# The University of Alabama, Capstone College of Nursing

## GRADUATE STUDENT HANDBOOK

### Table of Contents

**EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT** .......................... 6  
**FREQUENTLY CALLED NUMBERS** .................................................. 7  
**MISSION, VISION, GOALS AND CORE VALUES 2014-2017** ...................... 8  
**MSN PROGRAMS** ............................................................................ 10  
  - **PROGRAM OBJECTIVES** ......................................................... 10  
  - Master of Science in Nursing ...................................................... 10  
  - **PROGRAMS OF STUDY** .......................................................... 11  
    - MSN: Focus in Case Management for Rural Populations – Full-Time Program of Study .......................... 11  
    - MSN: Focus in Case Management for Rural Populations - Part-time Program of Study ...................... 12  
    - MSN: Focus in Clinical Nurse Leader - Full-Time Program of Study ............................................... 13  
    - MSN: Focus in Clinical Nurse Leader - Part-Time Program of Study ............................................. 14  
    - Postmasters Certificate in Case Management ................................................................. 15  
    - MSN: Nurse Practitioner Concentration in Mental Health and Primary Care for Rural Populations .... 16  
  - **MSN Student Advisement: Policy & Procedure** ................................ 17  

**NURSE EDUCATOR PROGRAM** .......................................................... 18  
  - **Program Objectives** ............................................................... 18  
  - MSN: Focus in Case Management/EdD for Nurse Educators ...................................................... 18  
  - EdD for Nurse Educators ................................................................ 19  
  - **PROGRAM OF STUDY** ............................................................ 20  
    - EdD for Nurse Educators .......................................................... 20  
    - MSN/EdD for Nurse Educators .................................................. 22  
  - **Nurse Educator Graduate Student Advisement: Policy & Procedure** .......................... 24  
  - **Nurse Educator Policies & Procedures** ....................................... 26  
    - Nurse Educators Attendance and Participation ................................................................. 26  
    - Nurse Educator MSN Early Completion: Policy and Procedure ............................................ 27  
    - MSN/EdD and EdD for Nurse Educators Comprehensive Examination .................................. 28  
    - Nurse Educator Conference: Policy & Procedure ............................................................. 30  
    - Dissertation Defense Protocol ......................................................................................... 34  
    - Invitation to Dissertation Defense .................................................................................. 35  

**DNP PROGRAM** ............................................................................. 40  
  - **PROGRAM OBJECTIVES** ......................................................... 40  
  - **PROGRAM OF STUDY** ............................................................ 41  
  - **JOINT DOCTOR OF NURSING PRACTICE PROGRAM** .......... 41  
    - Part-time Post-Master’s Program of Study .................................................................. 41  
    - Full-time Post-Master’s Program of Study ................................................................. 42
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP Student Advisement: Policy &amp; Procedure</td>
<td>43</td>
</tr>
<tr>
<td>DNP POLICIES AND PROCEDURES</td>
<td>45</td>
</tr>
<tr>
<td>Milestones for the Doctor of Nursing Practice Program for students admitted prior to Fall 2014</td>
<td>45</td>
</tr>
<tr>
<td>Milestones for the Doctor of Nursing Practice Program For students starting Fall 2014</td>
<td>54</td>
</tr>
<tr>
<td>Scholarly Project Milestone Checklist</td>
<td>60</td>
</tr>
<tr>
<td>DNP Elective Courses</td>
<td>63</td>
</tr>
<tr>
<td>Institutional Review Board Guidelines</td>
<td>68</td>
</tr>
<tr>
<td>Guidelines for Development of a Competency-Based Educational Portfolio</td>
<td>70</td>
</tr>
<tr>
<td>Portfolio Assessment-Doctor of Nursing Practice</td>
<td>72</td>
</tr>
<tr>
<td>Clinical Hours Guidelines</td>
<td>73</td>
</tr>
<tr>
<td>Scholarly Practice Project Guidelines</td>
<td>74</td>
</tr>
<tr>
<td>DNP Program Competency Assessment</td>
<td>78</td>
</tr>
<tr>
<td>IMPORTANT INFORMATION</td>
<td>80</td>
</tr>
<tr>
<td>ACADEMIC MISCONDUCT: <a href="http://graduate.ua.edu/catalog/14100.html">http://graduate.ua.edu/catalog/14100.html</a></td>
<td>80</td>
</tr>
<tr>
<td>ACADEMIC ADVISEMENT</td>
<td>80</td>
</tr>
<tr>
<td>ACADEMIC SUPPORT SERVICES</td>
<td>80</td>
</tr>
<tr>
<td>ALUMNI ASSOCIATION - UNIVERSITY OF ALABAMA CAPSTONE COLLEGE OF NURSING ALUMNI ASSOCIATION (UACCNAA)</td>
<td>80</td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>80</td>
</tr>
<tr>
<td>CAREER CENTER</td>
<td>81</td>
</tr>
<tr>
<td>CLINICAL HOURS STATEMENT</td>
<td>81</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>81</td>
</tr>
<tr>
<td>COURSE SYLLABI</td>
<td>81</td>
</tr>
<tr>
<td>CPR CERTIFICATION</td>
<td>81</td>
</tr>
<tr>
<td>DISABILITIES</td>
<td>81</td>
</tr>
<tr>
<td>DRESS CODE POLICY FOR CLINICAL EXPERIENCES</td>
<td>81</td>
</tr>
<tr>
<td>DROPPING AND ADDING COURSES</td>
<td>82</td>
</tr>
<tr>
<td>DRUG AND BACKGROUND SCREENING</td>
<td>82</td>
</tr>
<tr>
<td>FACILITATOR/CLINICAL ADVISOR POLICIES AND PROCEDURES</td>
<td>82</td>
</tr>
<tr>
<td>FACULTY AND ADVISORS AVAILABILITY</td>
<td>82</td>
</tr>
<tr>
<td>GRADING POLICIES</td>
<td>82</td>
</tr>
<tr>
<td>GRADUATE PROGRAM RECORDS OFFICE (GPRO) (CCN)</td>
<td>83</td>
</tr>
<tr>
<td>GRADUATE STUDENT SERVICES (THE UNIVERSITY OF ALABAMA)</td>
<td>83</td>
</tr>
<tr>
<td>GRADUATION</td>
<td>83</td>
</tr>
<tr>
<td>GRIEVANCE PROCEDURE</td>
<td>83</td>
</tr>
<tr>
<td>HEALTH AND IMMUNIZATION POLICIES FOR GRADUATE STUDENTS (APPENDIX G)</td>
<td>83</td>
</tr>
<tr>
<td>IMMUNIZATION POLICIES</td>
<td>84</td>
</tr>
<tr>
<td>Hepatitis B Vaccine</td>
<td>84</td>
</tr>
<tr>
<td>HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)</td>
<td>85</td>
</tr>
<tr>
<td>HONORS AND AWARDS</td>
<td>85</td>
</tr>
</tbody>
</table>
EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT

The University of Alabama complies with applicable laws prohibiting discrimination, including 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 Adjustment Assistance Act, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, and does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status in admission or access to, or treatment or employment in, its programs and services. Inquiries and concerns may be directed to Gwendolyn D. Hood, University Compliance Officer, 171 Rose Administration Building, Box 870300, Tuscaloosa, AL 35487-0300, (205) 348-5855 (Voice/TDD). This notice is available in alternative formats upon request.

The University is committed to making its programs and services accessible to individuals with disabilities and seeks to be responsive to the needs of qualified students with disabilities. Students who may need special services or reasonable accommodations because of a disability are encouraged to contact the Office of Disability Services (ODS), 133-B Martha Parham Hall East, Box 870185, Tuscaloosa, AL 35487-0304; telephone (205) 348-4285; TTY (205) 348-3081.

The University of Alabama Graduate Catalog Online

http://graduate.ua.edu/catalog/

ABOUT THIS HANDBOOK

The handbook is a companion to The University of Alabama Graduate Catalog.
### FREQUENTLY CALLED NUMBERS

**Capstone College of Nursing**  
205-348-6639  
1-800-313-3591  
Learning Resources Center (LRC)  
348-7260  
Graduate Program Records Office (GPRO)  
348-3071  
Graduate Program Records Office (GPRO) Fax  
348-6674  
Office of the Dean  
348-1040  
Office of the Senior Associate Dean  
348-1044  
Assistant Dean of the Graduate Program Office  
348-3071  

**The University of Alabama**  
205-348-6010  
University of Alabama Graduate School  
348-5921  
Center for Teaching and Learning  
348-5175  
Counseling Center  
348-3863  
Eric and Sarah Rodgers Library for Science and Engineering  
348-2100  
Office of Registrar  
348-2020  
Student Health Center (SHC)  
348-6262  
Office of Disability Services  
348-4285  
Student Support Services  
348-7087  
The Writing Center  
348-5049  
English Language Institute  
348-7413  
IT Service Center (Help Desk)  
348-5555  
College of Continuing Studies  
348-6330  
The University of Alabama Supply Store  
348-6168  
800-825-6802
The University of Alabama
Capstone College of Nursing

MISSION, VISION, GOALS AND CORE VALUES
2014-2017

Mission
The mission of the Capstone College of Nursing is to promote the health and well-being of the people of the State of Alabama, the nation, and the world through nursing education, research, scholarship, and service.

Vision
Nationally recognized as an innovative and inclusive environment for transforming nursing education, research, scholarship, and service.

Goals
• Maintain and promote academic program quality.

• Strategically grow enrollment and new program offerings to meet market demands.

• Increase diversity among faculty, staff and student populations.

• Increase scholarly productivity and leadership in areas of expertise.

• Serve the community as teachers and role models for healthy living and healthy work environments.

Core Values
Excellence | Professionalism | Innovation | Inclusiveness | Integrity | Caring | Student-centered Learning

Excellence
Excellence is obtaining the highest level of achievement in education, practice, and scholarship. It is founded on evidence-based practices leading to innovative teaching, practice and scholarship. The focus for excellence is centered around students, faculty, and the community. Achievement of excellence requires diligent and continual pursuit of professional knowledge and expertise, and a faculty whose expertise complements the mission and vision.

Professionalism
Professionalism encompasses values and associated behaviors foundational to nursing and is based on ethical principles and standards of nursing education and practice. Development of these values and behaviors is promoted through socialization into the profession. Professional nursing requires the use of evidence-based knowledge and skills in the provision of care and in collaboration and teamwork with other disciplines. Professionalism includes the generation and refinement of knowledge through the research process and other
scholarly activities. Expected behaviors include accountability, dependability, responsibility, autonomy, leadership.

**Innovation**

Innovation is utilizing acquired knowledge, skills and theoretical concepts to creatively generate novel approaches to improve teaching, clinical practice and research paradigms. These novel approaches are important to advance educational, clinical and research practices essential to improve and enhance people's health and quality of life, as well as to move the profession of nursing forward.

**Inclusiveness**

Inclusiveness is embracing the unique attributes and contributions of all individuals to enhance the richness of the academic environment regardless of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, political beliefs, spiritual perspectives or other ideologies. It is creating a civil environment where individuals feel supported, listened to, and able to do their personal best. The Capstone College of Nursing dedicates itself to build a culture grounded in individuality, sensitivity, tolerance, good will, social justice and cultural humility.

**Integrity**

Integrity is firm adherence to a code of ethical and moral values and behaviors, a soundness of decision-making, honesty and accountability for actions based on an internally consistent framework of principles. Nursing practice is based on ethical principles and standards of nursing education and practice. Personal integrity is acquired over a lifetime. Professional integrity is modeled and mentored during the educational process and provides a foundation for practice that can be sustained for the duration of a nurse’s career. Faculty embraces principles governing integrity and affirms the importance of diligence, civility, and honesty in the academic environment. The professoriate aims to foster an environment of trust, clarity of expectations, and fair assessment that promote academic honesty.

**Caring**

Caring is the essence of nursing and is expressed in interpersonal relationships to promote the health and well-being of individuals and populations globally. Caring may include respect, compassion, attentive listening, comforting, patience, cultural humility, positive role modeling, therapeutic touch, sensitivity, and advocacy.

**Student-centered Learning**

Student-centered learning focuses on students’ responsibility for active involvement and participation in the educational process and provides the foundation for lifelong learning. Student-centered learning promotes deeper learning and understanding than the memorization of facts. Faculty are resources and facilitators of learning, who demonstrate caring behaviors that engage students in active learning. These strategies may include collaborative/group activities, activities to promote intellectual discovery, creative problem-solving, and activities that provide practice in learning skills.
MSN PROGRAMS

PROGRAM OBJECTIVES

The University of Alabama
Capstone College of Nursing

Master of Science in Nursing
Program Objectives

Upon completion of the program, the graduate will be able to:

I. Synthesize theories and principles from the natural, behavioral, social, and applied sciences, which support specialty-nursing roles.

II. Apply concepts of care coordination to culturally diverse individuals and groups emphasizing clinical prevention and population health.

III. Assume accountability for ethical values, principles, and personal beliefs that acknowledge human diversity and influence professional practice decisions and nursing interventions.

IV. Provide organizational and system leadership in coordinating, managing, and improving health programs and community health services to promote high quality and safe patient care.

V. Design cost-effective interventions/strategies collaboratively with interprofessional teams to improve population health care outcomes.

VI. Collaborate with interprofessional teams and consumers in designing, implementing, and evaluating innovative health programs and community health care services for culturally diverse individuals and populations.

