

The doctor of nursing practice (DNP) is a terminal degree in nursing. The DNP program fulfills a need within the profession for advanced practice nurses who can provide leadership in the healthcare system of the 21st century. This program prepares graduates to demonstrate competencies, including organizational and systems leadership, advanced clinical skills, the ability to mobilize interdisciplinary teams, the ability to establish collaborative relationships to solve complex clinical problems, and to initiate policy and programmatic changes. The DNP graduate will be a visionary leader for the practice of nursing and the delivery of health care in all settings.

**DNP PROGRAM OUTCOMES**

At the completion of the DNP program, graduates will be able to:

1. Practice at the highest level of nursing by integrating nursing science and the biophysical, psychosocial, analytical, organizational and public health sciences to improve health, nursing and education outcomes;
2. Integrate advanced critical reasoning and judgment in the management of complex clinical situations and systems;
3. Assimilate ethical principles, personal beliefs, and Christian values to provide a framework for advanced nursing practice;
4. Engage in scholarship and analytical methods for evidence-based practice to effect optimal outcomes;
5. Apply information systems and technology for the provision and/or transformation of health care delivery and nursing practice.
6. Participate in interdisciplinary collaboration for the improvement of individual and population health outcomes;
7. Advocate change in health care practice through policy development, implementation and evaluation.

**CURRICULUM MODEL**

There are three entry pathways to begin coursework leading to the DNP degree, including the Registered Nurse (RN) to DNP, the Bachelor of Science in Nursing (BSN) to DNP, and the Post-Master’s DNP. The RN to DNP entry pathway provides associate of science degree or hospital diploma nurses, who want to earn a DNP degree, an opportunity to enter the program and complete five bridge courses (15 credits) in order to progress in the DNP degree program. The BSN to DNP entry pathway to the DNP degree is for students who hold a BSN degree. The Post-Master’s DNP entry pathway to the DNP degree is designed for nurses who hold a master of science in nursing (MSN) degree. In order to earn the DNP degree, all students complete a common core of six DNP Courses (18 credits) and two DNP project courses (4 credits). Regardless of the entry pathway, all graduates will demonstrate the competencies identified in the DNP program outcomes.

**RN to DNP**

The IMSON provides experienced registered nurses who currently hold an associate of science in nursing or a hospital diploma with the opportunity to earn a DNP through a nontraditional pathway. Students in the RN to DNP program can pursue a FNP concentration, a dual FNP-ENP concentration, or one of three HS&A concentrations.
The RN to DNP entry pathway consists of five bridge courses, which can be completed in two semesters and constitutes 15 credits for this entry pathway. Successful completion of all five bridge courses must be accomplished in order to progress to the DNP core courses. When taken full-time and in sequence, the RN to DNP entry pathway takes 12 semesters to complete for a total of 84 credits in the FNP concentration, 92 credits in the dual FNP-ENP concentration, 86 credits in the HS&A concentration, 88 credits in the HS&A-Informatics concentration, and 91 credits in the HS&A-Transformation of Care concentration. General education courses may be completed at another university and then transferred to Samford University prior to enrolling in the RN to DNP degree program. The RN to DNP bridge courses are built on the professional standards identified in the American Association of Colleges of Nursing’s (AACN) publication, *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008). The RN to DNP program begins once each year in January.

**BSN to DNP-Family Nurse Practitioner (FNP)**

The BSN to DNP-FNP concentration prepares advanced practice nurses to deliver primary health care to individuals and families throughout their lives. FNPs are growing in importance as the entire healthcare industry looks for innovations that improve outcomes while also reducing overall costs. Completing the FNP concentration qualifies the graduate to sit for the FNP national certification examination with either the American Nurses’ Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Bored (AANPCB). The curriculum for the BSN to DNP-FNP concentration was established to comply with the AACN, the National Task Force (NTF) Criteria for Evaluation of Nurse Practitioner Programs (2016), and the National APRN Consensus Model. The BSN to DNP-FNP concentration was established to comply with AACN’s publication, *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006).

Students may enter the BSN to DNP-FNP concentration in January or August of each year and there are full-time pathways that can be completed in 9 or 10 semesters for a total of 69 credits as well as part-time pathways that can be completed in 11 or 12 semesters for a total of 69 credits. The program offers flexibility with all courses taught online and three required campus visits.

The BSN to DNP-FNP curriculum requires a total of 69 credits. This concentration includes course work in the following areas:

a) **DNP Core**, related to nursing science, clinical scholarship, leadership, ethics and policy – 18 credits;

b) **Advanced Practice/Specialty Core** – 47 credits

c) **DNP Project** – 4 credits. The DNP degree program culminates in the successful completion of a DNP Project. This project should begin in the early stages of the program and continue throughout the program. This scholarly project is planned in collaboration with a DNP Project Team and must be a significant, evidence-based contribution to existing nursing knowledge and be suitable for publication in a peer-reviewed journal or a book. Through this scholarly project, students are intended to demonstrate syntheses of scientific knowledge in their specialty practice area, and contribute to existing nursing knowledge (Appendix B). The DNP Project proposal is written in NURG 760-DNP Project I and completed in NURG 761-DNP Project II (Appendices C and D).

d) **Practicum** – The American Association of Colleges of Nursing (AACN) requires a minimum of 1000 hours of supervised clinical practice for the DNP degree. Students work with their faculty advisors to develop and individualized plan necessary for completing their practicum hours that
will result in the achievement of the highest level of clinical expertise in the respective specialty area. FNP practicum details are outlined in the *FNP Clinical Handbook*.

**BSN to DNP-Dual FNP/Emergency Nurse Practitioner (ENP)**

In response to the current lack of academic preparation for FNP’s entering into practice in emergency departments and urgent care settings, in November of 2015, the American Academy of Emergency Nurse Practitioners (AAENP) entered into an agreement with the AANPCB to initiate an Emergency Nurse Practitioner certification (ENP-C). The ENP certification program was created and designed to align with the APRN Consensus Model for specialty nursing practice and to meet national standards for nursing and healthcare certification program accreditation. The ENP specialty certification credential is Emergency Nurse Practitioner-Certified (ENP-C). The first certification exam was administered in January 2017. Eligibility requirements include current national certification as a FNP as well as an option of emergency care specialty content that can be completed in and academic emergency care graduate or post-graduate nurse practitioner program. In response to this national initiative, the IMSON graduate nursing program has expanded its programing to provide advanced didactic and clinical preparation for FNPs who wish to practice in these emergency and urgent care areas. The IMSON developed courses that allow students in the FNP concentration to also be prepared to take the ENP certification exam as well as to allow currently practicing FNPs to become eligible to take the ENP certification exam by completing these academic courses as post-FNP graduate students.

The BSN to DNP-Dual FNP/ENP concentration prepares graduates to meet eligibility criteria to sit for both the FNP and ENP certification exams at the national level. This concentration encompasses comprehensive, across the life-span care and emergency/urgent care. Upon completion of this DNP concentration, graduates will be well prepared to work in a variety of healthcare settings. This concentration is an exciting new opportunity that offers major advancements in the academic preparation of nurse practitioners. Samford University’s nationally ranked graduate nursing program is proud to be one of the few online programs to offer this dual degree program. Students may enter the dual BSN to DNP-FNP-ENP concentration in January or August of each year in a full-time pathway that can be completed in 11 semesters.

The BSN to DNP-Dual FNP/ENP curriculum requires a total of 77 credits. This concentration includes course work in the following areas:

a) *DNP Core*, related to nursing science, clinical scholarship, leadership, ethics, and policy – 18 credits;

b) *Advance Practice/Specialty Core* – 55 credits;

c) *DNP Project* – 4 credits. The DNP degree program culminates in the successful completion of a DNP Project. This project should begin in the early stages of the program and continue throughout the program. This scholarly project is planned in collaboration with a DNP Project Team and must be a significant, evidence-based contribution to existing nursing knowledge and be suitable for publication in a peer reviewed journal or a book. Through this scholarly project, students are intended to demonstrate syntheses of scientific knowledge in their specialty practice area, and contribute to existing nursing knowledge (Appendix B). The DNP Project proposal is written in NURG 760-DNP Project I and completed in NURG 761-DNP Project II (Appendices C and D).

d) Practicum – The American Association of Colleges of Nursing (AACN) requires a minimum of 1000 hours of supervised clinical practice for the DNP degree. Students work with their faculty advisors to develop and individualized plan necessary for completing their practicum hours that
will result in the achievement of the highest level of clinical expertise in the respective specialty area. FNP/ENP practicum details are outlined in the *FNP Clinical Handbook*.

**BSN to DNP-Nursing Administration**

The Nursing Administration concentration prepares nurses to provide leadership in nursing and health systems. In this increasingly complex healthcare environment, nurse leaders need holistic, analytical, and inter-professional preparation. This concentration prepares nurses to plan for as well as respond effectively to rapidly changing healthcare settings and an evolving healthcare system. Upon completion of this BSN to DNP concentration, students will meet the educational eligibility requirements to sit for select national certification exams such as nurse leader, healthcare management, and lean Six Sigma. However, students are made aware that national certification exams have additional eligibility requirements based on experience.

Students may enter any of the Nursing Administration concentration in January of each year and can complete the full-time requirements in nine semesters for a total of 71 credits. This concentration includes course work in the following areas:

a) *DNP Core*, related to nursing science, clinical scholarship, leadership, ethics, and policy – 18 credits;

b) *Advance Practice/Specialty Core* – 37 credits/12 credits;

c) *DNP Project* – 4 credits. The DNP degree program culminates in the successful completion of a DNP Project. This project should begin in the early stages of the program and continue throughout the program. This scholarly project is planned in collaboration with a DNP Project Team and must be a significant, evidence-based contribution to existing nursing knowledge and be suitable for publication in a peer reviewed journal or a book. Through this scholarly project, students are intended to demonstrate syntheses of scientific knowledge in their specialty practice area, and contribute to existing nursing knowledge (Appendix B). The DNP Project proposal is written in NURG 760-DNP Project I and completed in NURG 761-DNP Project II (Appendix C and D).

d) Practicum – The American Association of Colleges of Nursing (AACN) requires a minimum of 1000 hours of supervised clinical practice for the DNP degree. Students work with their faculty advisors to develop and individualized plan necessary for completing their practicum hours that will result in the achievement of the highest level of clinical expertise in the respective specialty area. (Appendix E).

**BSN to DNP-Informatics and Analytics**

The Informatics and Analytics concentration prepares nurses to provide leadership in informatics in any healthcare setting. This concentration prepares nurses to lead in the implementation of electronic health records (EHRs) and the planning, design, evaluation, and optimization of health information technology. Emerging nursing informatics leadership roles are critical to engage in the necessary transformational activities and bridge the new care delivery models into clinical practice with the right technology solutions. Upon completion of this BSN to DNP concentration, students will meet the educational eligibility requirements to sit for select national certification exams such as nurse leader, healthcare management, and nursing informatics. However, students are made aware that national certification exams have additional eligibility requirements based on experience.
Students may enter the BSN to DNP-Informatics and Analytics concentration in January of each year and can complete the full-time requirements in nine semesters for a total of 73 credits. This concentration includes course work in the following areas:

d) **DNP Core**, related to nursing science, clinical scholarship, leadership, ethics, and policy – 18 credits;

e) **Advance Practice/Specialty Core** – 37 credits/14 credits;

f) **DNP Project** – 4 credits. The DNP degree program culminates in the successful completion of a DNP Project. This project should begin in the early stages of the program and continue throughout the program. This scholarly project is planned in collaboration with a DNP Project Team and must be a significant, evidence-based contribution to existing nursing knowledge and be suitable for publication in a peer-reviewed journal or a book. Through this scholarly project, students are intended to demonstrate syntheses of scientific knowledge in their specialty practice area, and contribute to existing nursing knowledge (Appendix B). The DNP Project proposal is written in NURG 760-DNP Project I and completed in NURG 761-DNP Project II (Appendices C and D).

d) Practicum – The American Association of Colleges of Nursing (AACN) requires a minimum of 1000 hours of supervised clinical practice for the DNP degree. Students work with their faculty advisors to develop and individualized plan necessary for completing their practicum hours that will result in the achievement of the highest level of clinical expertise in the respective specialty area. (Appendix E).

**Post-Master’s DNP**

The Post-Master’s DNP entry pathway to the DNP degree has three foci of specialization from which students may select, Advanced Practice Nursing (nurse practitioners, nurse anesthetist, midwife and clinical nurse specialist), Advanced Practice Nursing with Emergency Nurse Practitioner (Family Nurse Practitioners), or Nursing Administration (systems/organizational or educational administrators). This DNP degree pathway can be completed in one calendar year of full-time study or in two years of part-time study. The Post-Master’s DNP pathway to the DNP degree was established to comply with AACN’s publication, The Essentials of Doctoral Education for Advanced Nursing Practice (2006).

The Post-Master’s DNP curriculum requires a range of 37 to 39 credits beyond the master’s degree. This pathway includes course work in the following areas:

a) **DNP Core**, related to nursing science, clinical scholarship, leadership, ethics, and policy – 18 credits;

b) **Advance Practice/Specialty Core**, dependent upon advanced specialty practice (Advanced Practice, Nursing Administrator) – 15-17 credits;

c) **DNP Project** – 4 credits. The DNP degree program culminates in the successful completion of a DNP Project. This project should begin in the early stages of the program and continue throughout the program. This scholarly project is planned in collaboration with a DNP Project Team and must be a significant, evidence-based contribution to existing nursing knowledge and be suitable for publication in a peer-reviewed journal or a book. Through this scholarly project, students are intended to demonstrate syntheses of scientific knowledge in their specialty practice area, and contribute to existing nursing knowledge (Appendix B). The DNP Project proposal is written in NURG 760-DNP Project I and completed in NURG 761-DNP Project II (Appendices C and D).
**d) Practicum** – The American Association of Colleges of Nursing (AACN) requires a minimum of 1000 hours of supervised clinical practice for the DNP degree. Up to a total of 500 clinical practice hours earned in an MSN program can be brought to the Post-Master’s DNP degree program. These clinical hours must be documented on the *Documentation of Advanced Clinical Practice Hours and Practicum Plan* form (Appendix F). An additional 135 practicum hours are earned in selected DNP specialty courses. In order to earn the remaining practicum hours, students work with their faculty advisors to develop an individualized plan necessary for completing their practicum hours that will result in the achievement of the highest level of clinical expertise in the respective specialty area (Appendix E).

**Full Time vs. Part Time Status**

For financial aid purposes, students must register for a minimum of six semester hours to be considered full-time. Four semester hours is full time for summer term. Students who enroll in fewer than six hours spring or fall, or four hours in the summer will be considered part-time. If a student fails to register for one semester, that student will be considered inactive. If a DNP student should choose to withdraw from the program, the student must request a leave of absence in writing by contacting the Office of Graduate Student Services.

**ACADEMIC POLICIES**

These policies apply to all DNP graduate students.

**Progression Policies**

In order to progress in the DNP program in the IMSON, the student must:

- Have a completed Health Data Record (with all required immunizations) updated annually and on file in University Health Services and the IMSON.
- Carry health insurance while enrolled at Samford. **Students in the IMSON are required to provide proof of current personal health insurance coverage.** Each semester, students in the IMSON are automatically enrolled in the University sponsored student health insurance plan. There is a charge for this coverage. To have the charge removed from his/her Samford account, a nursing student must provide proof of insurance by completing the insurance waiver at [http://www.studentinsurance.com/Schools/AL/SU/?CollegeID=217](http://www.studentinsurance.com/Schools/AL/SU/?CollegeID=217)
- **International Students:** Based upon federal regulations and University policy, all F and J visa holders are required to carry insurance that meets certain coverage requirements. Information about specific policy carriers, minimum coverage, and premium costs is available from the International Studies Office at (205) 726-4334.
- Provide current documentation of BLS Certification.
- Adhere to the Code of Ethical/Professional Conduct as specified in the *Samford University Catalog*.
- Completion of Verification of Clinical Hours Form.
- Possess a current unencumbered RN Nursing License in your state of practice and in the state of all clinical rotations.
- Maintain licensure and certification. It is the student’s responsibility to notify the IMSON of any encumbrance that is placed on any license.
- Submit to background check and random drug testing.
• Make a grade of “B” or better in each required or prescribed course in the DNP program. NOTE: a grade of “C”, “D”, or “F” constitutes a failure in any prescribed or required course in the DNP program.

• Maintain a cumulative 3.0 GPA and may not earn a grade below B in any course to progress in the curriculum. A student who receives a grade below a “B” in any required or prescribed course or whose cumulative GPA falls below a 3.0 will be placed on academic probation and must:
  o Repeat any nursing course in which a grade received was below a “B” and receive a grade of “B” or better.
  o Be aware that a required nursing course can only be repeated one time.
  o Be aware that a failure of the same course twice or failure of two separate courses constitutes dismissal from the program.

Students who fail to successfully complete a required nursing course within one calendar year of the academic probation notification will be dismissed from the program.

Students must be aware that matters of plagiarism, unethical, unprofessional or unsafe conduct may result in immediate dismissal from the IMSON.

Students who need more than five years to complete the program may petition the IMSON graduate program to request an additional year for completion (a total of six years for completion).

**Grading Scale**

The faculty of the Ida Moffett School of Nursing approve the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>91-100</td>
</tr>
<tr>
<td>B+</td>
<td>89-90</td>
</tr>
<tr>
<td>B</td>
<td>82-88</td>
</tr>
<tr>
<td>C+</td>
<td>80-81</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
</tr>
<tr>
<td>D</td>
<td>70-74</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
</tr>
<tr>
<td>Clinical Failure</td>
<td>F</td>
</tr>
</tbody>
</table>

**Grading Policies**

If a student has concerns or questions regarding an examination or assignment, he/she must request an appointment with the course coordinator in writing within seven (7) days of posting of the examination or assignment grade.

Nursing is a practice discipline. Regardless of a student’s numerical grades on examinations and other written course work, it is possible for a student to fail the course as a result of unsafe/unsatisfactory clinical practice and/or unsafe/unsatisfactory therapeutic intervention (interactions). The student who fails clinically will receive a grade of F regardless of the grades received in the didactic portion of the course. Once the clinical failure of the course has occurred and been identified, the student must immediately leave the clinical area. He/she will not be allowed to return to a clinical practice setting for the remainder of the semester. The decision to withdraw and the process of withdrawal from any course is the responsibility of the student. See the current *Samford University Catalog* for more information on course withdrawal. If a student has already failed a course clinically prior to the date to
withdraw without academic penalty and the student chooses to withdraw, the grade received will be WF.

A student who withdraws, changes to audit status, or fails a nursing course can only re-enroll in the course dropped, audited or failed the following semester if the course is being offered and if space is available. Permission to re-enroll will be based on progression and dismissal policies. Students repeating a course must repeat all didactic and clinical requirements within the semester they are re-enrolled. Students may enroll in the same nursing course no more than twice.

A grade of Incomplete makes the student ineligible to progress to the next clinical nursing course. (See the current Samford University Catalog, “Grade Changes”.)

Readmission Policy

A student who has been dismissed from the Ida Moffett School of Nursing graduate program may apply through the office of Graduate Student Services for readmission after an intervening period of not less than one semester. The appropriate graduate admission committee will consider such requests for readmission on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period. There is no guarantee, however, that a student will be readmitted. The decision regarding readmission rests with the Dean and is based upon the faculty’s evaluation of the likelihood of the applicant’s successful performance in graduate coursework. If readmission is granted, a returning student who earns a non-passing grade in any required or prescribed course or whose GPA falls below 3.0 will be dismissed with no additional opportunity for readmission.

Grievance Procedure

Students should follow the complaint process as outlined in the current Samford University Student Handbook.

Academic Honesty

Students, upon enrollment, enter into voluntary association with Samford University. They must be willing to observe high standards of intellectual integrity; they must respect knowledge and practice academic honesty. Those who cheat on and examination or class assignment are not only academically dishonest, but also completely deficient in the scholarly maturity necessary to college study. Those detected in dishonesty are subject to severe punishment. The more dependence on cheating, the more inevitable becomes ultimate failure, often accompanied by public disgrace. Any act to obtain an unfair academic advantage is considered dishonest. An academic integrity violation is defined as the act of lying, cheating or stealing academic information to gain academic advantage for oneself or another. Students who commit academic integrity violation will be charged as such and will be subject to the consequences of the violation as deemed by the faculty.

Professional Conduct Policy

Samford students and future advanced practice nurses are expected to conduct themselves in a professional manner, and uphold high standards of honesty and ethical behavior in study and clinical practice. Samford University considers cheating an example of deficiency “in the scholarly maturity necessary for college study” (Samford Catalog). Unethical or unprofessional behavior in the clinical setting demonstrates the lack of integrity needed for advanced practice nursing.
When a faculty member determines a student’s behavior reflects decision making resulting in unsafe or unethical nursing practice, lack of adherence to established policies and procedures, and/or unprofessional conduct, the IMSON faculty reserves the right to immediately assign a course grade of “F” and the student will be administratively withdrawn from the course at that point. Administrative withdrawal prohibits the student from further attendance and/or participation in class or clinical. Such behaviors may include, but are not limited to:

- Committing fraud or deceit while enrolled in the IMSON, including falsifying, plagiarizing, or in a negligent manner making incorrect entries on records or any other written work.
- Committing a HIPAA violation including engaging in activities that breech client confidentiality, such as unauthorized access to clients’ charts, photocopying documents from the clients’ chart, verbally communicating with unauthorized individuals, and communicating to others about client information in public places.
- Participating in disorderly conduct or breach of the peace, such as obstruction or disruption of teaching, physical or verbal abuse, or detention of any person while engaged in any IMSON activity. This includes unprofessional and/or inappropriate communication with faculty, staff, clients, or peers.
- Negligently or willfully implementing nursing care in a manner that fails to meet generally accepted standards for the students’ level of preparation, such as recommendation for or administration of inappropriate or dangerous medication or performance of procedures without supervision or outside the scope of practice.
- Negligently or willfully violating any rule, regulation, or policy of the IMSON such as unexcused clinical absence or excessive unexcused clinical tardiness.
- Exhibiting a physical, mental, or emotional behavior which renders the student unable to provide nursing care with appropriate skill and safety in accordance with course objectives and clinical facility policies and procedures.
- Negligently or willingly acting in a manner inconsistent with the health or safety of others.