VII. Demonstrate initial competence in ethical translation and integration of scholarship into practice.

VIII. Advocate for rural populations in policy formulation, organization, and financing of health care.

IX. Ethically manage data, information, knowledge, and technology to communicate and deliver safe quality healthcare within and across settings.
**PROGRAMS OF STUDY**

**THE UNIVERSITY OF ALABAMA**  
**CAPSTONE COLLEGE OF NURSING**

**MSN: Focus in Case Management for Rural Populations – Full-Time Program of Study**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Pre-Reqs</th>
<th>Pre-or Co-Reqs</th>
<th>Credit Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 501</td>
<td>Theoretical Models for Advanced Nursing Practice with Rural Populations</td>
<td>Admission to MSN program</td>
<td>NUR 529, NUR 503</td>
<td>3</td>
<td>Fall 1</td>
</tr>
<tr>
<td>NUR 521</td>
<td>Advanced Pharmacology</td>
<td>Admission to MSN Program</td>
<td>NUR 501, NUR 503, NUR 529</td>
<td>3</td>
<td>Fall 1</td>
</tr>
<tr>
<td>NUR 503</td>
<td>Informatics in Healthcare</td>
<td>Admission to MSN program</td>
<td>NUR 501, NUR 529</td>
<td>2</td>
<td>Fall 1</td>
</tr>
<tr>
<td>NUR 505</td>
<td>Advanced Health Assessment</td>
<td>Admission to MSN program</td>
<td>NUR 501, NUR 503, NUR 529</td>
<td>3</td>
<td>Fall 1</td>
</tr>
<tr>
<td>NUR 529</td>
<td>Advanced Pathophysiology</td>
<td>Admission to MSN program</td>
<td>NUR 501, NUR 503</td>
<td>3</td>
<td>Fall 1</td>
</tr>
<tr>
<td>CHS 520</td>
<td>Basic Epidemiology</td>
<td></td>
<td>NUR 520</td>
<td>3</td>
<td>Spring 1</td>
</tr>
<tr>
<td>NUR 522</td>
<td>Human Relations Management</td>
<td>NUR 505</td>
<td></td>
<td>3</td>
<td>Spring 1</td>
</tr>
<tr>
<td>NUR 520</td>
<td>Evidence Based Practice Roles and Processes</td>
<td>NUR 501, NUR 503, NUR 505, NUR 521</td>
<td>CHS 520, NUR 522, NUR 581</td>
<td>4</td>
<td>Spring 1</td>
</tr>
<tr>
<td>NUR 581</td>
<td>Research and Statistics for Health Professionals</td>
<td>NUR 501, 503, 529</td>
<td>CHS 520</td>
<td>3</td>
<td>Spring 1</td>
</tr>
<tr>
<td>NUR 502</td>
<td>Issues in Community Health for Rural Populations</td>
<td></td>
<td></td>
<td>2</td>
<td>Summer 1</td>
</tr>
<tr>
<td>NUR 530</td>
<td>Case Management Practicum</td>
<td>NUR 520</td>
<td>NUR 502, NUR 580</td>
<td>6</td>
<td>Summer 1</td>
</tr>
<tr>
<td>NUR 580</td>
<td>Fiscal Resource Management</td>
<td>CHS 520, NUR 581</td>
<td>NUR 505</td>
<td>3</td>
<td>Summer 1</td>
</tr>
<tr>
<td>NUR 599</td>
<td>Thesis Project (optional)</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 38-41

(*) It is strongly recommended that NUR 501, 503, 529 are taken as perquisites and NUR 581 is taken as a pre-or co-requisite.
### MSN: Focus in Case Management for Rural Populations - Part-time Program of Study

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Pre-Reqs</th>
<th>Pre-or Co-Reqs</th>
<th>Credit Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 501</td>
<td>Theoretical Models for Advanced Nursing Practice with Rural Populations</td>
<td>Admission to MSN program</td>
<td>NUR 529, NUR 503</td>
<td>3</td>
<td>Fall 1</td>
</tr>
<tr>
<td>NUR 529</td>
<td>Advanced Pathophysiology</td>
<td>Admission to MSN program</td>
<td>NUR 501, NUR 503</td>
<td>3</td>
<td>Fall 1</td>
</tr>
<tr>
<td>NUR 503</td>
<td>Informatics in Healthcare</td>
<td>Admission to MSN program</td>
<td>NUR 501, NUR 529</td>
<td>2</td>
<td>Fall 1</td>
</tr>
<tr>
<td>CHS 520</td>
<td>Basic Epidemiology</td>
<td>*</td>
<td>*</td>
<td>3</td>
<td>Spring 1</td>
</tr>
<tr>
<td>NUR 581</td>
<td>Research and Statistics for Health Professionals</td>
<td>NUR 501, 503, 529</td>
<td>CHS 520</td>
<td>3</td>
<td>Spring 1</td>
</tr>
<tr>
<td>NUR 502</td>
<td>Issues in Community Health for Rural Populations</td>
<td></td>
<td></td>
<td>2</td>
<td>Summer 1</td>
</tr>
<tr>
<td>NUR 505</td>
<td>Advanced Health Assessment</td>
<td>Admission to MSN program</td>
<td>NUR 501, NUR 503</td>
<td>3</td>
<td>Summer 1</td>
</tr>
<tr>
<td>NUR 521</td>
<td>Advanced Pharmacology</td>
<td>Admission to MSN program</td>
<td>NUR 501, NUR 503</td>
<td>3</td>
<td>Fall 2</td>
</tr>
<tr>
<td>NUR 522</td>
<td>Human Relations Management</td>
<td>NUR 505</td>
<td></td>
<td>3</td>
<td>Fall 2</td>
</tr>
<tr>
<td>NUR 520</td>
<td>Evidence Based Practice Roles and Processes</td>
<td>NUR 501, NUR 503, NUR 505, NUR 521</td>
<td>CHS 520, NUR 522, NUR 581</td>
<td>4</td>
<td>Spring 2</td>
</tr>
<tr>
<td>NUR 530</td>
<td>Case Management Practicum</td>
<td>NUR 520</td>
<td>NUR 580, NUR 502</td>
<td>6</td>
<td>Summer 2</td>
</tr>
<tr>
<td>NUR 580</td>
<td>Fiscal Resource Management</td>
<td>CHS 520, NUR 581</td>
<td>NUR 505</td>
<td>3</td>
<td>Summer 2</td>
</tr>
<tr>
<td>NUR 599</td>
<td>Thesis Project (optional)</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td><strong>38 -41</strong></td>
<td></td>
</tr>
</tbody>
</table>

(*) It is strongly recommended that NUR 501, 503, 529 are taken as prerequisites and NUR 581 is taken as a pre-or co-requisite
## MSN: Focus in Clinical Nurse Leader - Full-Time Program of Study

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Pre-Reqs</th>
<th>Pre-or Co-Req</th>
<th>Credit Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 501</td>
<td>Theoretical Models for Advanced Nursing Practice with Rural Populations</td>
<td>Admission to MSN program</td>
<td>NUR 529</td>
<td>3</td>
<td>Fall 1</td>
</tr>
<tr>
<td>NUR 521</td>
<td>Advanced Pharmacology</td>
<td>Admission to MSN program</td>
<td>NUR 501</td>
<td>3</td>
<td>Fall 1</td>
</tr>
<tr>
<td>NUR 503</td>
<td>Informatics in Healthcare</td>
<td>Admission to MSN program</td>
<td>NUR 501</td>
<td>2</td>
<td>Fall 1</td>
</tr>
<tr>
<td>NUR 505</td>
<td>Advanced Health Assessment</td>
<td>Admission to MSN program</td>
<td>NUR 501</td>
<td>3</td>
<td>Fall 1</td>
</tr>
<tr>
<td>NUR 529</td>
<td>Advanced Pathophysiology</td>
<td>Admission to MSN program</td>
<td>NUR 501</td>
<td>3</td>
<td>Fall 1</td>
</tr>
<tr>
<td>CHS 520</td>
<td>Basic Epidemiology</td>
<td>*</td>
<td>*</td>
<td>3</td>
<td>Spring 1</td>
</tr>
<tr>
<td>NUR 522</td>
<td>Human Relations Management</td>
<td>NUR 505</td>
<td>*</td>
<td>3</td>
<td>Spring 1</td>
</tr>
<tr>
<td>NUR 525</td>
<td>Evidence Based Practice Roles and Processes for the CNL</td>
<td>NUR 501, NUR 503, NUR 505, NUR 521</td>
<td>CHS 520, NUR 522, NUR 581</td>
<td>4</td>
<td>Spring 1</td>
</tr>
<tr>
<td>NUR 581</td>
<td>Research and Statistics for Health Professionals</td>
<td>NUR 501, 503, 529</td>
<td>CHS 520</td>
<td>3</td>
<td>Spring 1</td>
</tr>
<tr>
<td>NUR 502</td>
<td>Issues in Community Health for Rural Populations</td>
<td></td>
<td>*</td>
<td>2</td>
<td>Summer 1</td>
</tr>
<tr>
<td>NUR 535</td>
<td>Clinical Immersion Experience</td>
<td>NUR 525</td>
<td>NUR 502</td>
<td>6</td>
<td>Summer 1</td>
</tr>
<tr>
<td>NUR 580</td>
<td>Fiscal Resource Management</td>
<td>CHS 520, NUR 581</td>
<td>NUR 505</td>
<td>3</td>
<td>Summer 1</td>
</tr>
<tr>
<td>NUR 599</td>
<td>Thesis Project (optional)</td>
<td></td>
<td>*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>38-41</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(*) It is strongly recommended that NUR 501, 503, 529 are taken as perquisites and NUR 581 is taken as a pre-or co-requisite.
### MSN: Focus in Clinical Nurse Leader - Part-Time Program of Study

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Pre-reqs</th>
<th>Pre-or Co-reqs</th>
<th>Credit Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 501</td>
<td>Theoretical Models for Advanced Nursing Practice with Rural Populations</td>
<td>Admission to MSN program</td>
<td>NUR 529, NUR 503</td>
<td>3</td>
<td>Fall 1</td>
</tr>
<tr>
<td>NUR 529</td>
<td>Advanced Pathophysiology</td>
<td>Admission to MSN program</td>
<td>NUR 501, NUR 503</td>
<td>3</td>
<td>Fall 1</td>
</tr>
<tr>
<td>NUR 503</td>
<td>Informatics in Healthcare</td>
<td>Admission to MSN program</td>
<td>NUR 501, NUR 529</td>
<td>2</td>
<td>Fall 1</td>
</tr>
<tr>
<td>CHS 520</td>
<td>Basic Epidemiology</td>
<td>*</td>
<td>*</td>
<td>3</td>
<td>Spring 1</td>
</tr>
<tr>
<td>NUR 581</td>
<td>Research and Statistics for Health Professionals</td>
<td>NUR 501, 503, 529</td>
<td>CHS 520</td>
<td>3</td>
<td>Spring 1</td>
</tr>
<tr>
<td>NUR 502</td>
<td>Issues in Community Health for Rural Populations</td>
<td></td>
<td></td>
<td>2</td>
<td>Summer 1</td>
</tr>
<tr>
<td>NUR 505</td>
<td>Advanced Health Assessment</td>
<td>Admission to MSN program</td>
<td>NUR 501, NUR 503</td>
<td>3</td>
<td>Summer 1</td>
</tr>
<tr>
<td>NUR 521</td>
<td>Advanced Pharmacology</td>
<td>Admission to MSN program</td>
<td>NUR 501, NUR 503</td>
<td>3</td>
<td>Fall 2</td>
</tr>
<tr>
<td>NUR 522</td>
<td>Human Relations Management</td>
<td>NUR 505</td>
<td></td>
<td>3</td>
<td>Fall 2</td>
</tr>
<tr>
<td>NUR 525</td>
<td>Evidence Based Practice Roles and Processes for the CNL</td>
<td>NUR 501, NUR 503, NUR 505, NUR 521</td>
<td>CHS 520, NUR 522, NUR 581</td>
<td>4</td>
<td>Spring 2</td>
</tr>
<tr>
<td>NUR 535</td>
<td>Clinical Immersion Experience</td>
<td>NUR 525</td>
<td>NUR 580, NUR 502</td>
<td>6</td>
<td>Summer 2</td>
</tr>
<tr>
<td>NUR 580</td>
<td>Fiscal Resource Management</td>
<td>CHS 520, NUR 581</td>
<td>NUR 505</td>
<td>3</td>
<td>Summer 2</td>
</tr>
<tr>
<td>NUR 599</td>
<td>Thesis Project (optional)</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

(*) It is strongly recommended that NUR 501, 503, 529 are taken as perquisites and NUR 581 is taken as a pre-or co-requisite

Total Credits: 38 - 41
UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

Postmasters Certificate in Case Management

Sample Program of Study

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall I</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 522</td>
<td>Human Relations management for Case Managers</td>
</tr>
<tr>
<td><strong>Spring I</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 520</td>
<td>Evidenced Based Practice: Roles and Processes</td>
</tr>
<tr>
<td><strong>Summer I</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 530</td>
<td>Case Management Practicum</td>
</tr>
<tr>
<td>NUR 580</td>
<td>Fiscal Resource Management</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

The student’s transcript and portfolio will be assessed for the following courses or proven expertise. In the absence of transcript credit or expertise evidenced via the portfolio, the course must be completed.

- NUR 501 Theoretical Models for Advanced Nursing Practice
- NUR 502 Issues in Community Based Care
- NHM 580/ NUR 581 Research & Statistics for the Health Professionals
- BSC/NUR 529 Pathophysiology
- NUR 505 Advanced Health Assessment
- CHS 520 Basic Epidemiology
- NUR 503 Informatics in Healthcare
- NUR 521 Advanced Pharmacology
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

MSN: Nurse Practitioner Concentration in Mental Health and Primary Care for Rural Populations

Full Time Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 521</td>
<td>Advanced Pharmacology</td>
<td>3</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>NUR 505</td>
<td>Advanced Health Assessment</td>
<td>3</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>NUR 529</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>NUR 503</td>
<td>Informatics</td>
<td>2</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>NUR 504</td>
<td>Approved Elective – Rural Interprofessional Course</td>
<td>2</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>NUR 526</td>
<td>Evidence Based Practice Roles and Processes (3 didactic: 1 clinical)</td>
<td>4</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>NUR 586</td>
<td>Primary Care for Rural Families I (2 clinical: 2 didactic)</td>
<td>4</td>
<td>Spring 2014</td>
</tr>
<tr>
<td></td>
<td>*150 hours of clinical / <strong>10 hours a week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 582</td>
<td>Psychiatric Treatment Modalities</td>
<td>2</td>
<td>Summer 2014</td>
</tr>
<tr>
<td>NUR 585</td>
<td>Mental Health for Rural Families I (2 clinical: 2 didactic)</td>
<td>4</td>
<td>Summer 2014</td>
</tr>
<tr>
<td></td>
<td>*150 hours of clinical / <strong>15 hours a week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 502</td>
<td>Issues in Community Health for Rural Populations</td>
<td>2</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>NUR 501</td>
<td>Theoretical Models for Advanced Nursing Practice</td>
<td>3</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>NUR 588</td>
<td>Primary Care for Rural Families II (2 clinical: 2 didactic)</td>
<td>4</td>
<td>Fall 2014</td>
</tr>
<tr>
<td></td>
<td>*150 hours of clinical / <strong>10 hours a week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 522</td>
<td>Human Relations Management (2 didactic:1 clinical)</td>
<td>3</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>NUR 587</td>
<td>Mental Health for Rural Families II(2 clinical: 2 didactic)</td>
<td>4</td>
<td>Spring 2015</td>
</tr>
<tr>
<td></td>
<td>*150 hours of clinical / <strong>10 hours a week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 589</td>
<td>Mental Health Rural Families Residency I (clinical) *225 hours of clinical</td>
<td>3</td>
<td>Spring 2015</td>
</tr>
<tr>
<td></td>
<td>/ <strong>15 hours a week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 580</td>
<td>Fiscal Resource Management (2 didactic: 1 clinical)</td>
<td>3</td>
<td>Summer 2015</td>
</tr>
<tr>
<td>NUR 590</td>
<td>Primary Care for Rural Families Residency II (clinical) *225 hours of clinical</td>
<td>3</td>
<td>Summer 2015</td>
</tr>
<tr>
<td></td>
<td>/ <strong>22.5 hours a week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 599</td>
<td>Thesis (Optional)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS** 52-55
MSN Student Advisement: Policy & Procedure

I. Purpose
Faculty provide guidance regarding academic concerns to facilitate student progression through the graduate programs of the Capstone College of Nursing.

II. Policy
A. All graduate students accepted into the master of science in nursing program, are advised by staff in the Graduate Program Records Office (GPRO) until graduation or official withdrawal from the program. Upon admission, each student will be provided a Program of Study (POS). All post-masters students will be assigned to the Assistant Dean, Graduate Programs (ADGP) for advising.
B. The GPRO staff will send a notice to graduate students advising them of the advisement period and other instructions for advisement.
C. The GPRO staff will send an e-mail reminder to advisees to offer advisement for the upcoming semesters during designated advisement periods.
D. Students are expected to contact GPRO staff by e-mail, telephone, or in person for advisement during the pre-registration advisement period.
E. The GPRO staff will note mutually agreed upon registration plans with each student in DegreeWorks.

III. Assumptions
A. Students are expected to participate in planning elements of their program of study and to seek advice and counsel as necessary from the GPRO or the ADGP.
B. The GPRO staff provide advisement regarding academic matters to facilitate the student's progression through the CCN MSN curriculum. Academic matters include course sequencing, withdrawals, registration, dropping or adding a course, transfer of credit, academic problems and application for degree conferral. Any concerns on the part of the student or the staff are brought to the attention of the ADGP.