VALUE VIOLATIONS

An academic integrity value violation is defined as the act of lying, cheating or stealing academic information to gain academic advantage for oneself or another. As a Samford University student, one is expected neither to commit nor assist another in committing an academic integrity value violation. Additionally, it is the student’s responsibility to report observed academic integrity violations. Violations of the Academic Integrity Values Statement include but are not limited to:

**Taking Information**
1. Copying graded homework
2. Working together on a take-home test or homework when specifically prohibited by the professor
3. Looking at another student’s paper during an exam
4. Looking at your notes when prohibited
5. Acquiring a term paper written by someone else
6. Taking an exam out of the classroom when prohibited
7. Removing resource material from the University Library without authorization

**Tendering Information**
1. Giving your work to another to be copied
2. Giving someone answers to exam questions during the exam
3. After taking an exam, informing a person of questions that appeared on the exam
4. Giving or selling a term paper or class work to another student

Plagiarism
1. Copying homework answers from your text and handing them in for a grade
2. Quoting text or other works on an exam, term paper or homework without citing the source
3. Submitting another’s paper/project as your own
4. Taking a paper from an organization’s files and handing it in as your own

Conspiracy
1. Planning with one or more students to commit a violation of the Academic Integrity Values Statement
2. Giving your term paper/project to another student who you know will plagiarize

Misrepresentation
1. Having another person do your computer program, course project or lab experiment
2. Lying to a professor to increase your grade

ONLINE ATTENDANCE POLICY

The educational programs at the Ida Moffett School of Nursing have been developed by the faculty to provide students with the information and experience necessary to become practicing professionals. All students are expected to attend the various educational opportunities provided for them by the school. In the IMSON, on-campus attendance is mandatory for new student orientation and for all scheduled on-campus activities. Students who are registered in online courses are expected to complete all required coursework through electronic forums. Students must receive lectures, questions, and assignments from faculty electronically. Students are expected to participate in all class discussions. In the event of extenuating circumstances, students should notify the professor prior to class and make arrangements for any make-up work. Failure to do so may affect the course grade. Online class attendance will be assessed by completion of all course assignments by the published due date and time. Students are responsible for retrieving electronic message from both their Samford University Bulldog e-mail account and the learning management system. It is expected that students will respond to all messages in a timely manner.

ACCESS TO CANVAS COURSES

Students will have access to their current CANVAS courses when the course coordinator makes the course available at the beginning of the semester. During the semester, students may access any files available to them and download for their use in meeting the course objectives and for future reference. Two weeks following the end of the semester, these CANVAS courses will be unavailable to students.

TECHNOLOGY REQUIREMENTS

Technology is an essential and integral aspect of an online course. The student must have a laptop computer and stable connection to the internet on a regular bases. A high-speed internet connection, such as a cable modem or DSL line is preferred. The student will need access to Word, PowerPoint, and an Excel software program. As online lectures contain audio equipment, the student will additionally need the capability to access audio through speakers. A webcam and microphone are also required.
The *Technology Service Help Desk* is available 24/7 by phone at (205) 726-2662 or email at support@samford.edu. The most recent information concerning computer requirements, training, access, hardware, and software options is available at: http://www.samford.edu/departments/technology-services/ under TechResources.

**FORMAT FOR WRITING PAPERS**


**INDEPENDENT STUDY PROSPECTUS**

Guidelines for DNP students’ independent study are available online. Independent study should be discussed with the faculty advisor and a written contract completed in advance of enrollment. Students registering for an independent study must submit an Independent Study Contract to the faculty member overseeing the independent study for their signature.

**REGISTRATION**

The Director of Graduate Student Services is responsible for coordination the registration process for graduate nursing students. Each student will receive an email via their Samford email account indicating the courses needed for the next term.

**SCHEDULE ADJUSTMENT AND WITHDRAWAL**

Students should notify the Associate Dean for the Graduate Program as soon as possible if there is a problem that might involve an immediate interruption in attendance. Students who wish to drop all courses for a semester should formally withdraw through the Student Records office. The refund policy can be found in the Samford University catalog.

**HONORS AND AWARDS**

Awards are given each year to honor students who have excelled in the areas of caring, academic excellence, leadership, and service to others in the University, churches, the local and world community, and the nursing profession.

**TRANSFER OF GRADUATE CREDIT**

DNP students are permitted to transfer a maximum of twelve hours of graduate credit from an accredited college or university. To do so, students should complete a course substitution form (available online) and attach a copy of the syllabus. Transfer credits will be evaluated by the graduate faculty and Associate Dean of the Graduate Program for applicability to the graduate program.

**GRADUATION AND COMMENCEMENT**

Commencement Exercises are held at the end of the fall semester and at the end of the spring semester. A student is required to meet all requirements for graduation as set forth in The DNP Student Handbook and *The Samford University Catalog* in effect at the time of entrance into the program, assuming there is no interruption in enrollment of a year or more. Later changes in the requirements for graduation are not applicable to students who proceed without interruption through their chosen program of studies.
It is the IMSON’S responsibility to notify Student Records of the candidates for graduation each term. The candidate will then receive information regarding graduation via email directly from the school of nursing. It is the responsibility of the DNP student to see that all requirements for graduation are met.

CAMPUS SERVICES AND INFORMATION

Books and Supplies

All books and supplies are available online or at the Samford University Bookstore located on the first floor of the University Center. Required books are identified on a shelf card listing the course name, number and professor’s name. Used books are sometimes available. The bookstore is open 8:00 a.m. to 4:30 p.m. Monday through Friday and from 10:00 a.m. - 2:00 p.m. on Saturday, being closed on Sunday. Students can view a list of required textbooks and materials prior to each term at www.bookstore.samford.edu.

Campus Safety

The Department of Campus Safety is staffed 24 hours a day, providing immediate availability for emergency response, performance of security patrols, monitoring of persons on campus, lockouts, dead batteries, and providing other services to the campus community. Campus Safety may be reached at (205) 726-2020.

Inclement Weather Policy

Announcements of the closing of the University campus are recorded on the University switchboard, (205) 726-3673 (SAM-FORD). In addition, the Public Relations Office of the University notifies local television and radio stations of the closing. RAVE is Samford’s emergency notification system. Any campus closing related to weather or safety situations are communicated via email and text message.

How You’ll be Notified of an Emergency

RAVE is primary method of communication used by Samford University during a campus emergency. If you have not registered for RAVE alerts. Please use the link provided below and go to the My Contact Information box on your Portal homepage to update your RAVE Emergency Alert Information.

https://connect.samford.edu/group/mycampus/student

Samford University utilizes Samford Alert for desktop, laptop, tablet, and mobile devices to provide students with information, procedures, and links about what to do in the event of a variety of emergency situations that could occur on our campus. If you do not already have the Samford Alert app on your mobile device, laptop, desktop or tablet, please click on this link https://connect.samford.edu/group/mycampus/student and go to the In Case of Emergency box on your Portal homepage for instructions on downloading the App. Once you have downloaded the App, please take time to review the information provided, it is important that you know what to do in the case of a campus emergency.

Smoking

Effective March 1, 2013, the smoking policy states:

To protect and promote the health and welfare of its faculty, staff and students, Samford University is committed to promoting an environment conducive to health promotion by limiting smoking areas on its campus. In so doing, the following guideline applies to all university owned,
leased, and operated facilities and vehicles. Samford University has designated “Smoking Areas” outside University facilities. Smoking is prohibited in all other interior and exterior areas of campus.

Students violating the smoking will be subject to disciplinary action as stipulated in the Student Handbook. Designated smoking areas are indicated below and can be identified by a pad and smoking urn that will be in place for ashes.

Designated smoking areas (smoking areas are identified by signage and smoking urn)
Residential areas
- West Campus – North side of parking deck across from Mountainview residence hall; and south side of Neal Road at crosswalk
- Central Campus – North side of Vail and Smith Halls near parking deck
- Beeson Woods – Area between Ralph and Orlean Halls; and the south parking lot between Evergreen and Treetop Halls

Non-residential areas
- East side of Ingalls Hall in the parking lot median
- North side of the Center for Healing Arts, west of the main entrance
- North West corner of parking lot next to Hodges Chapel; currently there is a concrete pad that can be used
- North side of Beeson University Center away from the building next to fence area
- West side of Law Library across from Law Student patio area
- North side of Brooks Hall

Students with questions should contact Garry Atkins, Assistant Dean for Student Services.

Computer Labs
Academic buildings at Samford house general access computer laboratories for student use. Popular software titles in areas such as word processing, spreadsheet analysis and presentation preparation are provided in these laboratories. Information about the location and hours of the labs is available from the Computing Laboratories Manager or on Samford’s Web page at http://www.samford.edu/labs. Samford University Academic Computing Labs, (205) 726-2316, schedules use of these labs, and a schedule of open times is published each term.

CITRIX

Citrix is a remote access service which allows Samford University to make certain software applications available from a web browser. Applications that were formerly only accessible in a Samford University computer lab or workstation will be available anywhere! All you need to access these application is a web browser and the Citrix Receiver.

Only current students and employees with a valid Samford user name and password can log into https://apps.samford.edu. If a student is not enrolled and registered for the current term, he/she will not have access.
Operating Systems that are supported through Citrix include Windows, Apple OSX, Linux, and Chrome OS. Software that is available through the service include Microsoft Office, ArchMap, Mathematica, SPSS, and MiniTab. More information regarding Citrix usage can be found on the Technology Services website at [www.samford.edu/ts](http://www.samford.edu/ts).

**Electronic Mail**

Every Samford student is assigned an email account. Students are required to read their Samford email every day. The School does not use personal email accounts to communicate with enrolled students. For information on how to forward your Samford Bulldog email account to your personal email account, contact Technology Services ([www.samford.edu/ts](http://www.samford.edu/ts)).

**Samford Campus Portal**

Students are encouraged to take advantage of all the services offered through the campus portal. By clicking on the Banner icon, students may obtain important information such as: transcripts, grades, class schedules, and financial aid information.

**Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student’s education records. The rights of the FERPA heretofore assigned to parents are now transferred to their college students. These rights are:

1. Eligible students have the right to inspect and review all of the student’s educational records maintained by the school. The student must contact the dean of academic services and registrar’s office to make an appointment to view their academic record.
2. Eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the eligible student has the right to place a statement in the records commenting on the contested information in the records.
3. Generally, Samford University must have written permission from the eligible student before releasing any information from a student’s record. However, the law allows schools to disclose records, without consent, to the following parties: school employees who have a need to know, other schools to which a student is transferring, parents when a student over 18 is still a dependent, certain studies for the school, accrediting organizations, individuals who have obtained court orders or subpoenas, persons who need to know in cases of health and safety emergencies, state and local authorities to whom disclosure is required by state laws adopted before November 19, 1974.

Schools may also disclose, without consent, “directory type” information, such as a student’s name, address, e-mail address, and telephone number. Samford University has designated the following as directory information: student name, address, telephone number, date and place of birth, enrollment status, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, honors, degrees and awards received, most recent previous school attended, and photograph. An eligible student who does not wish for this information to
be released without prior written consent must notify in writing the Office of the Dean of Academic Services and Registrar by the last day to Drop/Add without financial penalty in a semester or term.

Student Rights and Responsibilities

All DNP students are expected to comply with the behavioral expectations and values as stated in the Samford University Handbook. Some stated policies may not apply to DNP, non-resident students, i.e., issues related to residence halls, notification of parents etc. However, the Values Violation Process does apply to students in the DNP Program.

Student Conduct

Students in the IMSON must adhere to the standards of conduct specified in the current Samford University Student Handbook (www.samford.edu/studenthandbook) as well as to certain standards of behavior appropriate for all health professionals. The information contained in the handbook can be accessed online. Students shall comply with legal, moral, and legislative standards, which determine acceptable behavior of the registered nurse. Noncompliance may be cause for suspension/dismissal from the IMSON.

Library

Samford offers a wealth of library resources featuring extensive print and electronic collections, as well as multimedia resources that include microfilm, music scores, and audio and video recordings. The online catalog and other full-text electronic resources are available to students 24/7 via the Internet. Other libraries in the Birmingham area cooperate with Samford on a reciprocal basis, increasing the variety of resources directly available to the Samford community. The Samford University Library is the primary library for all students, faculty, and staff. In addition to books, eBooks, periodicals, unique collections, and full-text electronic resources, the library houses a large government documents collection - serving as an official repository. Individualized and group instruction in the use of library resources is provided on a regular basis by librarians. A Computer laboratory, computer classroom, individual and group study rooms, multimedia viewing and listening rooms, meeting rooms with advanced presentation and conferencing capabilities, and a lounge area are available for use.

For more information about the library, see the Library Web page at http://library.samford.edu/ and for more information about specific library resources just for nursing students see the Nursing Research Guide at http://samford.libguides.com/nursing. For assistance with any research endeavors, just ASK US! http://samford.libanswers.com/index.php.

Mailing Address/Name Changes

Students must notify Samford should their address and/or name change. In the event that a student does not change their address, important information may not be received. Changes are the student’s responsibility and should be made via the Samford Portal. Change of name requires a copy of the marriage certificate or other legal document and must be completed by the Financial Aid Office. It is also the student’s responsibility to notify the IMSON Graduate office of any changes.

Parking

Vehicles must display a Samford University parking decal if parked on campus. Decals may be obtained for a nominal fee from transportation services located in the University Center across from the HUB. You can also obtain a decal online through Samford’s web site at www.samford.edu/ts.
University Health Services

Conveniently located in F. Page Seibert Hall, University Health Services has three examination rooms, a treatment room, triage area and on-site CLIA-certified lab and x-ray. The clinic entrance is located on the east side of Seibert Hall, adjacent to the commuter parking lot. The Clinic provides primary medical care services, including acute care for illness and injuries, health maintenance and management of stable, chronic conditions.

Disability Support Services

Samford University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Disability Resources manages accommodations for students with disabilities. After admission to Samford, students who are entitled to accommodations under the ADA must contact Disability Resources with recent, appropriate documentation of their disability. Reasonable accommodations are determined using this documentation and through talking with the student. Accommodations are communicated to the faculty by letter and must come from the office of Disability Resources, located within Career Development, Room 205 of the University Center. Faculty will grant reasonable accommodations only upon written notification from Disability Support Services. Contact information: Disability Resources, University Center Room 205, disability@samford.edu, 205-726-4078.

Inquiries and concerns regarding this discrimination policy may be directed to the Assistant Vice President and General Counsel, Office of Business Affairs, 200 Samford Hall, Birmingham, AL 35229, (205)726-4172. This notice is available in alternative formats upon request.

FINANCIAL SERVICES

Billing

E-bill notification that a new e-bill has been generated is sent to students via the Samford University e-mail system, which remains the official means of communication with student; paper statements are not provided. Students are advised to check their Samford e-mail accounts regularly. Students and authorized users can access the e-bill system at any time. Please contact the Bursar’s Office for information related to adding any authorized users to your e-bill account.

Students registering during the early registration period will receive an e-bill approximately 15 days prior to the payment due date. The e-bill reflects activity up to the date the e-bill was generated. Any activity transpiring after the e-bill generation date can be viewed on the Current Activity section of the online e-bill system. There are payment plan options available and to go to the following link for more information. http://www.samford.edu/admission/graduate/payment-plans

There is one payment due date at the start of each term for all Samford students. It is the first business day after the drop/add period has ended for undergraduate students. Students who register/make schedule changes/add room and board. Etc. after the e-bill generation date must consult the online system to view their account summary and arrange payment for all charges by the due date for the term regardless of whether or not the charge(s) have been billed. Late fees are no longer assessed to students. Dropping students from classes due to non-payment remains in effect, however.
Cancellation and Reinstatement

Students making changes after the e-bill has been sent (usually at the beginning of a term or during drop/add) are required to make payment in full by the e-bill due date for the term, including additional charges resulting from the changes even though they may not have received an e-bill for these additional charges. Failure to make full payment will result in registration cancellation as noted in the academic calendar for your classification.

Financial Aid, Scholarships, and Loans

The Office of Financial Aid is located in the Student Financial Services suite on the first floor of Samford Hall. Office hours are from 0800-1630, M-F. Phone: 205-726-2905. The Federal Stafford Loan Program offers low interest student loans that enter repayment after a six-month grace period from the date the student ceases to be enrolled at least half time in school. To be eligible for a Stafford Loan, students must file a FASFA (http://www.fafsa.ed.gov/). The student may borrow based on enrollment, cost of attendance, and grade level. Maximum amount for the unsubsidized Stafford loan is $20,500. Additional loan funding may be available. Complete financial aid information for nursing students is available through the Office of Financial Aid (205) 726-2905, ofa@samford.edu or http://www.samford.edu/departments/financial-services/. Billing and payment information is available through the Bursar’s Office, broffice@samford.edu, (205) 726-2816 or http://www.samford.edu/bursar.

Alabama Board of Nursing Scholarship

On June 15, 1977, the State of Alabama signed into law an act providing for 15 scholarships of $3,800 each for post-baccalaureate nursing education. The scholarships are awarded by the Board of Nursing contingent upon annual appropriation of funds by the legislature. In 2016, a tuition reimbursement opportunity was introduced for advanced practice nurses who agree to work in underserved areas in Alabama. For additional information, see the Alabama Board of Nursing website: https://www.abn.alabama.gov/alabama-nursing-resource-center/grad-students/#tab-loans.

Nurses Educational Funds, Inc.

NEF Scholarships are for Master’s and Doctoral degree study in Nursing. Should you have any questions or concerns about the Application process, contact http://www.n-e-f.org/index.php/apply.html

STUDENT COMMITTEE MEMBERS OF SCHOOL OF NURSING COMMITTEES

DNP Students have the opportunity to provide perspectives and assist in shaping policies through membership on IMSON committees as designated. Student representatives have full voting privileges and responsibilities with the exception of any committee activities, which include a review of student and/or faculty records. Each committee will have one undergraduate and one graduate representative and one alternate for each committee. Students shall serve one year on the respective committee.
PROFESSIONAL ORGANIZATIONS WITH CAMPUS CHARTERS

Nurses’ Christian Fellowship

Nurses’ Christian Fellowship (NCF) is an organization of Christian nursing students and practicing registered nurses. The purpose of NCF is to better prepare nurses to assist people spiritually, psychosocially and physically as they face crisis. The concern of NCF is for quality nursing care, which include the spiritual dimension regardless of religious affiliation.

Sigma Theta Tau International

The Gamma Eta Chapter of Sigma Theta Tau International is an honor society for nursing students and nurses. The organization is dedicated to promoting high professional standards. Membership includes graduate and advanced graduate men and women in nursing with excellence in studies, qualities of leadership, capacity for professional growth and desirable personal characteristics. Invitation to membership occurs in the Fall and Spring semesters and chapter inductions are held.

Phi Kappa Phi

Recognizes and encourages superior scholarship in all academic disciplines. Nominations are made by graduate faculty during the Spring Semester.

Omicron Delta Kappa

Recognizes that leadership of exceptional quality and versatility in college should be recognized, that representatives in all phases of college life should cooperate in worthwhile endeavors, and that outstanding students, faculty, and administrators should meet on a basis of mutual interest, understanding, and helpfulness.

INFORMATION PERTAINING TO CLINICAL SITES

Policies of Agencies

DNP students are expected to become familiar with and adhere to the policies of each agency or institution used for learning experiences.

Behavior in the Clinical Area

The faculty member has the right to dismiss a student from the clinical setting if there is behavior indicating the student may not be capable of providing safe care to assigned client/clients.

Clothing

Name badges, appropriate professional attire, and a lab coat (if appropriate) must be worn whenever in the clinical facility. Name badges should have the Samford University logo, the student’s name, DNP Student, specific track, and the Ida Moffett School of Nursing printed on them.

Liability Insurance

Personal liability insurance for clinical practice is required for all DNP students. Samford University has coverage for liability arising from the rendering or failure to render professional medical services. Faculty and students are covered while working for Samford within the scope of their duties as faculty or
as currently enrolled students. The policy is on a “claims made” form that means any claims must occur and be recorded while the policy is in force. If the coverage is discontinued, the University may arrange an extended reporting endorsement.

**EVALUATION**

Formal evaluation forms are available online near the end of each course to all DNP students. The purposes of these evaluations are to foster student contributions to the planning and revising of curriculum and to indicate areas of change that would enhance the learning environment. These evaluations provide a mechanism for direct communication with administration regarding the curriculum. After completion, evaluations are submitted online. In the past, input from these evaluations has made it possible for the faculty to document changes that are requested by students.

Additionally, faculty responsible for a course may administer informal course evaluations. Students are encouraged to thoughtfully complete these forms. The course faculty utilize student input in the ongoing development and refinement of courses.

**Exit and Graduate Evaluations**

Prior to graduation, the student will receive an Exit Evaluation Form online from Skyfactor Student Success Software & Program Assessment. On this evaluation form, students will be asked to evaluate their entire program of study and their achievement of the goals and competencies of their particular program of study and their achievement of the goals and competencies of their particular program. A year after graduation, a follow-up evaluation form will be sent to DNP graduates. This form and an employer survey will be similar to other evaluations, but they will allow the faculty to gain graduates’ and employers’ perspectives about the programs of study after graduates have had time to apply the knowledge and skill obtained during the educational experience.

**HEALTH DATA AND IMMUNIZATION REQUIREMENTS**

DNP students in the IMSON are responsible for maintaining health requirements. You must have a complete Samford University Health Form and evidence of having met the health requirements which include:

1. Mantoux Tuberculin skin test or annual TB chest x-ray, completed within the last year
2. Completed Hepatitis B Vaccination series
3. Chicken Pox immunization (either year of disease or evidence of Vaccination series) and MMR
4. Upon acceptance to the IMSON, the student is required to purchase a credentialing package from Employment Screening (ESS) and upload the completed, required Health Form and all health requirement documentation

Before registration each semester, you must be certain the required health information is in your ESS file and current to the end of the term in which you plan to enroll.

**SEXUAL HARASSMENT POLICY**

As a Christian institution of higher education, Samford University has a moral commitment to the worth and dignity of all individuals. Consequently, sexual harassment is deemed unacceptable and will not be tolerated. Samford’s policy of opposition to sexual harassment is not only a legal responsibility and
practical utility, but stems from the university’s profound commitment to Christian and moral values as expressed in its mission and purpose.