IV. Procedure:
A. Prior to the advisement period scheduled by the University each semester, the GPRO distributes information to students advising them of the registration period.
B. The student's file will be updated by GPRO staff during each advisement session.
C. During the individual advising session, GPRO staff will review the student's progression through the curriculum, identifying courses the student may not have taken (e.g., core courses) that are required and discuss the student's plan for completing those requirements. Students not participating in advisement will have an administrative hold placed on their record. All student folders and advisement materials will be maintained by GPRO.
D. The GPRO staff will alert graduate students of the need to submit the Application for Degree form in the first week of the term when the student will graduate. The GPRO Program Assistant will maintain a log and advise the ADGP of students who do not comply.
E. The GPRO staff will notify the ADGP of any change in students' status.
NURSE EDUCATOR PROGRAM

Program Objectives

THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

MSN: Focus in Case Management/EdD for Nurse Educators

Program Objectives

Upon completion of the program, the graduate will be able to:

I. Synthesize theories and principles from the natural, behavioral, social, and applied sciences, which support specialty-nursing roles.

II. Apply concepts of care coordination to culturally diverse individuals and groups emphasizing clinical prevention and population health.

III. Assume accountability for ethical values, principles, and personal beliefs that acknowledge human diversity and influence professional practice decisions and nursing interventions.

IV. Provide organizational and system leadership in coordinating, managing, and improving health programs and community health services to promote high quality and safe patient care.

V. Design cost-effective interventions/strategies collaboratively with interprofessional teams to improve population health care outcomes.

VI. Collaborate with interprofessional teams and consumers in designing, implementing, and evaluating innovative health programs and community health care services for culturally diverse individuals and populations.

VII. Demonstrate initial competence in ethical translation and integration of scholarship into practice.

VIII. Advocate for rural populations in policy formulation, organization, and financing of health care.

IX. Ethically manage data, information, knowledge, and technology to communicate and deliver safe quality healthcare within and across settings.

X. Create an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of specific cognitive, affective, and psychomotor outcomes.

XI. Identify individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk and second-degree learners.

XII. Employ a variety of strategies to assess and evaluate student learning in classroom, laboratory, and clinical settings.

XIII. Formulate program outcomes that reflect contemporary health care trends and prepare graduates to function effectively in a variety of health care environments.

XIV. Identify how social, economic, political, and institutional forces influence higher education in general and nursing education in particular. (v)

XV. Apply the concepts and principles of curriculum development and revision to teaching learning situations.
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

EdD for Nurse Educators
Program Objectives

Upon completion of the program, the graduate will be able to:

I. Create an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of specific cognitive, affective, and psychomotor outcomes.

II. Identify individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk and second-degree learners.

III. Employ a variety of strategies to assess and evaluate student learning in classroom, laboratory, and clinical settings.

IV. Formulate program outcomes that reflect contemporary health care trends and prepare graduates to function effectively in a variety of health care environments.

V. Identify how social, economic, political, and institutional forces influence higher education in general and nursing education in particular.

VI. Apply the concepts and principles of curriculum development and revision to teaching learning situations.
## PROGRAM OF STUDY

### THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

### EdD for Nurse Educators

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall I</strong></td>
<td>BEF 644</td>
<td>Philosophy of Science and its Relation to Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AIL 600</td>
<td>Integration of Technology in Education and Training</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 531</td>
<td>Nursing Faculty Roles and Responsibilities</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Spring I</strong></td>
<td>AEL 667</td>
<td>Multicultural and Social Education for Leadership Personnel</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AIL 602</td>
<td>Electronic Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BER 540</td>
<td>Statistical Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Summer I</strong></td>
<td>AIL 604</td>
<td>Distance Technologies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BER 640</td>
<td>Quantitative Research II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>Fall II</strong></td>
<td>BER 631</td>
<td>Inquiry as Interpretation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 532</td>
<td>Instructional Media in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 620</td>
<td>Curriculum: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Spring II</strong></td>
<td>BEP 541</td>
<td>Learning Theories and Design of Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AHE 603</td>
<td>College and University Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 540</td>
<td>Nurse Educator Practicum</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>Summer II</strong></td>
<td>AEL 681</td>
<td>Ethics and Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BEF 641</td>
<td>Studies in the Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>Fall III</strong></td>
<td>BER 632</td>
<td>Qualitative Research II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AEL 695</td>
<td>Seminar in Curriculum and Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>Spring III</strong></td>
<td>NUR 696</td>
<td>Doctoral Seminar in Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AHE 610</td>
<td>Academic Cultures and Learning in the Academe</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>Semester</td>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
<td>--------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Summer III</td>
<td>AEL 699</td>
<td>Dissertation Research</td>
<td>3</td>
</tr>
<tr>
<td>Fall IV</td>
<td>AEL 699</td>
<td>Dissertation Research</td>
<td>3</td>
</tr>
<tr>
<td>Spring IV</td>
<td>AEL 699</td>
<td>Dissertation Research</td>
<td>3</td>
</tr>
<tr>
<td>Summer IV</td>
<td>AEL 699</td>
<td>Dissertation Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** | 73
### MSN/EdD for Nurse Educators

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall I</strong></td>
<td><strong>BEF 644</strong></td>
<td>Philosophy of Science and its Relations to Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>AIL 600</strong></td>
<td>Integration of Technology in Education and Training</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>NUR 501</strong></td>
<td>Theory of Nursing (on-line)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Spring I</strong></td>
<td><strong>AEL 667</strong></td>
<td>Multicultural and Social Education For Leadership Personnel</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>AIL 602</strong></td>
<td>Electronic Instruction Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>BER 540</strong></td>
<td>Statistical Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Summer I</strong></td>
<td><strong>AIL 604</strong></td>
<td>Distance Technologies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>BER 640</strong></td>
<td>Quantitative Research II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>NUR 580</strong></td>
<td>Fiscal Resource Management (on-line)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Fall II</strong></td>
<td><strong>NUR 531</strong></td>
<td>Nursing Faculty Roles and Responsibilities</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>NUR 620</strong></td>
<td>Curriculum: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>BER 631</strong></td>
<td>Inquiry as Interpretation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Spring II</strong></td>
<td><strong>AHE 603</strong></td>
<td>College and University Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>NUR 520</strong></td>
<td>Evidence-Based Practice</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>BEP 541</strong></td>
<td>Learning Theories and Design of Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>Summer II</strong></td>
<td><strong>AEL 681</strong></td>
<td>Ethics and Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>BEF 641</strong></td>
<td>Studies in the Social Foundation of Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>NUR 502</strong></td>
<td>Issues in Community-Based Care for Rural Populations (on-line)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>8</strong></td>
</tr>
<tr>
<td><strong>Fall III</strong></td>
<td><strong>BER 632</strong></td>
<td>Qualitative Research II (students may take this OR BER 545 Advanced Statistical Methods)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>AEL 695</strong></td>
<td>Seminar in Curriculum and Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>Spring III</strong></td>
<td><strong>NUR 540</strong></td>
<td>Nurse Educator Practicum</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>NUR 696</strong></td>
<td>Doctoral Seminar in Research</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>7</strong></td>
</tr>
<tr>
<td>Semester</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>-------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Summer III</td>
<td></td>
<td>Comprehensive Examinations</td>
<td></td>
</tr>
<tr>
<td>Fall IV</td>
<td>NUR 503</td>
<td>Informatics in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 532</td>
<td>Instructional Media in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring IV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AEL 699</td>
<td>Dissertation Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Summer IV</td>
<td>AEL 699</td>
<td>Dissertation Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Fall V</td>
<td>AEL 699</td>
<td>Dissertation Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Spring V</td>
<td>AEL 699</td>
<td>Dissertation Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

**Total 84 hours**
Nurse Educator Graduate Student Advisement: Policy & Procedure

I. Purpose
The Recruitment Coordinator with the assistance of assigned faculty will provide guidance regarding academic matters including but not limited to: course sequencing, withdrawals, registration, dropping or adding a course, application to candidacy, transfer of credit, academic problems and application for degree conferral so as to facilitate student progression through the EdD for Nurse Educators program of the Capstone College of Nursing (CCN) and the College of Education (COE).

II. Policy
A. The Recruitment Coordinator will send a notice to graduate students advising them of the advisement period and other instructions for advisement.

B. The Recruitment Coordinator will send an e-mail reminder to advisees with instructions on advisement for the upcoming semesters during designated advisement periods.

C. In addition to advisement by the Recruitment Coordinator, all graduate students accepted into the Doctorate of Education for Nurse Educators will be assigned to a Graduate Faculty adviser by the Assistant Dean, Graduate Programs (ADGP) until graduation or official withdrawal from the program.

D. Students are expected to contact the Recruitment Coordinator by e-mail, telephone, or in person for advisement during the pre-registration advisement period.

E. A mutually agreed upon Program of Study will be maintained in the students’ unofficial record that is retained in GPRO.

F. Students are expected to participate in planning elements of their course of study and to seek advice and counsel as necessary.

G. The Recruitment Coordinator in collaboration with the faculty advisor provides advisement regarding academic matters to facilitate the student's progression through the curriculum. Academic matters include course sequencing, completion of the program of study, withdrawals, registration, dropping or adding a course, application to candidacy, academic problems, and application for degree conferral.

H. At the beginning of the last spring semester of course work, a Dissertation Committee (DC) is formed.
   1. The DC shall consist of at least five (5) members including at least: one CCN graduate faculty member, one COE graduate faculty member, one researcher (nursing or education), one “at large” graduate faculty member and one “other” position. The “at large” and “other” committee appointments are designed to allow the student to add members to the DC based on areas of study, interest and/or expertise.
   2. The Dissertation Chair is selected from among the DC and must have a full graduate faculty appointment.

III. Procedure:
A. Prior to the advisement period scheduled by the University each semester, the GPRO will distribute advisee lists to graduate faculty advisors and notifies Nurse Educator graduate students of the advisor contact information and other pertinent instructions for advisement.

B. Advisees may opt to complete advisement in person, by phone, on-line, or via e-mail regarding advisement period.

C. During the individual advising session, the Recruitment Coordinator will review students’ progression through the curriculum, identify courses the student may not have taken (e.g., core courses) that are required and discuss the student's plan for completing those requirements. The Recruitment Coordinator documents advisement in the student's folder. Notations of students who do not seek advisement will also be made in the student's record. Documentation as to date and time will be annotated in the student file on the Advisement Summary form. All student folders and advisement materials will be maintained by GPRO.

D. After completion of the first semester of study, the Recruitment Coordinator will instruct students to submit the Program of Study form to the Graduate School.
E. An Application for Candidacy form will be submitted by the Recruitment Coordinator to the Graduate School after the student has completed the form at their prospectus meeting.  
   1. Information on the Application for Candidacy will be sent out at Fall Orientation for the 3rd year students and the Recruitment Coordinator will facilitate the completion of the form.

F. An Application for Degree form will be submitted to the Graduate School during the first week of the term when the student will graduate.  
   1. Information on the Application for Degree will be sent out at Spring Orientation for the 3rd year students and the Recruitment Coordinator will facilitate the completion of the form.

G. Assigned Faculty, the Recruitment Coordinator, and ADGP will monitor and discuss any change in students’ status as related to advisement.

H. ADGP will notify the Interdisciplinary Steering Committee of any change in students’ status.
Nurse Educator Policies & Procedures
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

Nurse Educators Attendance and Participation
Policies and Procedures

I. Purpose
Attendance and participation is essential in the success of the student in the Nurse Educator program. The attendance policy is to develop a uniform approach throughout courses in the Nurse Educator program.

II. Policy
Attendance and participation is mandatory throughout the program. Each course syllabi will contain a statement related to attendance and participation. Absence from a class may be excused per the discretion of the faculty member.

Example of Excused Absences:
- Family Emergency
- Illness
- Military
- Severe Weather

***excuses pertaining to work will be considered but are for the most part not accepted as reasonable

Each faculty member will be responsible for tracking attendance and participation for students in the assigned course.

Students must give 2 weeks prior notice to the instructor if they are planning to miss class.

Faculty members who note more than one absence will report this to the Recruitment Coordinator.

Students who fail to participate in a course and receive a grade of “I” will have 4 weeks into the following semester to complete coursework. If this is not met the earned grade becomes an “F”.

III. Procedure
Newly enrolled students will receive a copy of the attendance policy that will be signed and filed in the student’s record housed at College of Education (COE) with a copy placed in the graduate records office at CCN.

Students are required to give at least 2 weeks’ notice of expected absents to the instructor. It is the responsibility of the instructor to qualify absences as excused or unexcused.

At the end of each semester faculty members will notify the Recruitment Coordinator of all unexcused absences.

Students who have acquired 3 or more unexcused absences by the 3rd Spring Semester will be reviewed by the Steering Committee.

Students assigned an incomplete (I) in a course will receive a letter of concern from the Steering Committee with in the 1st week of the next semester.
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

Nurse Educator MSN Early Completion: Policy and Procedure

I. Purpose
Nurse Educator students who are participating in the dual MSN/EdD program have the option of completing the MSN portion of their degree prior to the completion of the EdD degree. A protocol has been developed with regard to the changes made to the original procedure.

II. Policy
A. Nurse Educator students may complete the MSN portion of their degree prior to the completion of the EdD degree.

B. The traditional MSN degree has been truncated to allow students to meet the requirements of the Nurse Educator program and the MSN program together.

C. In order for a student to receive the MSN degree early, he/she must:
   1. Complete all required courses for the MSN/EdD degree (with the exception of AEL 699, Dissertation Research). See program of study below.
   2. Successfully complete a comprehensive exam
   3. Successfully defend a dissertation prospectus
   4. Apply for candidacy for the MSN degree
   5. Apply for the MSN degree
   6. Apply for and receive approval from the Graduate School for admission to candidacy for the EdD degree
   7. Pay all required fees.

III. Procedure
A. After successful completion of a comprehensive examination and dissertation prospectus defense, the student should work with his/her advisor to complete the Program of Study form for the MSN/EdD degree.

B. The student contacts Laura Ballard, Office Associate II, at the College of Education. Ms. Ballard notifies the Graduate School that the student has successfully completed their comprehensive exams and is eligible to apply for candidacy for the EdD degree and graduation from the MSN program.

C. An Admission to Candidacy for the Masters Degree and an Admission to Candidacy for the Doctoral Degree must be completed and faxed to the Graduate Registrar at the Graduate School.

D. Once the Application to Candidacy form is approved, an Application for Degree must be submitted to the Graduate School.
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

MSN/EdD and EdD for Nurse Educators Comprehensive Examination
Policy & Procedure

A. Purpose
   The purpose of the comprehensive examination is to evaluate the student's mastery of content in the program of study.

II. Policy
   All students must successfully complete a comprehensive examination demonstrating mastery of content in the EdD for Nurse Educator’s program of study. The examination is conducted by faculty members in the program area. The examination should be completed at least nine months before the degree is to be awarded. The comprehensive examination may be taken only twice.

   Each student must write and present a topic independently without the assistance from other students or faculty. Students are to follow The University of Alabama Honor Code.

   Students who are not successful on the comprehensive exam will be required to retake the exam prior to the next semester. The 2nd exam will follow the same format and procedures and students will be expected to respond to a 2nd question and will not have the option of responding to the same question. A second unsuccessful attempt will result in dismissal from the program.