A student who believes he or she has been sexually harassed should report the incident(s) to the Assistant Dean for Student Services and Values Advocate. The Assistant Dean will advise the student of the procedures to be followed to resolve a complaint.

In all cases, the offended student will be given the option of resolving the issue informally or formally. The Formal resolution of a complaint of a student toward another student will be processed through the value violation procedures as described in this handbook. Student-to-student informal resolution will be referred to and administered by the Vice President for Student Services and Enrollment Management or a designee.

SUBSTANCE ABUSE POLICY AND PROCEDURE

Professional/Legal Standard

The Ida Moffett School of Nursing recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of the nursing profession. The School is committed to protecting the safety, health, and welfare of its faculty, staff, and students and people who come in contact with its faculty, staff, and students during scheduled learning experiences. The IMSON strictly prohibits the illicit use, possession, sale, conveyance, distribution and manufacture of illegal drugs, intoxicants, or controlled substances in any amount or in any manner and the abuse of non-prescription and prescription drugs.

Any nurse or nursing student who tests non-negative for illegal, controlled or abuse-potential substances and who cannot produce a valid and current prescription for the drug is at risk of being in violation of the Alabama Nurse Practice Act and the Alabama State Board of Nursing Rules and Regulations.

Furthermore, any nurse or nursing student who is aware that another nurse or nursing student has violated a provision of the Alabama Nurse Practice Act is obligated to report that nurse to the Alabama Board of Nursing. A failure to do so in and of itself is a violation of the Alabama Nurse Practice Act and the Alabama State Board of Nursing Rules and Regulations. Similar professional expectations apply to nursing students. Any nursing student who is aware that another nursing student is using or is in possession of illegal drugs, intoxicants, or controlled substances is obligated to report this information to an IMSON faculty member.

Statement of Purpose

The intent of the Substance Abuse Policy is twofold: to identify students who are chemically impaired and help them to return to a competent and sage level of practice. Emphasis is on deterrence, education, and reintegration. All aspects of the policy are conducted in good faith and with compassion, dignity, and confidentiality.

Statements for Policy Inclusion in University Catalog/Handbooks

The Substance Abuse Policy and Procedure of the Ida Moffett School of Nursing, Samford University is found in its entirety in this handbook. An abbreviated statement is included in the Samford University Catalog.
Testing Procedures

**When.** The Ida Moffett School of Nursing requires the student to submit to drug testing under any or all of the following circumstances:

- Random testing as required by the clinical sites of the IMSON
- For cause (see Testing for Cause Statement); and
- Part of a substance abuse recovery program.

**Failure to comply.** Failure to comply with random drug testing at the specified time without administrative permission will result in suspension from clinical attendance until testing is complete.

**Cost.** The student will be responsible for paying the cost for the urine drug screen. This cost will be placed on the student’s ebill.

**Facility.** The Ida Moffett School of Nursing will utilize Employment Screening Service (ESS) for collection of specimens, and ESS will perform testing, utilizing the laboratory’s policies.

**Sample Collection.** The collection techniques will adhere to the guidelines in accordance with U.S. Department of Transportation 49 CFR Part 40 following chain of custody protocol. ESS will collect urine samples at the discretion of the dean of the Ida Moffett School of Nursing. The process and procedure for sample collection will adhere to the contract between and the Ida Moffett School of Nursing.

**Substances.** Substance-related disorders are listed in the *Diagnostic and Statistical Manual of Mental Disorders, fourth edition, (DSM-IV)*. Substances of abuse are grouped into eleven classes: alcohol, amphetamines or similarly acting sympathomimetics, caffeine, cannabis, cocaine, hallucinogens, inhalants, nicotine, opioids, phencyclidine (PCP) or similarly acting arylcyclohexylamines and sedatives, hypnotics, or anxiolytics. Testing may include any of these drug categories. The IMSON shall have the authority to change the panel of tests without notice to include other substances as suggested by local and national reports or circumstances.

**Non-negative Results.** If a non-negative result is obtained, the urine sample will be sent to a Substance Abuse and Mental Health Services Administration (SAMHSA) certified laboratory. If the specimen results are non-negative after the screening process at the laboratory the urine samples will be sent for Gas Chromatography/Mass Spectrometry (GCMS) confirmation, All positive results will be reported to the Medical Review Officer (MRO). After review by the (MRO), positive results will then be reported to the appropriate associate dean and/or department chair. All non-negative urine samples will be frozen in a secure and locked freezer compartment at the (SAMHSA) laboratory.

**Testing for Cause.** Any nursing student, who demonstrates behavioral changes suspected to be related to the use of drugs, including but not limited to alcohol, will be subjected to testing. The decision to drug test for cause will be drawn from those facts in light of the experience of the observers and may be based on:

- Observable phenomena such as direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a drug
• Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, absenteeism, tardiness, and deterioration of work performance
• A report of drug use provided by reliable and credible sources which have been independently corroborated
• Information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional
• Evidence of involvement in the use, possession, sale, solicitation or transfer of drugs while on a clinical site premise
• Conviction by a court, or being found guilty of a drug, alcohol or controlled substance in another legitimate jurisdiction

Testing for cause will be conducted using the following procedure:
1. The faculty member will have another faculty member or health professional at the practice site to confirm the suspicious behavior.
2. The student will be asked to leave the area and go with a faculty member and a witness to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented, and the decision to drug test will be made after conferring with the appropriate associate dean and/or department chair.
3. If warranted, the student will submit appropriate laboratory specimens in accordance with the Substance Abuse Policy and Clinical site policies.
4. The student will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel or committee designated by the dean of the Ida Moffett School of Nursing.
5. If the lab test is negative for substances classified in the *Diagnostic and/or Clinical Statistical Manual of Mental Disorders* (DSM-IV), the student will be allowed to return to class and clinical activities without penalty. Arrangements to make up missed work must be initiated by the student on the first day back to class or clinical (whichever comes first). If any part of the lab test is non-negative for substances classified in the *Diagnostic and/or Clinical Statistical Manual of Mental Disorders* (DSM-IV), the student is in violation of the Ida Moffett School of Nursing Substance Abuse Policy and the Samford University Drug and Alcohol Policy. As provided in this policy in the section entitled, “Non-negative Drug Screen, Sanctions, Treatment, Referral, Re-application, Opportunity for a Re-Test”, violations will result in the imposition of disciplinary sanctions up to and including expulsion of the student (Samford University Student Handbook).
6. Confidentiality will be maintained.
7. Failure to comply with “for cause” drug testing will result in immediate administrative withdrawal and a course grade of “F”.

Confidentiality
All testing information, interviews, reports, statements and test results specifically related to the individual are confidential. Drug test results will be sent to the appropriate associate dean and/or department chair in the School of Nursing. Records will be maintained in a locked cabinet. While the issues of testing are confidential within the university community, the information regarding substance abuse and rehabilitation must be shared with the Alabama Board of Nursing or the Board of Nursing in the state where the student has licensure and may be shared with a parent or legal guardian as provided in the following paragraph.
Pursuant to the Family Educational Responsibility and Privacy Act (20 USC 1232g) Samford University may disclose, to a parent or legal guardian of a student, information regarding any violation of a Federal, State or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student’s education records, if (A) the student is under the age of 21; and (B) the institution determines that the student has committed a disciplinary violation with respect to such use or abuse.

Non-Negative Drug Screen, Sanctions, Treatment, Referral and Re-application

A non-negative drug screen will result in three different actions.

1. Ida Moffett School of Nursing
Hospitals and clinics cannot afford to compromise on patient safety, health and welfare. Therefore, if a nurse tests non-negative on a drug screen, the nurse is released from employment immediately. Nursing students are held to this same standard. Hospitals and clinics will not allow a nursing student who test non-negative on a drug screen to continue in training or service in their organization.

Violations of the Samford University Drug and Alcohol Policy will result in the imposition of disciplinary sanctions by the Ida Moffett School of Nursing up to and including expulsion of the student. (“Drug and Alcohol Policy” as oriented in the Samford University Student Handbook). In order to assure patient safety at clinical sites, a non-negative drug screen will be considered evidence of drug use/abuse by the student.

A non-negative drug screen of any of the following substances will result in immediate dismissal from the Ida Moffett School of Nursing: amphetamines or similarly acting sympathomimetic, cannabis, cocaine, hallucinogens, inhalants, phencyclidine (PCP) or similarly acting arylcyclohexylamines. Action taken under the Drug and Alcohol Policy will be independent of action taken if any, through the Student Values Process. Dismissal from the Ida Moffett School of Nursing is not automatically a dismissal from Samford University. The student will be ineligible to receive a letter of good standing from the dean of the nursing program.

2. Samford University
Violations of the Samford University Code of Values will result in the imposition of disciplinary sanctions up to and including expulsion of the student, (“Code of Values” as printed in the Samford University Student Handbook). Results of a non-negative drug screen will be referred by the dean of nursing to the Associate Dean for Student Services and Values Advocacy. Action taken through the Student Values Process will be independent of action taken, if any, under the Substance Abuse Policy of the Ida Moffett School of Nursing.

3. Referral to a Substance Abuse Treatment Program
A student with a non-negative drug screen will be referred to a Substance Abuse Treatment Program.

Opportunity to Request a Re-Test

If a test result is non-negative, the student may request a re-test of the original urine sample. A student who desires to have the original sample re-tested must file a written request with the dean of the Ida...
Moffett School of Nursing within three (3) business days following notification of a positive drug test result. The student will be responsible for all costs of the re-test. If the re-test is negative, the student will be reinstated.

**Incidence of Recurrence**

If a non-negative test for substance abuse is found once a student is re-admitted to the School of Nursing, the student will be dismissed from the Ida Moffett School of Nursing and will be ineligible to return. Furthermore, the student will be ineligible to receive a letter of good standing from the dean of the nursing program.

**Student Release Form**

As a condition of progression, each student will sign the following “Substance Abuse Policy Release Form” agreeing to adhere to the terms and conditions of the Substance Abuse Policy and Procedure (Appendix G).

**BACKGROUND CHECKS**

The School of Nursing institutes background checks on all nursing students. Students selected for admission to the School of Nursing are admitted pending the results of a background check. Each student is required to have a background check, and submit to, as requested, any additional checks once enrolled in the nursing program. The School of Nursing must certify to all clinical agencies where students practice that each student has had an acceptable background check. Students are required to follow the procedures established by the School of Nursing. Students are responsible for all costs required to obtain the background check.

Students must report any arrests or legal convictions that occur prior to or during their nursing education. Reportable examples include, but are not limited to, misdemeanors, felonies, sexual offender convictions or governmental sanctions. The school of Nursing reserves the right to release information regarding the student’s criminal history to appropriate clinical agency representatives. If a student is deemed ineligible for clinical placement in any contracted clinical agency of the School of Nursing, the student will receive a course failure and dismissal from the nursing program. Failure to report arrests or legal convictions will result in dismissal from the School of Nursing. A student’s admission may be withdrawn or the student may be dismissed from the School of Nursing due to findings from the background check. Students dismissed will be considered for readmission on a case by case basis depending on the particular situation.

You will receive an email in your Samford Bulldog email. Follow the link as instructed. The company who will be conducting the screenings is:

Employment Screening Services (ESS)
2550 Southlake Park
Birmingham, AL 35244
(205) 879-0143

Any major credit card is accepted. Costs for International students and students who reside in certain states will be more. For more information, Contact Customer Service at ESS, (205) 879-0143. If you
encounter any problems completing this process, please contact Customer Service at ESS, (205) 879-0143.