   The comprehensive examination must be administered in the final semester of coursework. Students must have completed all course requirements and, if necessary, remove all grades of “I” from their academic record before completing exams. Students in the last semester of course work may complete the exam in the same semester.

   Students will be notified of the results of the examination within 6 weeks of taking the exam.

III. Procedure
   A. During the first two weeks of the final semester of coursework, students complete the Comprehensive Examination Application Form (see Appendix).

   B. The comprehensive exam includes two components. The student will write a 15 to 18-page paper according to the American Psychological Association’s (5th ed.) format and present the paper for adjudication by a panel of three graduate faculty teaching in the EdD program.

   C. The student selects a topic for the paper and presentation from a list of at least four topics developed by faculty. The content areas to be included are diversity, technology, curriculum, roles and issues, and research. Topics will require the student to integrate material from coursework and other learning experiences.

   D. The paper and presentation are designed to test the student’s ability to integrate knowledge of curriculum, research, policy, practice, and technology in nursing education. Students are expected
to demonstrate a strong grasp of content salient to the topic, including research findings and methodological considerations. The student is expected to demonstrate mastery of relevant literature and critically summarized important issues, information, and conclusions. It is expected papers should be well written with clarity, specificity, relevance, integration, and application of knowledge. Papers will be suitable for submission for publication in a scholarly journal.

E. The EdD Steering Committee establishes faculty teams for evaluating the comprehensive examination and designates a primary reviewer for each student. All team members will evaluate each paper and presentation and write comments on the grading rubric form. The primary reviewer will combine comments of the other team members into one review to give to the student. If the team members reach a unanimous conclusion, either satisfactory or unsatisfactory, that decision will be recorded and communicated. If the decision is not unanimous, the team will meet as soon as possible to discuss the exam and reach a decision. If consensus is not achieved, the decision of the majority will stand.

F. The faculty’s evaluations of the exams will be communicated by the primary reviewer to the Chair of the EdD Steering Committee.

Timeframe for Comprehensive Exam:

Students will be given a minimum of four topics from which they will select the topic for their papers and presentations between the third and sixth weeks of the semester.

Students will submit papers by the twelfth week of the semester.

Student presentations will be during the final two weeks of the semester or as soon as possible.
I. Purpose
To provide a venue for Nurse Educator students entering the 2nd year to present posters designed in NUR 532 (Instructional Media in Nursing Education). Students will practice conference presentation skills and display projects developed during the NUR 532 course.

II. Policy
Nurse Educator 2nd year students who completed NUR 532 should participate. Students develop the poster as part of an individual assignment during the NUR 532 course, and may make arrangements to print posters through the Geology Cartography Lab.

III. Procedure
Students design a poster as an individual project in NUR 532.
Posters should be printed and can be placed on tri-fold boards or displayed as wall hung posters for display.
The event will be held at the Capstone College of Nursing during the spring semester orientation.

The event schedule format:
Set-up: 3:00 P.M.- 4:00 P.M.
Display: 4:00P.M. - 5:00 P.M.
Breakdown: 5:00 P.M. - 6:00 P.M.

Attendance:
All cohort students are invited to attend.
All College of Education and Capstone College of Nursing Faculty are invited to attend.
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

MSN/EdD and EdD for Nurse Educators Dissertation: Policy & Procedure

I. Purpose

A dissertation showing the ability to conduct independent research and skill in organization, writing and presentation must be prepared on a topic in the major field. It must constitute an original contribution to knowledge. The subject of the dissertation must be approved by the dissertation committee of the major department or division and by the dean of the Graduate School.

II. Policy

A. A dissertation committee, with the director of the dissertation as its chairperson, supervises the preparation of the dissertation. The committee shall have not fewer than five members, all of whom are approved by the dean of the Graduate School. The graduate dean’s approval of the proposed dissertation committee is expected to be obtained before significant progress is made on the dissertation—typically just before or just after the dissertation proposal meeting. For this purpose, the student submits the form for Appointment/Change of a Doctoral Dissertation Committee.

B. All members of a dissertation committee must be members of the Graduate Faculty. The committee chair must be a full member of the graduate faculty, as described in the Catalog’s section on Qualifications of the Graduate Faculty. One member must be from outside the student’s major department. Unless there are extraordinary circumstances meriting approval by the graduate dean beforehand, all members of the dissertation committee must attend the final oral defense of the dissertation.

C. The dissertation must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations (ETD). Graduate School deadlines, including each semester’s dissertation deadline, are available at the Graduate School’s homepage.

D. Consult the ETD website for details of ETD submission, including information on what needs to be submitted to the Graduate School. The graduate dean must approve the dissertation before the student can be cleared for graduation.

E. The Catalog section on Continuous Dissertation Registration for Doctoral Students states that once a student qualifies for doctoral candidacy, the student must enroll each semester for at least 3 hours of dissertation (699) research. If certain conditions are met for the student's final semester, however, the student may qualify to enroll for fewer than 3 hours of 699-dissertation research, but only in that final semester. (see table below)

**Final-Semester Dissertation (699) Minimum Registration Hours**

<table>
<thead>
<tr>
<th>When was the *completed electronic dissertation submitted to ProQuest/the Graduate School?</th>
<th>Minimum hours of registration required the final semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>By 4:45 p.m. on the last-possible day for instructors to post grades for the semester before the student’s final semester (date published in the **University Academic Calendar)</td>
<td>0</td>
</tr>
<tr>
<td>After 4:45 p.m. on the last-possible day for instructors to post grades for the semester before the student’s final semester, but before 4:45 p.m. on the last-possible day to register or add a course for the student’s final semester (both dates published in the University Academic Calendar)</td>
<td>1</td>
</tr>
<tr>
<td>After 4:45 p.m. on the last-possible day to register or add a course for the student’s final semester</td>
<td></td>
</tr>
</tbody>
</table>

C:\Users\mjander\Documents\GraduateStudentHandbook 2016-2017_120116.doc
A “completed” dissertation for submission purposes is one that has been successfully defended, signed by all committee members and the department chairperson, and carefully edited with electronic file(s) being approved by the dissertation advisor before being submitted electronically. All three conditions must be met to be considered “completed”. After that, students also must be sure to submit on paper the following two forms to the Graduate School: Committee Acceptance Form and Publication Form—but it is the date of ProQuest submission that determines the final-semester registration requirement.

**The University Calendar is available at the Academics tab of the website of the University Registrar.**

III. Procedure

After passing comprehensive examinations, students should complete the Doctoral Committee Appointment Form and send to the Instructional Leadership, Policy, and Technology Studies Department in the College of Education. Students are required to maintain continuous registration for a minimum of 3 hours per term (fall and spring) in dissertation research until graduation.

**The dates that follow are simply guidelines indicating the minimum expected time to graduation. Depending upon student’s project, and work ethic, the dissertation study may take longer.**

**The Dissertation Timeline:**
- **1st year, Spring Orientation:** Overview of the dissertation process; where to find dissertations; an overview of the “nuts and bolts” of dissertation preparation; discussions of what each “part” of a dissertation looks like (e.g., purpose of study, limitations).
- **2nd year, Fall Orientation:** Students (in groups of 3) come prepared to discuss a dissertation* that each student has read and “studied” – group discussion led by members of dissertation team members, critically engaging all students in discussions. (*dissertations selected by dissertation team members); these discussions should help further define the variations of style and potential dissertation directions in regard to methodology and approach. (Fall – students take NUR 532 – includes poster presentation)
- **2nd year, Spring Orientation:** Students, as a group, discuss their ideas of a research problem and discuss potential research questions – session facilitated by members of dissertation team.
- **3rd year Fall Semester:** Student will select Dissertation Chair and Committee Members.
- **3rd year Spring Semester:** Students will draft a Prospectus and defend Prospectus to Dissertation Chair and Committee
- NUR 696 will broadly discuss the dissertation process, with the prospectus development viewed as a step in that process. The team recommends that the chair work with his/her two assigned students throughout the NUR 696 semester, with responsibility limited to: a) confirming that the topic/general area of study is viable for dissertation study, and b) confirm that topic should be well received by other committee members. The chair is strongly encouraged to communicate the intended topic/approach with other dissertation team members. It is further encouraged that all communication between the student and the dissertation chair is shared/copied to the NUR 696 professor.

*** Note: Student progression will depend on the individual students: Individual timelines may not follow this specific timeframe.
- **3rd Year Summer Semester:** Students will enroll in AEL 699 (The Graduate School requires a minimum of 12 dissertation hours- depending on each individual student these hours are to be fulfilled during the 4th Year Fall, Spring, and Summer Semesters). Student will commence work on the Proposal under the guidance of the dissertation chair and committee
- **4th Year Fall Semester:** Students will register for AEL 669
  - Students will:
    - Defend Proposal (Chapters 1, 2, & 3)
• Apply for IRB approval

• Conduct research, collect data, and begin analysis necessary to report findings (Chapter 4).

• 4th Year Spring Semester: Students will register for 3 hours of AEL 669

  • Students will:
    o Analyze data, present findings (Chapter 4) and discuss implications (Chapter 5)
    o Defend dissertation and complete all necessary paperwork
    o Prepare scholarly product – conference presentation and/or academic paper

• 4th Year Summer Semester:

  • Students will:
    o Defend dissertation and complete all necessary paperwork
    o Prepare scholarly product – conference presentation and/or academic paper
    o Apply for degree, submit the dissertation, and graduate.
Dissertation Defense Protocol

Dissertation Protocol (To be outlined on the website)

A. General Information
   1. Dissertation Committee members should allow two hours for dissertation defense.
   2. The dissertation chair will discuss with the student what type of presentation is to be given such as power point slides, etc.
   3. It is recommended that the dissertation presentation be 20 minutes.
   4. Gifts and/or refreshments are discouraged. The dissertation defense is a formal academic event; not a social gathering.

B. Prior to the Dissertation Defense Date:
   1. Each student will complete a Scheduling of Dissertation Defense form and Announcement form.
      a. Students will submit a completed Invitation to Dissertation Defense form and an abstract to EdD Student Coordinator at least two weeks prior to the defense date.
      b. The EdD Student Coordinator will send out the announcement of the dissertation defense and dissertation abstract to CCN faculty, ELPTS faculty, MSN/EdD and EdD students.
      c. The EdD Student Coordinator will contact Patrick McIntyre to post dissertation defense on digital signage.
   2. The dissertation committee members should communicate any issues/concerns regarding the dissertation prior to defense date.
   3. The student should correct any issues/concerns in dissertation prior to the actual defense.

C. Day of Defense:
   1. The dissertation defense committee will initially meet alone.
   2. Students and guests will be invited in for the defense presentation (no questions are asked during the presentation). If the dissertation chair approves, the guests may be given the opportunity to ask questions about the presentation at the conclusion of the actual presentation.
   3. The dissertation committee chair will ask students and guests to leave after the presentation.
   4. The dissertation committee members and the student will meet for questions and answer session.
   5. The dissertation chair will ask the student to leave while the committee members discuss the defense.
   6. The dissertation chair will ask the student to come back and provide the dissertation defense decision and feedback.

Approved by the EdD Steering Committee: May 14, 2013
I. Purpose

The purpose of this policy is to ensure consistency and compliance with policies and procedures set forth by the University of Alabama’s Institutional Review Board (IRB) so as to ensure the safe and ethical treatment of humans as subjects in research, public service, and training programs in fulfilling the University of Alabama’s IRB moral duty and obligation to protect human subjects prior to the commencement of any research study and to discontinue any protocol upon notification of irregular activity warranting such action.

II. Policy

A. All students conducting research, including research on student learning, must follow University protocols for:
   (a) the protection of human subjects in research and the need for approval by the University of Alabama Institutional Review Board (IRB) or its delegated representative, (b) appropriate record-keeping to document adherence to approved procedures, (c) prompt reporting of possible harm or violations of confidentiality to the IRB, and (d) timely annual renewal of approval to allow continuity of data collection if indicated. Failure to observe these requirements can result in loss of all federal funding for the University, as well as individual sanctions against the investigator.

B. All research involving human subjects, research using secondary analysis, and all activities involving data collection from patients, students, or faculty that may not be conducted as research but which may eventually be published must be submitted to the UA Institutional Review Board (IRB).

C. A research activity involving a human participant cannot commence until all persons involved in the research are appropriately trained. All investigators who submit protocols are required to have IRB training regardless of whether the project is funded or unfunded. This educational requirement includes not only training for the principal investigator but also training for co-investigators, students and any personnel on the project who will be collecting data or intervening with the human participant.

III. Procedure

**These steps serve as a guideline for completing the IRB and dissertation process. The process will vary with each individual student**

1. **Step 1 – Obtain approval of Dissertation Proposal from committee and begin proposal activities**
   a. Prepare draft of project proposal including a Request for Approval of Research Involving Human Subjects Form to access forms and guidance please visit http://osp.ua.edu/site/irb.html
   b. Complete required Institutional Review Board (IRB) training at http://osp.ua.edu/site/irb_training.html
      i. Choose “Non-Medical Research”
      ii. Choose CITI or NIH Training
      iii. Complete the registration form
iv. Complete the training

v. Print a copy of the Certificate of Completion and Submit to Carpantato Myles at cmyles@fa.ua.edu.

c. Sign Acknowledgement and Understanding Form for HIPAA. Training should have been completed upon admission to the graduate program and is updated annually. Submit to Carpantato Myles at cmyles@fa.ua.edu.

d. Consult with Dissertation Chair to determine if request for IRB approval must be obtained from data collection site, as well as The University of Alabama. If so, the IRB process at the site must be discussed with, and approved by the Chair prior to submission. If the data collection site does not have an IRB, a letter stating such must be attached to the UA IRB application.

e. Consult with Dissertation Chair to determine if proposal will be submitted to the IRB for exempt, expedited, or full review status as guided by Human Subject Regulations Decision Charts, Exemption Eligibility Checklist, and Submission Process for Request for Exempt, Expedited, or Full Board Review (forms available at http://osp.ua.edu/site/irb.html). NOTE: Full reviews must be submitted by the 15th of the month prior to being reviewed. Ex: To be reviewed March 15, application must be reviewed by February 15.

2. Step 2 – Initial Draft of Formal Proposal: Dissertation Chair completes review of draft of IRB proposal

a. If the student wishes and with permission of the dissertation committee chair an initial draft the IRB proposal, as a word document or within the e-Protocol system, may be developed. This is only the initial draft and the student may be required to make substantial changes after proposal defense.

b. Student makes ongoing changes to the draft as recommended by dissertation chair. With dissertation chair’s final approval the student may schedule a time to defend the study proposal to the dissertation committee.

c. Upon completion of the proposal meeting the student makes additional changes, as suggested by the dissertation committee and moves to Step 3.

3. Step 3 – Prepare and electronically submit form proposal

1. To submit online, go to http://osp.ua.edu/site/irb.html and follow instructions. Required IRB forms (Signature Assurance Sheet and IRB Application Study Personnel List) must be attached during the application process. (Although not encouraged, a hard copy submission of the protocol and required forms may be submitted by emailing as attachments to Carpantanto Myles at cmyles@fa.ua.edu and a copy sent to the Dissertation Chair.)

2. Revise IRB proposal as directed by IRB. NOTE: IRB approval is granted for a maximum time of one calendar year. If the project exceeds beyond one year, a request for renewal is required.
ATTACHMENT A

THE UNIVERSITY OF ALABAMA

HUMAN RESEARCH PROTECTION PROGRAM

FORM: SIGNATURE ASSURANCE SHEET

Directions: The Principal Investigator (PI) and one other person (Dean, Associate Dean, Chair, Supervising Professor, or departmental designee must sign and submit before application can be reviewed by IRB.

Principal Investigator’s Assurance Statement (Student investigators may sign as PI):
I understand the University of Alabama's policies concerning research involving human subjects and I agree:

1. To comply with all IRB policies, decisions, conditions, and requirements;
2. To accept responsibility for the scientific and ethical conduct of this research study;
3. To obtain prior approval from the Institutional Review Board before amending or altering the research protocol or implementing changes in the approved consent/assent form;
4. To report to the IRB in accord with federal, sponsor, university, and IRB policies, any adverse event(s) and/or unanticipated problem(s) involving risks to subjects;
5. To complete continuation, modification, and closure forms on time and to collaborate with IRB monitoring of studies for quality improvement or cause;
6. To notify the Office of Sponsored Programs (OSP) and/or the IRB (when applicable) of the development of any financial interest not already disclosed;
7. To ensure that individuals listed as study personnel have received the mandatory human research protections education;
8. To ensure that individuals listed as study personnel possess the necessary experience for conducting research activities in the role described for this research study.

My signature below also means that I have appropriate facilities and resources for conducting the study.

PI SIGNATURE _______________________________________________     DATE ____________

NAME TYPED ___________________________________________________

*Department Chairperson’s/Department Designee’s Assurance Statement:

I certify that I have reviewed this research protocol. I attest to the scientific validity and importance of this study; to the competency of the investigator(s) to conduct the project and their time available for the project; that facilities, equipment, and personnel are adequate to conduct the research; and that continued guidance will be provided as appropriate. When the principal investigator assumes a sponsor function, the investigator is knowledgeable of the additional regulatory requirements of the sponsor and can comply with them.

SIGNATURE ___________________________________________ DATE ____________

NAME TYPED ____________________________________________________________________________

**ALL STUDENT RESEARCH: Supervising Professor’s Assurance Statement: **

I certify that I have reviewed this research protocol. I attest to the scientific merit of this study; to the competency of the investigator(s) to conduct the project; that facilities, equipment, and personnel are adequate to conduct the research; that continued guidance will be provided as appropriate, and the study will be closed before student graduation.

SIGNATURE ___________________________________________ DATE ____________

NAME TYPED ____________________________________________________________________________

*If the PI is also the department chair, dean, associate dean for research, or equivalent, another research-qualified person should sign the Signature Assurance Sheet.
ATTACHMENT B
Submission Process for Request for Exempt, Expedited, or Full Board Review

Meet with Dissertation Chair to determine if the research will be Exempt, Expedited or Full Review

Exempt

Exempt
Complete Exempt Checklist

Exempt
Complete Exempt Checklist

Expedited
Complete Expedited Checklist and Possibly Consent Forms

Expedited
Complete Forms:
1. Request for Approval of Research Involving Human Subjects
2. IRB Application Study Personnel List
3. Signature Assurance Form

Full Review
Complete Consent Forms and submit by the 15th to be reviewed by the 15th of the next month

Full Review
Submit to Carpentato Myles at cmyles@fa.ua.edu

C:\Users\mjander\Documents\GraduateStudentHandbook 2016-2017_120116.doc
Invitation to Dissertation Defense

You are cordially invited to attend the following dissertation defense:

NAME OF STUDENT:__________________________________________________________

NAME OF DEPARTMENT:_____________________________________________________

NAMES OF COMMITTEE MEMBERS:____________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

TITLE OF DEGREE:__________________________________________________________

TITLE OF DISSERTATION:____________________________________________________
________________________________________________________________________

DATE OF DEFENSE (OR EXAMINATION):________________________________________

LOCATION OF DEFENSE (OR EXAMINATION):__________________________________

TIME OF DEFENSE (OR EXAMINATION):________________________________________

DESCRIPTION OF SUBJECT MATTER:__________________________________________
DNP PROGRAM

PROGRAM OBJECTIVES

THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

UABSON / UAHCON / UACCN
Joint Doctor of Nursing Practice Program
Program Objectives

Upon completion of the program, the graduate will be able to:

I. Synthesize scientific evidence for the development of clinical interventions for practice.

II. Evaluate policy, care delivery, and organizational systems for current and future health care needs.

III. Demonstrate intra and inter-professional collaboration to address health disparities and to improve health care quality across diverse populations and cultures.

IV. Incorporate knowledge of current and emerging health technologies to improve care delivery and organizational systems.

V. Translate scientific, theoretical, and ethical principles into health care and individuals, families, and populations.

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

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

DATE APPROVED: Spring 2008
EFFECTIVE DATE: Spring 2008
DATE REVIEWED/REVISED: Fall 2015
NEXT MANDATORY REVIEW: Fall 2020
BY: Graduate Education Committee
## PROGRAM OF STUDY

**THE UNIVERSITY OF ALABAMA**  
**CAPSTONE COLLEGE OF NURSING**  
**UABSON/UAHCON/UACCN**  
**DOCTOR OF NURSING PRACTICE PROGRAM**

Part-time Post-Master’s Program of Study

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Pre-reqs</th>
<th>Pre- or Co-Reqs</th>
<th>Credit Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 700 Clinical Data Management and Analysis</td>
<td>Admission to DNP Program</td>
<td>NUR 701</td>
<td>3</td>
<td>Fall 1</td>
</tr>
<tr>
<td>NUR 701 Writing for Publication</td>
<td>Admission to DNP Program</td>
<td>NUR 700</td>
<td>3</td>
<td>Fall 1</td>
</tr>
<tr>
<td>NUR 731 Philosophical, Theoretical, and Conceptual Foundations</td>
<td>NUR 701</td>
<td></td>
<td>3</td>
<td>Spring 1</td>
</tr>
<tr>
<td>for Advanced Practice Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 729 Evidence-Based Practice Design and Translation</td>
<td>NUR 700</td>
<td></td>
<td>3</td>
<td>Spring 1</td>
</tr>
<tr>
<td>NUR 735 Population Health in Advanced Practice Nursing</td>
<td></td>
<td></td>
<td>3</td>
<td>Sum 1</td>
</tr>
<tr>
<td>NUR 743 Evidence-Based Practice Strategies</td>
<td>NUR 731</td>
<td>NUR 729</td>
<td>3</td>
<td>Sum 1</td>
</tr>
<tr>
<td>NUR 733 Informatics for Advanced Practice Nursing</td>
<td>NUR 729</td>
<td></td>
<td>3</td>
<td>Fall 2</td>
</tr>
<tr>
<td>NUR 737 Interdisciplinary Leadership and Role Development for</td>
<td></td>
<td></td>
<td>3</td>
<td>Fall 2</td>
</tr>
<tr>
<td>Practice Excellence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 740 Health Policy and Politics: Implications in Health Care</td>
<td></td>
<td></td>
<td>3</td>
<td>Spring 2</td>
</tr>
<tr>
<td>NUR 742 Program Evaluation Methods</td>
<td>NUR 700</td>
<td>NUR 729 NUR 743</td>
<td>3</td>
<td>Spring 2</td>
</tr>
<tr>
<td>NUR 739 Scholarly Project</td>
<td>NUR 738</td>
<td></td>
<td>1</td>
<td>Spring 2</td>
</tr>
<tr>
<td>NUR 738 Scholarly Seminar</td>
<td>NUR 729</td>
<td>NUR 743 NUR 742</td>
<td>3</td>
<td>Sum 2</td>
</tr>
<tr>
<td>NUR 739 Scholarly Project</td>
<td>NUR 738</td>
<td></td>
<td>1</td>
<td>Sum 2</td>
</tr>
<tr>
<td>NUR 739 Scholarly Project</td>
<td>NUR 738</td>
<td></td>
<td>3</td>
<td>Fall 3</td>
</tr>
<tr>
<td>NUR 739 Scholarly Project</td>
<td>NUR 738</td>
<td></td>
<td>2</td>
<td>Spring 3</td>
</tr>
</tbody>
</table>

**Total Credits** 40
### Course Name | Pre-reqs | Pre- or Co- Reqs | Credit Hours | Semester
--- | --- | --- | --- | ---
NUR 700 | Clinical Data Management and Analysis | Admission to DNP Program | NUR 701 | 3 | Fall 1
NUR 701 | Writing for Publication | Admission to DNP Program | NUR 700 | 3 | Fall 1
NUR 737 | Interdisciplinary Leadership and Role Development for Practice Excellence | | | 3 | Fall 1
NUR 731 | Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing | NUR 701 | | 3 | Spring 1
NUR 729 | Evidence-Based Practice Design and Translation | NUR 700 | | 3 | Spring 1
NUR 740 | Health Policy and Politics: Implications in Health Care | | | 3 | Spring 1
NUR 735 | Population Health in Advanced Practice Nursing | | | 3 | Sum 1
NUR 743 | Evidence-Based Practice Strategies | NUR 731 NUR 729 | | 3 | Sum 1
NUR 739 | Scholarly Project | NUR 738 | | 1 | Sum 1
NUR 733 | Informatics for Advanced Practice Nursing | NUR 729 | | 3 | Fall 2
NUR 742 | Program Evaluation Methods | NUR 700 NUR 729 NUR 743 | NUR 742 | 3 | Fall 2
NUR 738 | Scholarly Seminar | NUR 729 NUR 743 NUR 742 | NUR 742 | 3 | Fall 2
NUR 739 | Scholarly Project | NUR 738 | | 1 | Fall 2
NUR 739 | Scholarly Project | NUR 738 | | 5 | Spring 2

**Total Credits** | **40**
DNP Student Advisement: Policy & Procedure

A. Purpose
Faculty provide guidance regarding academic concerns and Scholarly Practice (SP) project guidance to facilitate student progression through the DNP program at the Capstone College of Nursing.

B. Policy
A. All graduate students accepted into the DNP program are assigned to a graduate academic advisor by the Assistant Dean of Graduate Programs (ADGP). DNP students and advisors will maintain an advisory relationship until graduation or official withdrawal from the program.
B. For the purpose of academic progression the Graduate Program Records Office (GPRO) staff in collaboration with the faculty advisor will assist students with withdrawals, registration, dropping or adding a course, application to candidacy, transfer of credit, academic problems and application for degree conferral.
C. The GPRO staff will send a notice to DNP students alerting them of the advisement period and other instructions for advisement.
D. The GPRO staff will send an e-mail or a telephone reminder to advisees to offer instructions for advisement for the upcoming semesters during designated advisement periods.
E. Students are expected to contact the GPRO staff by e-mail or telephone for advisement during the pre-registration advisement period.
F. The GPRO staff notes registration plans mutually agreed upon with each student on the Program of Study (POS), which is retained in the GPRO, and in DegreeWorks.
G. Students are expected to participate in planning elements of their course of study and to seek advice and counsel as necessary.
H. Faculty provide advisement regarding SP matters to facilitate the student's progression through the CCN DNP curriculum. Scholarly project matters include, but are not limited to development of the project, application for institutional review board (IRB) approval, and completion of the Scholarly Project.

C. Procedure
A. Prior to the advisement period scheduled by the University each semester, the GPRO staff notifies DNP students of the need for advisement.
B. During the individual advising session each term, the GPRO staff will review the student's progression through the curriculum, identifying courses the student may not have taken, and any special course, work (i.e. NUR 734) to be taken based on the student's previous experience. The session may also include requirements of the DNP program, as well as any issues the student wishes to discuss, except as related to the SP. The GPRO staff documents advisement in DegreeWorks. Notations of students who do not seek advisement will be made as well as information about non-adherence. Documentation of the date and time will be annotated. All student folders and advisement materials will be maintained by the GPRO.
C. Upon admission, GPRO staff will develop an initial POS and send to the student. Upon receipt the student will sign and return to GPRO. GPRO staff will forward a signed copy to the Graduate School.
D. After completion of 12 hours of study, the GPRO staff will advise the student to submit the Application for Candidacy form to the Graduate School. The form is available on the Graduate School website.
E. The GPRO staff and/or faculty advisor will alert graduate students of the need to submit the online Application for Degree form by the first week of the term when the student will graduate. The GPRO will maintain a log and advise the ADGP of students who do not comply.

F. The graduate faculty advisor and clinical advisor will guide the DNP student in the design, implementation, and written preparation of a Scholarly Project adhering to the Scholarly Project Guidelines**.

G. Faculty and/or GPRO staff will collaborate with and notify the ADGP of any change in the student’s status.

* See Guidelines for Competency-Based Educational Portfolio

** See Guidelines for Scholarly Project
DNP POLICIES AND PROCEDURES
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING
UABSON / UAHCON / UACCN
JOINT DOCTOR OF NURSING PRACTICE PROGRAM

Milestones for the Doctor of Nursing Practice Program for students admitted prior to Fall 2014

I. Purpose
To guide students through the process of completion of steps necessary to fulfill program and graduation requirements in a timely manner.

II. Policy
During the progression through the program, students will complete basic requirements, including regular contact with advisor, submission of a competency-based education portfolio (if needed), a program of study, admission to candidacy form, transfer of outside credit, application for degree, and development and implementation of a scholarly project.

III. Procedure
A. Interact with your faculty advisor at least once per term
A member of the CCN faculty will be selected based on your identified area of interest to serve as your faculty advisor throughout the DNP program. The student and advisor should confer about coursework, core abilities, any elective courses to be taken based on the students prior experiences, the requirements of the University and DNP program, the scholarly practice project, and any other academic issues the student wishes to discuss. The DNP Advisement Policy identifies faculty and student responsibilities and procedures regarding advisement.

B. Submit a competency-based educational portfolio by the completion of the program.
A competency based portfolio documents professional progress and achievements relative to established criteria. This portfolio will be developed and submitted during NUR 739. It can be submitted in hard copy form, on a CD or USB port or it can be provided digitally via a link to a vendor. Students not meeting verification of required hours will be advised regarding requirements for obtaining the required hours.

C. Complete the Post-MSN Doctor of Nursing Practice Program of Study (POS) form
During the first semester of study, the student should initiate this form and submit in triplicate to the Assistant Dean of the Graduate Program (ADGP) for signature. The ADGP will forward the signed forms to the Graduate School. This form is available on the CCN graduate website and is included in this packet. If changes are made to the POS after it has already been submitted to the Graduate Registrar, complete the Memorandum of Program of Study Change form. The faculty advisor signs and forwards to the ADGP who signs and sends to the Graduate School.

D. Submit the Admission to Candidacy form to the Graduate School
After completion of 12 hours of course work, submit the Admission to Candidacy for the Doctoral Degree form to the Graduate School. This form is available on line at http://graduate.ua.edu/academics/forms/candidacy_doc.pdf
E. Transfer in any outside coursework that will be applied to your program of study
Acceptable graduate credit, earned in a regionally accredited institution in which the student was enrolled in the graduate school, may be transferred and applied to the requirements for a doctoral degree. Only credit that was earned during the six-year period (18 fall, spring, and summer semesters) preceding admission to the doctoral program may be considered for transfer. Evaluation of credit for transfer will not be made until the student has enrolled in the Graduate School of The University of Alabama. Credit will not be accepted from any institution at which the student failed to achieve a "B" average on all graduate work attempted. A student initiates at the Office of the Graduate School the request for evaluation of graduate credit obtained at another institution. The student must also ensure that the Office of the Graduate School has an official (not faxed or copied) transcript of the credit involved.

With the approval of the student's department and the dean of the Graduate School, up to one-half of the required coursework for a doctoral degree may be transferred from another institution. Some departments have more stringent requirements; students should check with departments to determine their policies.