REQUIRED FORMS

Forms requiring a student signature are supplied in Appendix G and include: Substance Abuse Policy Release Form, Confidentiality Statement, Receipt of Student Handbook Form, Permission to Provide References, and Permission to Display/Present Work.
APPENDIX A

Essential Performance Standards of Nursing Students
Admission/Progression of Persons with Disabilities
to the Ida Moffett School of Nursing

Students with disabilities are considered for acceptance to the Ida Moffett School of Nursing (IMSON) based on their ability to meet the objectives of the program and to perform required activities.

IMSON ADA Awareness Statement

IMSON endorses the university commitment to students with disabilities. IMSON will provide accessible programs, services, and activities and reasonable accommodations for any student with a disability as defined by Section 504 of the Rehabilitation Act of 1973, and by the Americans with Disabilities Act (ADA) of 1990.

Nursing is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. Qualified individuals are those who satisfy admission requirements and who can perform essential functions of a nursing program with or without reasonable accommodation or modification.

Students must satisfy the Essential Performance Standards of nursing students.

To be eligible for program accommodation, students must self-identify to the Office of Disability Resources (DR), who will determine eligibility for services. Once eligibility for accommodations are determined by DR, it is the students’ responsibility to request appropriate accommodations. If these standards cannot be achieved by the student, either unassisted or with dependable use of assistive devices, the faculty RESERVES the right to withdraw the student from clinical courses.

<table>
<thead>
<tr>
<th>Clinical Practicum/Lab Course Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue</td>
</tr>
<tr>
<td>Critical Thinking</td>
</tr>
<tr>
<td>- Critical thinking ability</td>
</tr>
<tr>
<td>- sufficient for clinical judgment</td>
</tr>
<tr>
<td>Standard</td>
</tr>
<tr>
<td>Critical thinking ability</td>
</tr>
<tr>
<td>sufficient for clinical judgment</td>
</tr>
<tr>
<td>Some Examples of Necessary Activities (not all-inclusive)</td>
</tr>
<tr>
<td>- Identify cause/effect relationships in clinical situations, develop nursing care plans, ability to make safe judgments when planning and implementing all psychomotor nursing prescriptions</td>
</tr>
<tr>
<td>- Establish rapport with patients and colleagues; negotiate interpersonal conflict; respect differences in clients; respect the cultural diversity of clients and co-workers</td>
</tr>
<tr>
<td>Interpersonal</td>
</tr>
<tr>
<td>- Interpersonal abilities sufficient</td>
</tr>
<tr>
<td>- to interact with individuals,</td>
</tr>
<tr>
<td>- families, and groups from</td>
</tr>
<tr>
<td>- diverse backgrounds</td>
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<tr>
<td>- Interpersonal abilities</td>
</tr>
<tr>
<td>- sufficient to interact with</td>
</tr>
<tr>
<td>- individuals, families, and groups</td>
</tr>
<tr>
<td>- from diverse backgrounds</td>
</tr>
</tbody>
</table>

37
<table>
<thead>
<tr>
<th>Communication</th>
<th>Communication abilities (hearing, speaking, reading, and writing) sufficient for interaction with others in verbal and written form</th>
<th>Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient responses.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Issue</strong></td>
<td><strong>Standard</strong></td>
<td><strong>Some Examples of Necessary Activities (not all-inclusive)</strong></td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to move from room to room and maneuver in small spaces</td>
<td>Move around in patients’ rooms, work spaces, and treatment areas; administer CPR, assist in ambulation, have sufficient mobility and stamina to function over an 8-12 hour period in a hospital setting (twist, bend, stoop/squat, move quickly, climb, walk).</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care</td>
<td>Calibrate and properly use equipment (blood pressure cuffs and syringes); position, lift, and transfer patients; ability to lift up to 50 pounds; obtain and process specimens; insert catheter; administer injections; use a computer; twist or squeeze with fingers; stand and maintain balance; reach and bend; move within confined spaces</td>
</tr>
<tr>
<td>Physical Strength and Endurance</td>
<td>Physical stamina sufficient to perform full range of required client care activities for entire length of work role</td>
<td>Sustain repetitive movements; maintain physical tolerance; lift; push and pull; support 25 pounds; move heavy objects weighing 10-50 pounds; defend self against combative client; carry equipment; use upper body strength</td>
</tr>
<tr>
<td>Emotional Stability</td>
<td>Able to assume responsibility and accountability for own actions</td>
<td>Establish therapeutic boundaries; provide client with emotional support; adapt to stress; deal with the unexpected; perform multiple responsibilities concurrently; handle strong emotion</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient for observation and assessment necessary in nursing care</td>
<td>Hear verbal exchanges among health care personnel and patients, monitors alarms, emergency signals, auscultatory sounds, cries for help; ability to hear in situations when not able to see lips of speaker; ability to hear sounds of a normal or faint volume level</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation and assessment necessary in nursing care</td>
<td>Able to read handwritten documents (chart data); able to see small calibrations on syringes; sphygmomanometer, thermometers; observe patient responses to interventions and/or health problems; ability to detect subtle color changes</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment</td>
<td>Perform palpation; functions of physical examination and/or those related to therapeutic intervention, e.g., pulse, body parts, temperature of skin or fluids</td>
</tr>
</tbody>
</table>
### Distance-Accessible Course Standards

<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Some Examples of Necessary Activities (not all-inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical Thinking ability sufficient for clinical judgment</td>
<td>Synthesize reading assignments, able to write course assignments</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals and groups from diverse backgrounds</td>
<td>Interact with classmates and course instructors on course related subjects; able to work with other students on a group project</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities (hearing, speaking, reading, and writing) sufficient for interaction with others in verbal and written form</td>
<td>Communicate with faculty and other students via e-mail and electronic threaded discussions</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Physical abilities sufficient to use a computer</td>
<td>Complete written assignments and examinations by typing on the computer</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to complete class assignments</td>
<td>Listen to online audiovisual presentations</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient to participate in course activities</td>
<td>Complete reading assignments and watch audiovisual presentations</td>
</tr>
</tbody>
</table>

**NOTE:** It is important for nursing students to have a realistic view of the demanding curriculum before deciding to pursue the degree. Students are encouraged to contact the School of Nursing if there are questions about his/her abilities to function in the clinical settings.

I meet all Performance Standards required by the School of Nursing.

I do not/ am not sure that I meet all Performance Standards required by the School of Nursing. I understand that I must meet with Dr. Gretchen McDaniel, Associate Dean for the Graduate Program to discuss/clarify before I am allowed to progress in the School of Nursing.

All information I have provided is complete and accurate.

__________________________________  ________________
Student Signature                  Date

__________________________________
Printed Name
APPENDIX B

DNP Project Overview
(All DNP Students)

Determination of Need for IRB Review

DNP Project Team Change Request
DNP Project Overview

DNP Projects

According to the American Association of Colleges of Nursing (AACN), doctoral education is distinguished by the completion of a specific project that demonstrates synthesis of the student’s work and lays the groundwork for future scholarship. The DNP curriculum primarily involves mastery of an advanced specialty within nursing practice and methods of practice improvement and change. The DNP Project must be used to demonstrate mastery of the DNP curricular content. The DNP Project produces a tangible and deliverable academic product that serves as a foundation for future scholarly practice within the clinical setting. The DNP Project documents outcomes of the student’s educational experiences, provides a measurable medium for evaluating the clinical practicum experience, and summarizes the student’s growth in knowledge and expertise.

Description

The DNP program culminates in the successful completion of a DNP Project. The DNP Project should begin in the early stages of the program and continue throughout the program. This scholarly project must be a significant, evidence-based contribution to existing nursing knowledge, nursing practice, and patient outcomes. Furthermore, the project provides the opportunity for students to translate knowledge into practice.

It is the intent of the faculty that students utilize various course learning activities as a means of facilitating progress toward completion of the project. While these course activities should contribute to the DNP Project, an individual course activity cannot fulfill the DNP Project requirements. Satisfactory completion of NURG 760 DNP Project I requires successful presentation of the proposal and approval of the Project Team. Should the proposal not be completed and approved the first time the student enrolls in the course, it will be necessary to continue to enroll in NURG 760 until the proposal has been approved by the student’s Project Team Leader.

A structured abstract and poster presentation of the project are required for successful completion of NURG 761 DNP Project II. Should a student be unable to complete the project during the first term of enrollment, it will be necessary to continue to enroll in NURG 761 until the project has been accepted and presented. The maximum number of times a student may enroll in NURG 760 and NURG 761 is stated in each course syllabus.

Each student must submit a Determination of Need for Institutional Review Board (IRB) form (Appendix B) to the Project Team Leader with the proposal paper before proceeding with the scholarly project. If it is determined that the project requires IRB approval, the student will work with the Project Team Leader to complete the necessary forms for submission to the Samford University IRB.

Project Teams

DNP Project Teams should consist of a minimum of a doctoral prepared faculty member and a practice mentor who may be from outside the university. The responsibility of the Project Team is to provide oversight to the DNP Project. A summary of functions is listed below:
   1) Each project is developed and implemented under the direction of a Project Team
   2) The practice mentor is not required to hold an academic appointment
3) Changes to DNP Project Teams require the completion of the *DNP Project Change Request* form found in Appendix B

**Role of the DNP Project Team Members**

**DNP Project Team Leader**

- Guide the preparation of the DNP Project proposal, the project development, assure IRB compliance, implementation, evaluation process, and the final project write-up.
- Retain final authority for approval of the project.

**DNP Project Team Members**

- Critique drafts of the developing DNP Project proposal
- Participate actively in the team meeting(s) on the DNP Project proposal
- Review drafts of the final DNP structured abstract and poster
- Share critique and concerns with the student and the Project Team Leader

**Presentation of the DNP Project**

Each student will complete a structured abstract and a poster presentation of the DNP Project. The presentation will be formal and open to the public.
Determination of Need for IRB Review

Student Name:

Project Title:

Type of Project:

☐ Planned Translation/Application Project
☐ Implemented Translation/Application Project
☐ Evidence-Generating Project

Purpose of the Project:

_______________________________________________________________________________
_______________________________________________________________________________
_____________________________________________________________________________

During the time you are a student in the Ida Moffett School of Nursing, Samford University, will human subjects be involved in your project?

☐ Yes (explain)
☐ The project will not be implemented during the time I am a student.
☐ No. The project does not collect data on human subjects.

__________________________   __________________
Signature of Committee Chair     Date

__________________________   __________________
Signature of Student      Date

(This section to be completed by the Samford University IRB representative.)

Project reviewed for use of human subjects.