In some cases, foreign educational credentials may not meet the Graduate School's criteria for transfer of credit. It may be necessary for students in this situation to secure an evaluation of their credentials from World Education Services Inc., an external foreign credential evaluation service. Additional information on their services can be found at their Web site http://www.wes.org.

Request an official transcript showing the course to be transferred to be sent directly to the Graduate School. Submit the Request for Transfer of Graduate Credit for Application to a Degree Program form to the Graduate School. This form is available on line at http://www.graduate.ua.edu/academics/forms/tx_grad_credit.pdf.

F. Time Limits
All requirements for the doctoral degree must be completed within the seven-year period (21 fall, spring, and summer semesters) following admission to the doctoral program, with the following specific exceptions: psychology, modern languages and classics, and English (eight years if entering the doctoral program with a baccalaureate, not master's, degree). Previous graduate credit may be applied to the doctoral degree if the credit was earned during the six-year period prior to admission to the doctoral program. Such credit should be identified clearly on the plan of doctoral study. Only those students graduating within the time limit for their doctoral program may apply previous graduate credit to the doctoral degree if the credit was earned during the six-year period prior to admission to the doctoral program.

G. Initiate development of the DNP Scholarly Practice Project
A formal Scholarly Practice Project Proposal will be developed in NUR 738 and carried out in NUR 739; however, you can begin preliminary plans for the project in the fall semester prior to NUR 738.
1. Discuss your proposed project with your faculty advisor
2. Secure a clinical advisor in the agency where the project will be conducted and obtain the approval for appointment of the clinical advisor from your faculty advisor.
3. Complete Scholarly Project Faculty and Clinical Advisors Approval form and submit to ADGP.
4. Complete the Clinical Advisor Packet to secure agency permission to conduct the scholarly practice project. This process can take time, so early initiation of this process is beneficial. You will receive a letter from the ADGP during the fall semester prior to taking NUR 738 reminding you to initiate this process. The completed Clinical advisor Packet should be returned to the ADGP in the first week of NUR 738.

5. Complete the Scholarly Project Faculty advisor/Clinical advisor Form (attached) and submit to the ADGP.

H. Develop DNP Scholarly Practice Project Proposal - NUR 738

The following timetable contains important deadlines for proposal development and Investigative Review Board (IRB) approval. Failure to adhere to these deadlines will result in delay of progression through the DNP program. (A Scholarly Project Timeline Checklist is attached.)

1. January –February
   a. Scholarly Practice Project Proposal completed and submitted to Student’s Faculty advisor.
   b. Obtain signatures on Scholarly Practice Project Approval Form (attached) from the Students Faculty and Clinical advisors. Return the form to your Faculty advisor.
   c. Institutional Review Board (IRB) training completed
   d. HIPAA training completed
   e. IRB proposal submission completed and signed by Faculty advisor
   f. Discuss authorship of proposed manuscript
   g. Discuss appropriate venue for scholarly practice project presentation

2. March 1st
   a. Submit IRB proposal for review at March 15 meeting. (Note IRB proposals must be received by the Institutional Review Board 2 weeks prior to review)
   b. Adhere to any Agency IRB requirements
   c. After IRB proposal is submitted, begin drafting the initial parts of your scholarly project paper. You will find guidelines in module 1 in the document titled “General guidelines for developing the DNP scholarly practice project”. Your draft will include the Introduction, Review of Literature, and Procedures/Processes of your project. You will write the Outcomes and Discussion sections after you complete implementation of your project next semester. Work with your advisor as you develop your project. Remember that with the approval of your faculty advisor, you may write your proposal/paper in the style of the journal in which you plan to publish your work.

3. March 16-April 16
   a. Revisions as directed by IRB

4. April 30
   a. Submit the first draft of your scholarly practice project paper through Procedures/Processes to your faculty advisor as described in the DNP guidelines for developing the DNP scholarly practice project

5. June 1
   a. Submit to the UA Writing Center http://writingcenter.ua.edu/.

I. Submit Application for Degree

By the first week of the last semester of a student’s program of study, submit the Application for Degree form to the Graduate School. This form is available online under the MyBama student tab.

J. Implement the DNP Scholarly Practice Project – NUR 739
The following timetable contains important deadlines for the Scholarly Practice Project completion. Failure to adhere to these deadlines will result in delay of progression through the DNP program.

1. **June 15th**: Scholarly Practice Project completed and Final Paper submitted to your faculty advisor. (Dissemination of the final paper to an appropriate professional journal for publication is highly recommended).

2. **June 25th**: Faculty advisor submits student DNP scholarly practice project title to graduate program assistant.

3. **July 15th**: Public Presentation of Scholarly Practice Project in venue approved by your Faculty advisor (e.g. agency presentation, professional meeting presentation, or open presentation at CCN).

4. **July 25th**: Clinical Hour Documentation Form (attached) for NUR 738 and NUR 739 signed by Clinical advisor and submitted to your Faculty advisor. DNP Program Competency Assessment completed by Faculty advisor.

5. **July 25th**: Faculty advisor submits student completion date to graduate program assistant.

6. **If additional semester is required for completion of the scholarly practice project, the student will register for additional NUR 739 hours.**

7. **July 25th**: IRB Closure Document must be submitted prior to final grade entry – Please find the “Closure of Study” document at [http://osp.ua.edu/site/IRBGrid.html](http://osp.ua.edu/site/IRBGrid.html)

8. **July 25th**: Submit Portfolio to Faculty Advisor

9. **July 25th**: Final grades are due

**K. Participate in Graduation Exercise**

Students and faculty are mandated to participate in the University of Alabama, graduation. Students who are unable to participate in graduation exercises must petition the Graduate School Dean to be excused.
Capstone College of Nursing  
The University of Alabama  
Doctor of Nursing Practice Program  

Scholarly Project Faculty and Clinical Advisors Approval Form  

________________________________________  ________________________  
Student Signature      Date  

________________________________________  ________________________  
Faculty Advisor Signature     Date  

________________________________________  ________________________  
Clinical Advisor Signature     Date  

________________________________________  ________________________  
Other Faculty/Clinical Advisor Signature (optional)  Date  

________________________________________  ________________________  
Assistant Dean Graduate Program Signature   Date
**Graduate Student Handbook**

**The Capstone College of Nursing**
**DNP Program Scholarly Project Milestone Checklist**
**For Possible August Graduation**

Student ________________________________ Faculty Advisor ________________________________

This checklist only provides an overview of timelines and activities. Be sure to check the student handbook for specifics.

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Completed</th>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to taking NUR 738</td>
<td><strong>Initiate Development of Scholarly Project</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss Project with faculty advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secure clinical advisor (CA) and approval of CA by faculty advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete Clinical advisor Packet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete Scholarly Project Faculty advisor/Clinical advisor form and submit to Assistant Dean of Graduate Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January-February</td>
<td><strong>Develop DNP Scholarly Practice Project Proposal</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scholarly Project Proposal completed and submitted to faculty advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Obtain Scholarly Project Approval form signatures from clinical advisor and faculty advisor. Return to faculty advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete Institutional Review Board (IRB) training. Complete HIPPA training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete IRB proposal submission and get faculty advisor signature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss manuscript authorship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Investigate venue for submission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 1</td>
<td><strong>Submit IRB Proposal for review</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adhere to any University and Agency IRB guidelines Begin writing first draft of scholarly project paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 16-April 16</td>
<td><strong>Complete any revisions as directed by IRB</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 30</td>
<td><strong>First draft of Scholarly Project paper through Procedures/Processes due</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 1</td>
<td><strong>Submit to Writing Center</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varied</td>
<td><strong>Implement Scholarly Project</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*June 15</td>
<td><strong>Scholarly Project completed and final paper submitted to faculty advisor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*June 25</td>
<td><strong>Faculty advisor submits scholarly practice project title to graduate program assistant</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*July 15</td>
<td><strong>Public presentation of Scholarly Project</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*July 25</td>
<td><strong>Clinical Hour documentation form signed by CA and submitted to faculty advisor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Faculty advisor submits student completion date to graduate program assistant</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Submit IRB Closure Form prior to final grade submission</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Submit Portfolio to Faculty Advisor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Final grades are due</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If you do not meet these deadlines, you will not be able to graduate in August.*
The Capstone College of Nursing  
DNP Program - Scholarly Project Milestone Checklist  
For Possible December Graduation

Student ________________________________  Faculty Advisor______________________________

This checklist only provides an overview of timelines and activities. Be sure to check the student handbook for specifics.

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Completed</th>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to continuing NUR 739</td>
<td>Initiate Development of Scholarly Practice Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss Project with faculty advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secure clinical advisor and obtain approval of clinical advisor by faculty advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete Clinical Advisor Packet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete Scholarly Practice Project Faculty Advisor/Clinical Advisor Form and submit to Assistant Dean of Graduate Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 1 and 2 Summer Session (SS)</td>
<td>Develop DNP Scholarly Project Proposal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete Scholarly Practice Project Proposal and submit to faculty advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Obtain Scholarly Practice Project Approval Form signatures from clinical advisor. Return to faculty advisor for signature.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete Institutional Review Board (IRB) training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete HIPPA training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete IRB proposal submission and obtain faculty advisor signature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss manuscript authorship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Investigate venue for submission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of Week 4 SS</td>
<td>Submit IRB proposal for review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adhere to any University and agency IRB guidelines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begin writing first draft of Scholarly Practice Project paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 6 to 8 SS</td>
<td>Complete any revisions as directed by IRB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last days of SS classes</td>
<td>Submit first draft of Scholarly Practice Project paper through “Procedures/ Processes”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varied</td>
<td>Submit paper to UA Writing Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varied</td>
<td>Implement Scholarly Practice Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Oct 19</td>
<td>Complete Scholarly Practice Project and submit final paper to faculty advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Oct 26</td>
<td>Faculty advisor submits Scholarly Practice Project title and completion date to graduate program assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Nov 15</td>
<td>Public presentation of Scholarly Practice Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Nov 30</td>
<td>Submit Clinical Hour Documentation Form signed by clinical advisor to faculty advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit Portfolio to Faculty Advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit IRB Closure Form prior to final grade submission</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If you do not meet these deadlines, you will not be able to graduate in December.
The Capstone College of Nursing  
DNP Program - Scholarly Project Milestone Checklist  
*For Possible May Graduation*

**Student ________________________________**  
**Faculty Advisor______________________________**

This checklist only provides an overview of timelines and activities. Be sure to check the student handbook for specifics.

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Completed</th>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Prior to taking NUR 738 | Initiate Development of Scholarly Practice Project  
Discuss Project with faculty advisor  
Secure clinical advisor and obtain approval of clinical advisor by faculty advisor  
Complete Clinical Advisor Packet  
Complete Scholarly Practice Project Faculty Advisor/Clinical Advisor Form and submit to Assistant Dean of Graduate Program | Yes | | |
| August-September   | Develop DNP Scholarly Project Proposal  
Complete Scholarly Practice Project Proposal and submit to faculty advisor  
Obtain Scholarly Practice Project Approval Form signatures from clinical advisor. Return to faculty advisor for signature.  
Complete Institutional Review Board (IRB) training  
Complete HIPPA training  
Complete IRB proposal submission and obtain faculty advisor signature  
Discuss manuscript authorship  
Investigate venue for submission | Yes | | |
| Oct 1              | Submit IRB proposal for review  
Adhere to any University and agency IRB guidelines  
Begin writing first draft of Scholarly Practice Project paper | Yes | | |
| Oct 16-Nov 16      | Complete any revisions as directed by IRB | Yes | | |
| Last day of Fall Classes | Submit first draft of Scholarly Practice Project paper through “Procedures/ Processes” | Yes | | |
| Varied             | Submit paper to UA Writing Center | Yes | | |
| Varied             | Implement Scholarly Practice Project | Yes | | |
| *Mar 15            | Complete Scholarly Practice Project and submit final paper to faculty advisor | Yes | | |
| *Mar 22            | Faculty advisor submits Scholarly Practice Project title and completion date to graduate program assistant | Yes | | |
| *April 5           | Public presentation of Scholarly Practice Project | Yes | | |
| *April 26          | Submit Clinical Hour Documentation Form signed by clinical advisor to faculty advisor | Yes | | |
|                   | Submit Portfolio to Faculty Advisor | Yes | | |
|                   | Submit IRB Closure Form prior to final grade submission | Yes | | |
|                   | Final grades are due | Yes | | |

*If you do not meet these deadlines, you will not be able to graduate in May.*
# DNP Graduation Checklist for Faculty Advisors

**Student Name______________________________**  
**Graduation Date (Aug. or Dec. & Year) ___________________________**  
**Project Title________________________________________________**  

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Final DNP Scholarly Project</td>
</tr>
<tr>
<td></td>
<td>Approval of Public Presentation of Scholarly Practice Project</td>
</tr>
</tbody>
</table>
|                | DNP Milestones Checklist  
|                | [http://nursing.ua.edu/GraduateStudentHandbook.pdf](http://nursing.ua.edu/GraduateStudentHandbook.pdf) |
|                | Scholarly Project Approval Form  
|                | [http://nursing.ua.edu/GraduateStudentHandbook.pdf](http://nursing.ua.edu/GraduateStudentHandbook.pdf) |
|                | Clinical Hour Documentation Form (signed by Clinical Faculty and submitted to Faculty Advisor for verification of hours)  
|                | [http://nursing.ua.edu/GraduateStudentHandbook.pdf](http://nursing.ua.edu/GraduateStudentHandbook.pdf) |
|                | DNP Competency Assessment Form (signed by Student and Faculty Advisor)  
|                | [http://nursing.ua.edu/GraduateStudentHandbook.pdf](http://nursing.ua.edu/GraduateStudentHandbook.pdf) |
|                | IRB Approval Letter                                                   |
|                | IRB Closure Form Completed  
|                | [http://osp.ua.edu/site/IRBGrid.html](http://osp.ua.edu/site/IRBGrid.html) |
|                | Evaluate Final Portfolio and Complete Portfolio Assessment Form  
|                | [http://nursing.ua.edu/GraduateStudentHandbook.pdf](http://nursing.ua.edu/GraduateStudentHandbook.pdf) |
|                | Transfer of Credit Form (if transferring in any courses) – **Do Not Include with Scholarly Project – Official File Only**  
|                | [http://www.graduate.ua.edu/academics/forms/tx_grad_credit.pdf](http://www.graduate.ua.edu/academics/forms/tx_grad_credit.pdf) |
|                | Application for Candidacy (sent to the Program Assistant, Graduate Program) Do Not Include with Scholarly Project – Official File Only – This can be verified by pulling the student’s transcript  
|                | [http://www.graduate.ua.edu/academics/forms/candidacy_doc.pdf](http://www.graduate.ua.edu/academics/forms/candidacy_doc.pdf) |
|                | Application for Degree (to be completed in MyBama on the Student Tab) Do Not Include with Scholarly Project - This can be verified by pulling the student’s transcript |
Milestones for the Doctor of Nursing Practice Program  

For students starting Fall 2014

I. Purpose
To guide students through the process to fulfill program and graduation requirements in a timely manner.

II. Policy
During progression through the program, students complete basic requirements, including regular contact with faculty advisor, a program of study, admission to candidacy form, transfer of outside credit, application for graduation, and development and implementation of a scholarly project.

III. Procedure
A. Interact with your faculty advisor at least once per term
A member of the CCN faculty will be assigned to serve as your faculty advisor prior to the start of NUR 738. The student and advisor should confer about coursework, core abilities, the requirements of the University and DNP program, the scholarly practice project, and any other academic issues the student wishes to discuss. The DNP Advisement Policy identifies faculty and student responsibilities and procedures regarding advisement.

B. Submit a competency-based educational portfolio by the completion of the program.
A competency based portfolio documents professional progress and achievements relative to established criteria. This portfolio will be developed and submitted during NUR 739. It can be developed in the Typhon system. Students not meeting the required clinical hours will be advised to complete NUR 717/734 to obtain the required clinical hours prior to beginning required coursework.

C. Complete the Post-MSN Doctor of Nursing Practice Program of Study (POS) form
The student will be provided the part-time and full-time programs of study with their admission packet. Student is required to sign and return to the Graduate Program Records Office (GPRO) prior to beginning the first semester. The ADGP will forward the signed form to the Graduate School. This form is available on the CCN graduate website and is included in this packet. If changes are made to the POS after it has already been submitted to the Graduate Registrar, completion of a new program of study is required.

D. Submit the Admission to Candidacy form to the Graduate School
After completion of 12 hours of course work, submit the Admission to Candidacy for the Doctoral Degree form to the Graduate School. This form is available on line at http://graduate.ua.edu/academics/forms/candidacy_doc.pdf

E. Transfer in any outside coursework that will be applied to your program of study
Acceptable graduate credit, earned in a regionally accredited institution in which the student was enrolled in the graduate school, may be transferred and applied to the requirements for a doctoral degree. Only credit that was earned during the six-year period (18 fall, spring, and summer semesters) preceding admission to the doctoral program may be considered for transfer. Evaluation of credit for transfer will not be made until the student has enrolled in the Graduate School of The University of Alabama. Credit will not be accepted from any institution at which the student failed to achieve a "B"
average on all graduate work attempted. A student initiates at the Office of the Graduate School the request for evaluation of graduate credit obtained at another institution. The student must also ensure that the Office of the Graduate School has an official (not faxed or copied) transcript of the credit involved.

With the approval of the student's department and the dean of the Graduate School, up to one-half of the required coursework for a doctoral degree may be transferred from another institution.

In some cases, foreign educational credentials may not meet the Graduate School's criteria for transfer of credit. It may be necessary for students in this situation to secure an evaluation of their credentials from World Education Services Inc., an external foreign credential evaluation service. Additional information on their services can be found at their Web site http://www.wes.org.

Request an official transcript showing the course to be transferred to be sent directly to the Graduate School. Submit the Request for Transfer of Graduate Credit for Application to a Degree Program form to the Graduate School. This form is available on line at http://graduate.ua.edu/forms/reqtrans.pdf

F. Time Limits
All requirements for the doctoral degree must be completed within the seven-year period (21 fall, spring, and summer semesters) following admission to the doctoral program, with the following specific exceptions: psychology, modern languages and classics, and English (eight years if entering the doctoral program with a baccalaureate, not master's, degree). Previous graduate credit may be applied to the doctoral degree if the credit was earned during the six-year period prior to admission to the doctoral program. Such credit should be identified clearly on the plan of doctoral study. Only those students graduating within the time limit for their doctoral program may apply previous graduate credit to the doctoral degree if the credit was earned during the six-year period prior to admission to the doctoral program.

G. Initiate development of the DNP Scholarly Practice Project
A formal Scholarly Practice Project Proposal will be developed in NUR 738 and carried out in NUR 739; however, you can begin preliminary plans for the project in the semester prior to NUR 738.

1. Discuss your proposed project with your faculty advisor
2. Secure a clinical advisor (CA) in the agency where the project will be conducted and obtain the approval for appointment of the clinical advisor from your faculty advisor.
3. Complete the Clinical Advisor Packet to secure agency permission to conduct the scholarly practice project. This process generally includes development of a contract and can take time, so early initiation of this process is beneficial. You will receive an email from the Graduate Program Records Office (GPRO) during the semester prior to taking NUR 738 reminding you to initiate this process. The completed Clinical Advisor Packet should be returned to GPRO by mid-semester prior to NUR 738.
4. Complete the Scholarly Project Faculty and Clinical Advisors Approval Form (attached) and submit to the faculty advisor.
5. Complete and Submit Admission to Candidacy form – upload into Typhon

H. Develop DNP Scholarly Practice Project Proposal - NUR 738
The following timetable contains important deadlines for proposal development and Investigative Review Board (IRB) approval. Failure to adhere to these deadlines will result in delay of progression through the DNP program. (A Scholarly Project Timeline Checklist is attached.)

1. Scholarly Practice Project Proposal completed and submitted to Student’s faculty advisor.
2. Institutional Review Board (IRB) training completed
3. HIPAA training completed – upload into Typhon
4. IRB Signature Assurance Form
5. Discuss manuscript authorship and journal submission.
6. Discuss presentation requirement with faculty advisor
7. Submit IRB proposal for review by mid-semester (7th week for fall or 5th week for summer).
8. Revisions as directed by IRB
9. Adhere to any agency and/or IRB requirements
10. After IRB proposal is submitted, begin drafting the initial parts of your scholarly project paper. You will find guidelines in module 1 in the document titled “General guidelines for developing the DNP scholarly practice project”. Your draft will include the Introduction, Review of Literature, and Procedures/Processes of your project. You will write the Outcomes and Discussion sections after you complete implementation of your project next semester. Work with your advisor as you develop your project. Remember that you will write your proposal/paper in the style of the journal in which you plan to publish your work.
11. Submit the first draft of your scholarly practice project paper through Procedures/Processes to your faculty advisor as described in the DNP guidelines for developing the DNP scholarly practice project
12. Submit to the UA Writing Center http://writingcenter.ua.edu/.

I. Submit Application for Degree
   By the first week of the last semester of a student’s program of study, the student should apply for graduation through the MyBama student tab.

J. Implement the DNP Scholarly Practice Project – NUR 739
   The following timetable contains important deadlines for the Scholarly Practice Project completion. Failure to adhere to these deadlines will result in delay of progression through the DNP program.
   1. Submit final paper to Turnitin two weeks prior to final paper due date Scholarly Practice Project completed and Final Paper submitted to your faculty advisor. (Dissemination of the final paper to an appropriate professional journal for publication is highly recommended).
   2. Faculty advisor submits student DNP scholarly practice project title to graduate program assistant.
   3. Upload verification of Scholarly Project presentation in Typhon. (e.g. agency presentation, professional meeting presentation, or open presentation at CCN). Submit verification of Scholarly Project presentation – upload into Typhon
   4. Clinical Hour Documentation in Typhon each semester for NUR 738 and NUR 739 approved by Clinical advisor and Faculty advisor. DNP Program Competency Assessment completed by Faculty advisor.
   5. Any additional semesters required for completion of the scholarly practice project also require the student to register for additional NUR 739 hours.
   6. IRB Closure Document must be submitted to IRB and copy to Typhon prior to final grade entry – Please find the “Closure of Study” document at http://osp.ua.edu/site/IRBGrid.html

K. Participate in at least one Joint DNP Intensive

L. Participate in Graduation Exercise
   Students and faculty are mandated to participate in the University of Alabama, graduation. Students who are unable to participate in graduation exercises must petition the Graduate School Dean to be excused, contact information can be found at http://graduate.ua.edu.
The University of Alabama
Joint DNP
Full-Time Program of Study – Fall Admission

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Pre-reqs</th>
<th>Pre- or Co-reqs</th>
<th>Credit Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 700</td>
<td>Clinical Data Management and Analysis</td>
<td>Admission to DNP Program</td>
<td>NUR 701</td>
<td>3</td>
<td>Fall I</td>
</tr>
<tr>
<td>NUR 701</td>
<td>Writing for Publication</td>
<td>Admission to DNP Program</td>
<td>NUR 700</td>
<td>3</td>
<td>Fall I</td>
</tr>
<tr>
<td>NUR 737</td>
<td>Interdisciplinary Leadership and Role Development for Practice Excellence</td>
<td></td>
<td></td>
<td>3</td>
<td>Fall I</td>
</tr>
<tr>
<td>NUR 731</td>
<td>Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing</td>
<td>NUR 701</td>
<td></td>
<td>3</td>
<td>Spring I</td>
</tr>
<tr>
<td>NUR 729</td>
<td>Evidence-Based Practice Design and Translation</td>
<td>NUR 700</td>
<td></td>
<td>3</td>
<td>Spring I</td>
</tr>
<tr>
<td>NUR 740</td>
<td>Health Policy and Politics: Implications in Health Care</td>
<td></td>
<td></td>
<td>3</td>
<td>Spring I</td>
</tr>
<tr>
<td>NUR 735</td>
<td>Population Health in Advanced Practice Nursing</td>
<td></td>
<td></td>
<td>3</td>
<td>Summer I</td>
</tr>
<tr>
<td>NUR 743</td>
<td>Evidence-Based Practice Strategies</td>
<td>NUR 731</td>
<td>NUR 729</td>
<td>3</td>
<td>Summer I</td>
</tr>
<tr>
<td>NUR 733</td>
<td>Informatics for Advanced Practice Nursing</td>
<td>NUR 729</td>
<td></td>
<td>3</td>
<td>Fall II</td>
</tr>
<tr>
<td>NUR 742</td>
<td>Program Evaluation Methods</td>
<td>NUR 700</td>
<td>NUR 729</td>
<td>3</td>
<td>Fall II</td>
</tr>
<tr>
<td>NUR 738</td>
<td>Scholarly Seminar</td>
<td>NUR 729</td>
<td>NUR 743</td>
<td>3</td>
<td>Fall II</td>
</tr>
<tr>
<td>NUR 739</td>
<td>Scholarly Project</td>
<td>NUR 738</td>
<td></td>
<td>7</td>
<td>Spring II</td>
</tr>
</tbody>
</table>

Total Credits: 40

Students who are required to take 12 hours per semester to meet UA Graduate School Fellowships should take electives to meet the hour requirements.

_________________________  _________________________
Student Signature          Date

_________________________  _________________________
Print Name                  CWID

_________________________  _________________________
Assistant Dean of Graduate Programs Date
### The University of Alabama

#### Joint DNP

#### Part-Time Program of Study – Fall Admission

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Pre-reqs</th>
<th>Pre- or Co-reqs</th>
<th>Credit Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 700 Clinical Data Management and Analysis</td>
<td>Admission to DNP Program</td>
<td>NUR 701</td>
<td>3</td>
<td>Fall I</td>
</tr>
<tr>
<td>NUR 701 Writing for Publication</td>
<td>Admission to DNP Program</td>
<td>NUR 700</td>
<td>3</td>
<td>Fall I</td>
</tr>
<tr>
<td>NUR 731 Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing</td>
<td>NUR 701</td>
<td></td>
<td>3</td>
<td>Spring I</td>
</tr>
<tr>
<td>NUR 729 Evidence-Based Practice Design and Translation</td>
<td>NUR 700</td>
<td></td>
<td>3</td>
<td>Spring I</td>
</tr>
<tr>
<td>NUR 735 Population Health in Advanced Practice Nursing</td>
<td>NUR 700</td>
<td></td>
<td>3</td>
<td>Summer I</td>
</tr>
<tr>
<td>NUR 743 Evidence-Based Practice Strategies</td>
<td>NUR 731 NUR 729</td>
<td></td>
<td>3</td>
<td>Summer I</td>
</tr>
<tr>
<td>NUR 733 Informatics for Advanced Practice Nursing</td>
<td>NUR 729</td>
<td></td>
<td>3</td>
<td>Fall II</td>
</tr>
<tr>
<td>NUR 737 Interdisciplinary Leadership and Role Development for Practice Excellence</td>
<td></td>
<td></td>
<td>3</td>
<td>Fall II</td>
</tr>
<tr>
<td>NUR 740 Health Policy and Politics: Implications in Health Care</td>
<td>NUR 700 NUR 729 NUR 743</td>
<td></td>
<td>3</td>
<td>Spring II</td>
</tr>
<tr>
<td>NUR 742 Program Evaluation Methods</td>
<td>NUR 700 NUR 729 NUR 743</td>
<td></td>
<td>3</td>
<td>Spring II</td>
</tr>
<tr>
<td>NUR 738 Scholarly Seminar</td>
<td>NUR 729 NUR 743</td>
<td>NUR 742</td>
<td>3</td>
<td>Summer II</td>
</tr>
<tr>
<td>NUR 739 Scholarly Project</td>
<td>NUR 738</td>
<td></td>
<td>4</td>
<td>Fall III</td>
</tr>
<tr>
<td>NUR 739 Scholarly Project</td>
<td>NUR 738</td>
<td></td>
<td>3</td>
<td>Spring III</td>
</tr>
</tbody>
</table>

**Total Credits** 40

Students who are required to take 12 hours per semester to meet UA Graduate School Fellowships should take electives to meet the hour requirements.

______________________________________________________  ______________
Student Signature   Date

______________________________________________________  ______________
Print Name                                              CWID

______________________________________________________  ______________
Assistant Dean of Graduate Programs               Date
Scholarly Project Faculty and Clinical Advisors Approval Form

Student Name:_______________________________________________________________

Scholarly Project: _____________________________________________________________

____________________________________________________________________________

________________________________________  ________________________
Student Signature      Date

________________________________________  ________________________
Faculty Advisor Signature     Date

________________________________________  ________________________
Clinical Advisor Signature     Date

________________________________________  ________________________
Other Faculty/Clinical Advisor Signature (optional)  Date

________________________________________  ________________________
Assistant Dean, Graduate Program Signature   Date
THE UNIVERSITY OF ALABAMA  
CAPSTONE COLLEGE OF NURSING  
Scholarly Project Milestone Checklist

This checklist only provides an overview of timelines and activities. Be sure to check the student handbook, graduate school catalog, and graduate school calendars for specifics.