☐ No human subjects are involved in this project. No additional action is needed.
☐ Human subjects will be utilized in the project. Please complete the Samford University, Application/Human Subjects Protocol: Institutional Review Board (IRB) for Research with Human Subjects. http://www.samford.edu/IRB

__________________________   __________________
Signature of IRB Committee Member     Date
DNP Project Team Change Request

Student's Name (Please Print):______________________________________________

Date Submitted:____________________

I request a change in my DNP Project Team to the faculty members listed below:

_________________________________________  _______________________________________
Name of Chair                           Signature, Team Leader

_________________________________________  _______________________________________
Member                                 Signature, Team Member

_________________________________________  _______________________________________
Member                                 Signature, Team Member

_________________________________________  _______________________________________
Signature of Student                   Signature of Associate Dean, Graduate Program
APPENDIX C

DNP Project Guidelines
and
Forms
Ida Moffett School of Nursing  
Samford University  
NURG 760 DNP Project Proposal Guidelines

Using these guidelines, the DNP student in NURG 760 works with the DNP Project Team to develop a DNP Project proposal paper. The paper is not to exceed 20 pages excluding the title page, references, and appendices. Upon approval of the DNP Project proposal paper, the proposal is presented to the DNP Project Team.

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Title</th>
</tr>
</thead>
</table>
|          | ❖ Provide clear, accurate information for indexing purposes.  
          | ❖ State specific aim of the DNP Project and study method if appropriate. |

**Introduction**
❖ Provide a one paragraph introduction to the topic of the DNP Project, including the following:
  ➢ Importance of the DNP Project
  ➢ Thesis sentence (a one sentence statement of what is addressed in the paper)

**Evidence of the Problem**
❖ Local/site  
❖ Regional  
❖ National/international  
❖ Impact of the DNP Project on nursing practice and patient outcomes

**Purpose of the Project**
❖ A simple declarative statement of the overall goal of the DNP Project.  
❖ Use the following format: “The purpose of this project is to ...”

**Definition of Terms**
❖ Provide both a theoretical and operational definition of all pertinent terms from the purpose statement and any additional terms as appropriate.  
❖ Use the following format: “For the purpose of this project, the following terms are defined:”...
  ➢ Bullet each term defined

**Framework**
❖ Overview of the framework used to guide the DNP Project  
❖ Framework elements applied to the DNP Project  
❖ Include figure of model

**Assumptions**
❖ Statement or principle accepted as being true
- Based on logic or custom
- No proof required
- Use the following format: “For the purpose of this project, the following assumptions are made:”...
  - Bullet each assumption

**Review of the Literature**
- Define the search (include databases searched, key words, hits, and relevancy).
- Identify topics that emerge from the review of literature and become the outline for this section.
- Develop a narrative review of the literature that reflects synthesis of the identified topics.
- Conclude with overall strength of evidence to impact change.

**Context**
- Setting
  - Describe the setting in which the DNP Project will occur. Include appropriate demographics.
- Population and Sampling Procedures
- Determination of Need for IRB form submitted with proposal paper
- If required, Protection of Human Participants (IRB) approval prior to NURG 761
  - Patients or clients impacted by the DNP Project

**Project Intervention Plan**
- Describe the DNP Project’s component parts in sufficient detail so others could reproduce it.

**Resource Requirements & Source**
- Provide a summary describing materials, technology, etc. that will be required in developing the DNP Project components and/or interventions.
- Describe funding source(s) and the role of funding organization(s) in the design, implementation, interpretation, and dissemination.
- Develop a proposed budget including projected costs and funding sources if applicable.

**Proposed Timeline**
- Indicate anticipated dates to complete each aspect of the DNP Project.

**Plan for Evaluation**
- Describe the plan for formative and/or summative evaluation of the DNP Project.

**PROPOSAL SUBMISSION - Completion of NURG 760**
- The DNP Project Team Leader may choose to:
  - accept the proposal as is or with minor revisions and no re-review;
  - require minor or major revisions and re-review; or
  - reject the proposal.
Ida Moffett School of Nursing  
Samford University  

NURG 761 DNP Project Structured Abstract and Poster Presentation

Using these guidelines, the DNP student in NURG 761 works with the DNP Project Team to develop a two page structured abstract and DNP Project poster presentation.

<table>
<thead>
<tr>
<th>Implementation of Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Complete DNP Project as outlined in NURG 760 proposal paper</td>
</tr>
<tr>
<td>✗ Note: If IRB approval required, approval letter must be on file with the DNP Project Team Leader prior to implementation of the project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structured Abstract (2 page maximum, single space, double space between elements, Arial 12 font)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Title</td>
</tr>
<tr>
<td>✗ Local Problem</td>
</tr>
<tr>
<td>✗ Project Purpose</td>
</tr>
<tr>
<td>✗ Methodology</td>
</tr>
<tr>
<td>✗ Results including Evaluation Findings</td>
</tr>
<tr>
<td>✗ Implications for Practice</td>
</tr>
<tr>
<td>✗ Submitted to DNP Project Team Leader as a WORD document</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Poster Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ See poster presentation guidelines</td>
</tr>
<tr>
<td>✗ Submitted to DNP Project Team Leader as a PowerPoint</td>
</tr>
</tbody>
</table>

**Structured Abstract and Poster Presentation - Completion of NURG 761**

Approved by Graduate Faculty 07/25/12; Revised 8/2/13; Revised 4/12/17
DNP Project – DNP Project Proposal Approval

This form is to be completed by the DNP Project Team Leader and returned to the Associate Dean of the Graduate Program after proposal presentation.

Formal approval is hereby given to this submitted DNP Project proposal:

________________________________________________________________________

DNP student name

________________________________________________________________________

Title of DNP Project Proposal

________________________________________________________________________

Date

Signature, DNP Project Team Leader

Signature, DNP Project Team Member

Signature, DNP Project Team Member

Signature, DNP Project Team Member
DNP Project – Verification of Presentation

This form is to be completed by the DNP Project Team Leader and returned to the Associate Dean of the Graduate Program following DNP Project presentation.

Student Name:

Project Title:

☐ Approved       Date:

☐ Not Approved

SIGNATURES

<table>
<thead>
<tr>
<th>Member Type</th>
<th>Printed Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leader:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Member:</td>
<td></td>
<td></td>
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<tr>
<td>Team Member:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Member:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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APPENDIX D

DNP Project Guidelines
for
Post-Master’s DNP
RN and BSN to DNP Nursing Administration
RN and BSN to DNP Informatics and Analytics
Projects Guidelines
for
Post-Master’s DNP
RN and BSN to DNP Nursing Administration
RN and BSN to DNP Informatics and Analytics

The DNP project incorporates evidence-based strategies for implementing and achieving improved health care outcomes such as a significant pilot study, a program evaluation project, a quality improvement project, a policy analysis, or a practice change initiative. These projects often arise from clinical practice and may be done in partnership with another entity: clinical agency, school, health department, church, government, voluntary organization, or community group.

All DNP Projects should:

a. Focus on a change that impacts healthcare outcomes either through direct or indirect care.
b. Have a systems (micro, meso, or macro level) or population/aggregate focus.
c. Demonstrate implementation in the appropriate arena or area of practice.
d. Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).
e. Include an evaluation of processes and/or outcomes (formative or summative). DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.
f. Provide a foundation for future practice scholarship.
(American Association of Colleges of Nursing, 2015)

Individual or Team DNP Projects:

Students may choose to do an individual project or a team project as approved by the faculty DNP Project Team Leader. Examples of individual components of a team project include one in which a student serves as a vital member of an inter-professional team, implementing, and evaluating a component of a larger project or one in which students are working on the same project, but it is done across multiple units within the same organization.

DNP Project Examples:

- Practice change initiatives
- Pilot study demonstrating practice improvement
- Toolkit
- Program needs assessment, development, and evaluation
- Evaluation of an existing program
- Develop of an assessment instrument/protocol for a specified population
- A cost/benefit analysis of program models
• Performance/quality improvement project
• Practice management project
• Healthcare policy project
• Other scholarly projects as approved by the Project Team
• Implementation and evaluation of evidence-based practice guidelines

A common theme to all DNP scholarly projects includes the use of evidence to improve practice or patient outcomes (AACN, 2006). Some specific examples of DNP projects completed include:

• Development of a Throughput Process for Low-Acute Emergency Department Patients
• Sudden Unexpected Infant Death Syndrome and Sudden Infant Death Syndrome Prevention Program for Postpartum Mothers
• Decreasing Blood Culture Contamination in the Emergency Department
• Risk Factors for Psychiatric Patients Returning to the Emergency Department within 72 hours of Initial Medical Evaluation
• Identifying Barriers to a Successful Nurse Practicum Program
• An Action Plan to Improve Communication Between Staff Nurses and Managers
• Reducing Delay First Starts in Operating Rooms: Strategies for Success
• Bridging the Gap: Strategies to Improve the Department of Veteran Administration Office of Nursing Services National Nurse Executive Council’s Structure and Processes
• Impact of an Oral Hygiene Intervention on Oral Health Related Quality of Life in Assisted Living Residents
• A program to Integrate Nurse Practitioners into the Catastrophic Care Team
• Implementing and Engaging Patients in the Use of Patient Portals
• Nurses’ Knowledge and Skill Competence in Educating Heart Failure Patients
• Increasing the Utilization of Wellness Benefits by Adolescent Medicaid Recipients

Preparation of the DNP Project Proposal (see page 47)

DNP Project Components

The DNP Project consists of two distinct phases with accompanying requirements:

I. NURG 760 – DNP Project I (DNP Project Proposal and Approval)
   a. An evidence-based supported idea
   b. Approved site for the project and clinical affiliation agreement if required
   c. A comprehensive proposal document
   d. A proposal presentation to the DNP Project Team for approval
   e. Determination of Institutional Review Board (IRB) form
   f. Completion of Samford University IRB forms if it is determined that Protection of Human Participants is required.

II. NURG 761 DNP Project II (DNP Project Completion and Dissemination of Findings)
   a. Submission of a structured abstract
   b. A public poster presentation
   c. Completion of Samford University IRB Closure forms if it was determined that Protection of Human Subjects was required for the DNP Project.
APPENDIX E

Practicum Guidelines

for

Post-Master’s DNP

RN and BSN to DNP Nursing Administration

RN and BSN to DNP Informatics and Analytics

Practicum Prospectus
Practicum Guidelines

Practicum Guidelines for Post-Master’s DNP and RN and BSN to DNP Nursing Administration and Informatics and Analytics Concentrations

The DNP Practicum combines a clinical and/or administrative immersion experience with scholarly activities to provide in-depth learning for students. The practicum is individually designed to provide the DNP student with a comprehensive experience to meet the professional and clinical goals of each DNP student, the DNP Essentials, and specialty competencies. These experiences should be designed to provide systematic opportunities for feedback and reflection. Experiences include in–depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environments. The practicum site may be a hospital, healthcare system, public health agency, primary care practice, college/university administration, or other appropriate organization. Students will use nationally recognized competency assessment tools as appropriate to identify areas of opportunity. All students will establish objectives, learning activities/plan of action, expected outcomes, and methods of evaluation. At least one of the objectives will relate to the student’s DNP Project. Each student’s practicum prospectus and mentor will be approved by the course coordinator. The student is responsible for identifying a mentor and site. If required, the student must ensure a current clinical affiliation agreement is in place prior to beginning the practicum.

All DNP degree candidates must document a minimum of 1000 post baccalaureate hours of supervised advanced clinical practice in a chosen clinical specialty area (AACN DNP Essentials). Those with MSN degrees may apply up to 500 hours of advanced nursing practicum from the MSN degree. Students with post MSN Advanced Practice Certificates in their clinical specialty area may apply up to a maximum of 400 hours. MSN Educator (education only) practicum hours do not meet AACN guidelines and cannot be used toward the required 1000 hours. Practicum hours applied toward the DNP degree must be approved by the IMSON Concentration Advisor. The maximum number of hours any student may apply toward the DNP practicum hours is 500. The number of practicum hours will be calculated using the Verification of Hours Form submitted by each student (Appendix F). All students must submit a Verification of Hours Form.

In addition to learning experiences in the practicum courses, activities completed in NURG 760 and NURG 761 may be counted toward the total required hours. The following are examples of activities that can be applied toward practicum hours related to the DNP Project:

- Participating in organizational planning meetings to determine goals/approach for project
- Attending seminars, meeting with consultants related to project problem
- Producing educational materials related to the DNP Project topic
- Developing tools for assessment and evaluation related to the DNP Project
- Engaging in organizational work related to the DNP project
- Engaging in policy development related to the DNP project
- Data collection and analysis
- Disseminating data related to the project
- Participating in staff in-services related to project planning and/or implementation

Student participation in educational conferences, webinars, and certification review courses related to the DNP specialty may be counted toward the practicum hours at the discretion of the course
coordinator and must be pre-approved.

Time related to researching and reviewing evidence based literature, and creation of the abstract and poster cannot be used toward the practicum hours.

The following is required for the practicum:

I. **Post Master’s DNP Administration and Health, Systems, and Administration DNP Concentration Student**
   - Complete a leadership competency self-assessment.
   - Develop practicum objectives based on the self-assessment and submit the completed practicum prospectus for approval.
   - Submit curriculum vitae (CV)/resume of each mentor for approval. All mentors must have a minimum of a Master’s degree.
   - Submit documentation of clinical practicum hours, CV/resume, and the approved prospectus to the IMSON repository database.
   - Maintain a reflective journal related to the attainment of objectives and submit at completion of the final practicum course.

II. **Post Master’s DNP Advanced Practice Student**
   - Develop practicum objectives and submit the completed practicum prospectus for approval.
   - Submit documentation of clinical practicum hours and the approved practicum prospectus to the IMSON repository database.
   - Submit CV/resume of each mentor for approval as determined by the course coordinator.
   - Maintain a reflective journal related to the attainment of objectives and submit at completion of the final practicum course.

### Practicum Courses for Post-Master’s DNP and RN/BSN to DNP Nursing Administration and Nursing Informatics and Analytics DNP Concentrations

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Master’s DNP Nursing Administration</td>
<td>NURG 725 or NURG 726, 727, 728</td>
<td>Nurse Administrator Practicum</td>
<td>Fall, Spring, Summer (Depends on Plan of Study)</td>
</tr>
<tr>
<td>Post-Master’s Advanced Practice</td>
<td>NURG 745</td>
<td>Advanced Practice Practicum</td>
<td>Spring (Depends on Plan of Study)</td>
</tr>
<tr>
<td>RN to DNP/BSN to DNP Nursing Administration Informatics and Analytics</td>
<td>NURG 782</td>
<td>Health Systems and Administration Practicum I</td>
<td>Spring II</td>
</tr>
<tr>
<td></td>
<td>NURG 783</td>
<td>Health Systems and Administration Practicum II</td>
<td>Fall II</td>
</tr>
<tr>
<td></td>
<td>NURG 784</td>
<td>Health Systems and Administration Practicum III</td>
<td>Spring III</td>
</tr>
<tr>
<td></td>
<td>NURG 785</td>
<td>Health Systems and Administration Practicum IV</td>
<td>Summer III</td>
</tr>
<tr>
<td></td>
<td>NURG 786</td>
<td>Health Systems and Administration Practicum V</td>
<td>Fall III</td>
</tr>
</tbody>
</table>

The practicum in the DNP Program provides the opportunity for students to synthesize and apply knowledge and skills learned in previous doctoral-level courses in the practice setting. Specific course objectives and requirements are described in the course syllabi. This prospectus provides a standardized format for establishing the purpose, objectives, learning activities/plan of action, timeline, expected outcomes, and methods of evaluation of the practicum. Students will develop the prospectus and obtain the faculty advisor’s approval prior to initiating the practicum. Both student and faculty advisor should retain a copy of this prospectus. Upon completion of the practicum, the faculty advisor will award a grade based on the appropriate course syllabus.

Student Name: ____________________________  Course Number: ___________________

Faculty Advisor: ___________________________  Semester: _______________________

Practicum Site: ____________________________  Facilitator/Mentor: ________________

(Copy if necessary for multiple sites/facilitators/mentors)

DNP Project Title: __________________________

For each objective, complete the information below. Add more objectives as necessary. Include an objective encompassing the DNP Project.

**Purpose of the Practicum:**

**Objective:**
Learning Activities/Plan of Action:
Timeline:
Expected Outcomes:
Methods of Evaluation:

**Objective:**
Learning Activities/Plan of Action:
Timeline:
Expected Outcomes:
Methods of Evaluation:

**Objective:**
Learning Activities/Plan of Action:
Timeline:
Expected Outcomes:
Methods of Evaluation:

Student Signature ____________________________  Date ______________

Faculty Signature ____________________________  Date ______________
APPENDIX F

Documentation of Advanced Clinical Practice Hours and Practicum Plan
(Post-Master’s DNP)
Ida Moffett School of Nursing  
Samford University  
Doctor of Nursing Practice Program  
Documentation of Advanced Clinical Practice Hours and Practicum Plan

Student Name (Please Print): ________________________________

Date: _______________  Email Address: ____________________________

All DNP degree candidates must document a minimum of 1000 post baccalaureate hours of supervised advanced clinical practice in a chosen clinical specialty area (AACN DNP Essentials). Those with MSN degrees may apply up to 500 hours of advanced nursing practicum from the MSN degree. Students with post MSN Advanced Practice Certificates in their clinical specialty area may apply up to a maximum of 400 hours. MSN Educator (education only) practicum hours do not meet AACN guidelines and cannot be used toward the required 1000 hours. Practicum hours applied toward the DNP degree must be approved by the IMSON Academic Advisor. The maximum number of hours any student may apply toward the DNP practicum hours is 500.

Institution: __________________________________ Degree or Certificate __________________________________________

Year Completed: ___________ Nursing Specialty: ____________________________

Verification of Hours Completed: Please attach a letter from your institution’s graduate nursing program director. This letter should include the number of advanced nursing clinical practice hours received as part of the program. Verification letters for applicants with a MSN in Education whose program of study included advanced nursing clinical practice hours must include the following additional information for each course: (a) course title, (b) course credit hours, (c) clinical practice hours for the course, and (d) a copy of the course syllabus.

Calculation of Practicum Hours: (to be completed by Academic Advisor)

Hours Required: 1000

Minus Hours from MSN Program: ______

Subtotal Hours: ______

Minus Hours from DNP Specialty Courses: ______
  • Administration (NURG 720, 721, 722)
  • Advanced Practice (NURG 740, 741, 742)

Practicum Hours Required in DNP practicum ______

Student Signature: ____________________________

Advisor’s Signature: ____________________________ Date: ______________

Revised 11/20/2015 Graduate Faculty
APPENDIX G

Required Forms
Substance Abuse Policy Release Form

I, ____________________________, have read the Substance Abuse Policy of the Ida Moffett School of Nursing, Samford University, and agree as a student in the Ida Moffett School of Nursing to comply with all aspects of the policy as written including urine testing.

I agree that ESS, a drug testing facility, is authorized by me to provide the results of this test to the Dean of the Ida Moffett School of Nursing for use in enforcing the Substance Abuse Policy and Procedure.

I agree to indemnify and hold ESS and its directors, officers, employees and agents harmless from and against any and all liabilities or judgments arising out of any claim related to 1) compliance of Samford University with federal and state law and 2) Samford University’s interpretation, use and confidentiality of the test results, except with ESS is found to have acted negligently with respect to such matters.

I agree to indemnify and hold Samford University and its trustees, officers, employees and agents harmless from and against any and all liabilities or judgments arising out of any claim related to 1) compliance of ESS with federal and state law and 2) ESS’s interpretation, use and confidentiality of the test results.

I further understand, acknowledge and agree that my failure to adhere to the conditions specified in this policy will result in my dismissal from the Ida Moffett School of Nursing. Furthermore, I agree to abide by the provisions for determining dismissal and to follow the conditions of re-acceptance as outlined.

I acknowledge that under the Family Education Responsibility and Privacy Act, 20 USC Section 1232g, Samford University may disclose, to a parent or legal guardian of a student, information regarding any violation of any Federal, State or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student’s education record, if (A) the student is under the age of 21; and (B) the institution determines that the student has committed a disciplinary violation with respect to such use or possession. I agree that a positive drug screen will be considered a determination by Samford University that I have committed a disciplinary violation with respect to such use or possession and if I am under the age of 21 years Samford University may disclose such information to my parent(s) or legal guardian.

I represent and certify that as of the date of my execution of this document I am ____________ years of age. Failure to comply with random drug testing at the specified time without administrative permission will result in suspension from clinical attendance until testing is complete. Failure to comply with random drug testing at the specified times without administrative permission will result in suspension from clinical attendance until testing is complete. Failure to comply with “for cause” drug testing will result in immediate administrative withdrawal and a course grade of “F”.

_____________________________  ____________________________  ________________
Student printed name          Student signature            Date

_____________________________  ________________
Witness                      Date

Draft 3-18-02 JHW/jhw; Modified by Bill Mathews 4-9-02; Finalized 4-17-02 Revised 8/1/07 JSM
Substance Abuse Policy and Procedure
Confidentiality Statement

Ida Moffett School of Nursing
Samford University

I hereby agree to hold in confidence any information that I am made aware of pertaining to patients and/or their families during all of my clinical experiences while I am a student in the Ida Moffett School of Nursing. I recognize that patient records and patient interviews are confidential and private and that I will share information only with those authorized to have the information as necessary to care for the patient/family. I will not disclose any information to any unauthorized person, or permit any person to examine or make copies of any report or document prepared by me, coming into my possession or to which I have access. I will not use patient names or other identifying information on assignments that I submit to fulfill course requirements. I further agree never to use any information for my advantage or personal gain.

I realize that the unauthorized disclosure of information by me may violate state or federal laws, and that unauthorized release of information may result in my dismissal from school and legal action against me. I have read this agreement, understand it, and agree to abide by it.

________________________________________
Please print name

________________________________________   ________________
Signature                                           Date

________________________________________
Witness
Receipt of Student Handbook Form

I, (please print)__________________________________________, am aware the Ida Moffett School of Nursing Student Handbook is online and acknowledge responsibility for reviewing the contents contained therein. I will clarify with my advisor, any part(s) I do not understand. I further understand that failure to follow these rules and regulations contained in the handbook may result in various consequences, according to the infraction.

Student’s Signature__________________________________________ Date:__________

Permission to Provide References

I,(please print)__________________________________________, realize that in the future, references will be requested by potential employers. I give permission to the Ida Moffett School of Nursing administration and/or faculty to provide the requested information. A copy will also be directed to the Student File.

Student’s Signature__________________________________________

Permission to Display/Present Work

I, (please print)__________________________________________, hereby give the Ida Moffett School of Nursing permission to display and/or present examples of my work as part of a program review process by accrediting or approving organizations and their designated personnel.

Student’s Signature__________________________________________ Date:__________