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Completed</th>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to taking NUR 738</td>
<td>Initiate Development of Scholarly Project</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss Project with faculty advisor</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secure clinical advisor (CA) and approval of CA by faculty advisor</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete Clinical Advisor Packet</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete Scholarly Project Faculty and Clinical Advisors Approval form, sign, and submit to faculty advisor.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed during NUR 738</td>
<td>Clinical Hour documentation will need to be completed each semester in Typhon</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop DNP Scholarly Practice Project Proposal</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scholarly Project Proposal completed and submitted to faculty advisor</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete Institutional Review Board (IRB) training</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete IRB Signature Assurance Form</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete HIPAA Training</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss manuscript authorship &amp; journal submission</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss presentation requirement with faculty advisor</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit IRB Proposal for review by mid semester; check with faculty advisor for exact due date. (7th week of fall semester or 5th week of summer semester)</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adhere to any University and Agency IRB guidelines</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begin writing first draft of scholarly project paper</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete any revisions as directed by IRB in a timely manner</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upload IRB approval letter into the Typhon System.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First draft of Scholarly Project paper through Procedures/Processes due</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed during NUR 739</td>
<td>Apply for Graduation through MyBama during the first week of the last semester</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit to Writing Center</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implement Scholarly Project once approved by IRB</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit final paper to Turnitin two week prior to final due date</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scholarly Project completed and final paper (assumes prior revisions have been completed) submitted to faculty advisor by mid-semester, please check with faculty advisor for specific due date.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty advisor submits scholarly practice project title and completion date to graduate program assistant by deadline set by GPRO.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit verification of Scholarly Project presentation to Faculty Advisor and upload to Typhon</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit IRB Closure Form to IRB and copy to Typhon prior to final grade submission</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete Portfolio in Typhon for Faculty Advisor</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DNP Graduation Checklist for Faculty Advisors

Student Name__________________________________________________________

Graduation Date (May, Aug. or Dec. & Year) ________________________________

Final Project Title_______________________________________________________

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Item – Submit all of the following documentation in Typhon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Final DNP Scholarly Project</td>
</tr>
<tr>
<td></td>
<td>Verification of Scholarly Project Presentation</td>
</tr>
<tr>
<td></td>
<td>DNP Milestones Checklist (can be found in DNP Milestones Document)</td>
</tr>
<tr>
<td></td>
<td>Scholarly Project Faculty and Clinical Advisors Approval Form (can be found in DNP Milestones Document)</td>
</tr>
<tr>
<td></td>
<td>Clinical Hour Report (Print Clinical Hour Report from Typhon)</td>
</tr>
<tr>
<td></td>
<td>DNP Competency Assessment Form (signed by Student and Faculty Advisor) (can be found in DNP Milestones Document)</td>
</tr>
<tr>
<td></td>
<td>IRB Approval Letter</td>
</tr>
<tr>
<td></td>
<td>IRB Closure Form Completed</td>
</tr>
<tr>
<td></td>
<td><a href="http://osp.ua.edu/site/IRBGrid.html">http://osp.ua.edu/site/IRBGrid.html</a></td>
</tr>
<tr>
<td></td>
<td>Evaluate Final Portfolio and Complete Portfolio Assessment Form</td>
</tr>
<tr>
<td></td>
<td>Graduate Student Handbook</td>
</tr>
</tbody>
</table>
**THE UNIVERSITY OF ALABAMA**  
**DNP Elective Courses**  
**AS OF FALL 2014 STUDENTS WILL NO LONGER NEED AN ELECTIVE**

<table>
<thead>
<tr>
<th>AC – CULVERHOUSE SCHOOL OF ACCOUNTANCY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AC 506 Concepts of Financial and Managerial Accounting.</strong> Three hours.</td>
<td>Spring</td>
</tr>
<tr>
<td>Prerequisite: Admission to the M.B.A. program.</td>
<td>Fall</td>
</tr>
<tr>
<td>Basic accounting concepts and procedures with an emphasis on the use of accounting information by business managers.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHS – COLLEGE OF COMMUNITY HEALTH SCIENCES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHS 520 Basic Epidemiology.</strong> Three hours.</td>
<td>Spring</td>
</tr>
<tr>
<td>Prerequisite: CHS 425 or equivalent.</td>
<td></td>
</tr>
<tr>
<td>A course for students in health-related fields. The basic epidemiologic approach is developed; principles and methods are learned through readings (text and published studies), lectures, discussions, and the preparation of a research design by each student.</td>
<td></td>
</tr>
<tr>
<td><strong>CHS 525 Biostatistics.</strong> Three hours.</td>
<td>Fall</td>
</tr>
<tr>
<td>A course in statistical methods and concepts particularly appropriate for biomedical research and health-related subjects. Topics include descriptive statistics, probability, parametric and nonparametric procedures for one-group and two-group problems, contingency tables, and computer applications.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CSM – DEPARTMENT OF CONSUMER SCIENCES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CSM 537 Developing the Leader Within.</strong> Three hours.</td>
<td>Spring</td>
</tr>
<tr>
<td>In-depth analysis of leadership principles, qualities, styles, and models with a focus on developing leadership skills, potential within the individual students. Designed to assist students in identifying opportunities for improvement.</td>
<td>Summer</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HHE – HEALTH EDUCATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HHE 515 Advances in Health Promotion.</strong> Three hours.</td>
<td>Spring</td>
</tr>
<tr>
<td>Open to graduate students in all divisions of the University. Designed to provide understanding pertaining to advances in the health sciences.</td>
<td>Summer</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td><strong>HHE 520 Health Behavior.</strong> Three hours.</td>
<td>Spring</td>
</tr>
<tr>
<td>Designed to review research literature regarding health behavior and to analyze various models developed to explain health behavior.</td>
<td>Summer</td>
</tr>
<tr>
<td>Fall</td>
<td>***** Recommended – Requires Permit**</td>
</tr>
<tr>
<td><strong>HHE 530 Health Promotional Techniques.</strong> Three hours.</td>
<td>Spring</td>
</tr>
<tr>
<td>Study of current health promotional techniques and programs, designed to facilitate health behavioral change. Emphasis on review of scientific literature concerning the development, implementation, and evaluation of health promotion schemes.</td>
<td>Summer</td>
</tr>
<tr>
<td>Fall</td>
<td><strong>Requires Permit</strong></td>
</tr>
<tr>
<td><strong>HHE 587 Diversity.</strong> Three hours.</td>
<td>Spring</td>
</tr>
<tr>
<td>The purpose of this project is to examine a case study detailing a unique cultural view/experience of the American health system. It also serves to provide health education and promotion strategies to engage diverse populations in interventions.</td>
<td>Summer</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IBA – INTERNATIONAL BUSINESS ADMINISTRATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IBA 550 Global Business.</strong> Variable hours.</td>
<td>Spring</td>
</tr>
<tr>
<td>Prerequisite: Admission to the M.B.A. program.</td>
<td>Fall</td>
</tr>
</tbody>
</table>
A seminar emphasizing the environmental factors affecting international business operations, and studying different economic, social, cultural, legal, and other environmental conditions and their influence on both the formulation and execution of business policy of firms engaged in multinational business.

**SUBJECT TO CLASS DEVELOPMENT (on-line)**

---

### NUR – NURSING

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUR 510</strong></td>
<td><strong>Basic Concepts of Teaching Diabetes Self-Management Techniques</strong></td>
</tr>
<tr>
<td>Winter Interim</td>
<td>Diabetes Self-Management techniques instructs the provider in what manner to impart information that has immediate application for people living with diabetes. The course focuses on application of clinical guidelines for exercise and fitness, nutrition and diet, and the techniques, products, and strategies that help patients learn diabetes self-management techniques that empower them to take charge of their well-being and live healthier lives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUR 511 – Advanced Practice Nursing: Issues in the Care of Older Adults</strong></td>
<td></td>
</tr>
<tr>
<td>Summer Interim</td>
<td>This is an elective graduate nursing course. The purpose of this course is to delve into multiple issues of concern for all older adults and their families. By exploring the greatly varied expectations for well and complicated aging, the student will develop an appreciation for the vast array of issues affecting older adults and the multiple transitions they experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUR 516 - Advanced Diabetes Management: An interdisciplinary approach across the lifespan</strong></td>
<td></td>
</tr>
<tr>
<td>Summer Interim</td>
<td>The course focuses on the primary, secondary, and tertiary prevention and management of diabetes mellitus offering expanded content suitable to students pursuing graduate study in nursing, medicine, nutrition, and other social sciences. Building on the basic and advanced science and clinical management courses a multi-disciplinary approach is offered for the prevention of pre-diabetes, metabolic syndrome, type 2 diabetes, and management of both types 1 and 2 diabetes mellitus across the lifespan. Special emphasis is placed on the prevention and management of the complications and co-morbid conditions potentially resulting from diabetes mellitus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUR 522 - Human Relations Management</strong></td>
<td></td>
</tr>
<tr>
<td>Spring Fall</td>
<td>The course focuses on establishing relationships with person(s) and families, group dynamics, team building, leadership and management skills, negotiation, human diversity in health and illness, conflict management, and rural health issues relevant for case management of rural populations and the CNL role.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUR 524 - Legal/Ethical Issues Healthcare</strong></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>This course will explore ethical issues confronting advanced practice nurses within the practice setting and help them understand the basic principles that guide ethical decision-making. The course is designed to enhance the students’ understanding of value issues and familiarize them with ethical and legal considerations while applying the information to work situations. A variety of topics will be examined include privacy and human rights, women’s health and reproductive rights, children and adolescent issues, whistle blowing policies, nurse anesthesia practice and end-of-life care. Case studies are used and are intended to stimulate thought and class discussion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUR 580 - Fiscal Resource Management</strong></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>This course addresses principles of fiscal resource management and their application to case management. Concepts include cost analysis, budgeting, contract development, financial aspects of program development and evaluation, cost accounting and tracking for rural populations.</td>
</tr>
</tbody>
</table>

---

### OM - OPERATIONS MANAGEMENT

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OM 500 Linear and Network Optimization.</strong> Three hours.</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Prerequisite: MATH 121 or equivalent. Mathematical programming techniques in the decision-making process. Attention is given to the assumptions, development, and administrative implications of linear programming models and network models.</td>
</tr>
</tbody>
</table>
**OM 517 Supply Chain Modeling and Analysis.** Three hours.  
Prerequisite: [OM 500](#) or [OM 506](#).  
This course provides a framework and quantitative methods for designing, managing, and analyzing the supply chain operations needed to support a firm's business strategy. Students will study the structure of supply chain operations in terms of the following categories: facilities, information, inventory, and transportation. Students will analyze the relationship between supply chain structure and performance through case studies and examples that require students to develop analytical models to support their conclusions.  

**OM 523 Inventory Management.** Three hours.  
Prerequisite: [ST 509](#) or [ST 550](#) or [ST 560](#).  
Control techniques for the large multi-term inventories frequently associated with manufacturing supply and wholesale-retail operations are studied. The limitations and usefulness of models in actual practice are discussed. Coverage includes reorder-point procedures, single-period problems, and dynamic situations.  

**OM 524 Manufacturing Scheduling and Control Systems.** Three hours.  
Prerequisite: [OM 500](#) or [OM 506](#) AND [ST 509](#) or [ST 550](#) or [ST 560](#).  
An in-depth, analytical study of the systems used in manufacturing planning and control are covered. Alternative approaches used in practice (such as MRP and JIT) are studied.  

**OM 525 Effective Quality Management.** Three hours.  
Prerequisites: None.  
Provide participants with a broad understanding of philosophies and methods used to enhance organizational effectiveness in a wide range of organizational settings.  

**ST – STATISTICS**

**ST 560 Statistical Methods in Research I.** Three hours.  
Prerequisite: MATH 121 or 125.  
Statistical methods for summarizing data; probability; common probability distributions; sampling and sampling distributions; estimation and hypothesis testing for means, proportions, and variances using parametric and nonparametric procedures; power analysis; goodness of fit; contingency tables; and simple regression and one-way analysis of variance.  

**ST 575 Statistical Quality Control.** Three hours.  
Prerequisite: [ST 550](#) or [ST 560](#) or equivalent.  
Statistical methods useful in control and improvement of manufactured products, including statistical process control with variables and attribute control charts, and process improvement with designed experiments. Emphasis is placed on design, implementation, and interpretation of the techniques.  

---

C:\Users\mjander\Documents\GraduateStudentHandbook 2016-2017_120116.doc
## SCHOOL OF NURSING

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 611</td>
<td>Management of Diabetes Mellitus. Three hours.</td>
<td></td>
<td>Summer 2010</td>
</tr>
<tr>
<td></td>
<td>This course will provide a multidisciplinary framework for the identification of those at risk or who already possess the metabolic syndrome, frank Type 2 diabetes mellitus and its complications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOM 611</td>
<td>Creativity, Research, and Problem Solving Tools. Two hours.</td>
<td></td>
<td>Fall 2010</td>
</tr>
<tr>
<td></td>
<td>This course introduces concepts, theories/schools of thought, and resources in the areas of outcomes measurement and quality management.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 613</td>
<td>Pharmacology and Therapeutics. Three hours.</td>
<td></td>
<td>Fall 2010</td>
</tr>
<tr>
<td></td>
<td>This course focuses on analysis and utilization of principles of pharmacology and pharmacokinetics for the purpose of planning, implementing, and evaluating therapeutic pharmacological interventions.</td>
<td></td>
<td>Spring 2010 Semester</td>
</tr>
<tr>
<td>NCC 613</td>
<td>Acute Care Pediatric pharmacology. One hour.</td>
<td></td>
<td>Spring 2010 Semester</td>
</tr>
<tr>
<td></td>
<td>This course will provide information necessary to safely and competently prescribe medications for infants, children, and adolescents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NPE 613</td>
<td>Primary Care Pediatric Pharmacology. One hour.</td>
<td></td>
<td>Spring 2010 Semester</td>
</tr>
<tr>
<td></td>
<td>This course provides students with information necessary to safely and competently prescribe medications for infants, children, and adolescents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 619</td>
<td>Health Issues of African Americans/Latinos. Three hours.</td>
<td></td>
<td>Summer 2010 Semester</td>
</tr>
<tr>
<td></td>
<td>This course provides students with an overview of health issues and health disparities confronting African American and Latinos in the United States.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCV 630</td>
<td>Advanced Cardiovascular Nursing. Three hours.</td>
<td></td>
<td>Summer 2010 Semester</td>
</tr>
<tr>
<td></td>
<td>This course will provide a conceptual base for students to diagnose and treat human responses to actual and/or potential cardiovascular health problems with concomitant biophysical, psychological, sociocultural and spiritual environmental variables.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCV 631</td>
<td>Electrocardiology for Advanced Nursing Practice. Three hours.</td>
<td></td>
<td>Fall 2010</td>
</tr>
<tr>
<td></td>
<td>Concepts presented in this course include the biophysical, psychological, developmental, and adaptive nature of the human being as it relates to the formation, function, and regulation of the cardiac electrical system.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NGN 631</td>
<td>Gerontology/Geriatrics for Advanced Nursing Practice I. Three hours.</td>
<td></td>
<td>Fall 2010</td>
</tr>
<tr>
<td></td>
<td>Gerontology and geriatrics for Advanced Nursing Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NGN 632</td>
<td>Chronic Health Conditions. Three hours.</td>
<td></td>
<td>Spring 2010 Semester</td>
</tr>
<tr>
<td></td>
<td>This course is designed to provide students with the opportunity to integrate knowledge of selected chronic conditions with previously acquired knowledge concerning the management of health care of patients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NPA 626</td>
<td>Palliative Care for Advanced Nursing Practice. Three hours.</td>
<td></td>
<td>Spring 2010 Semester</td>
</tr>
<tr>
<td></td>
<td>This course provides a theoretical and practical foundation for students to diagnose and manage the health needs of the palliative care patient and family in the delivery of culturally competent care across the life span.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NPA 627</td>
<td>Palliative Care for Advanced Nursing Practice. Three hours.</td>
<td></td>
<td>Summer 2010 Semester</td>
</tr>
<tr>
<td></td>
<td>This course is designed to provide the student with opportunities to integrate in-depth knowledge of health assessment and management skills to provide care for patients with commonly occurring palliative care problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
<td>---------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>NHSA 630</td>
<td>Health Services Marketing Management. Three hours.</td>
<td>3</td>
<td>This course is designed to provide students with the opportunity to integrate clinical skills with business know-how with emphasis on a diverse work force, customer service, and risk management.</td>
</tr>
<tr>
<td>NHSA 640</td>
<td>Nursing Economics. Three hours.</td>
<td>3</td>
<td>Topics include a basic introduction to economics as it applies to nursing, the nursing labor and service markets and critical professional economic issues facing nursing today.</td>
</tr>
<tr>
<td>NTC 650</td>
<td>Instructional Strategies for Teaching in Nursing. Three hours.</td>
<td>3</td>
<td>This course is an introduction to a systematic approach to developing and implementing adult learning experiences.</td>
</tr>
<tr>
<td>NTC 652</td>
<td>Program and Curriculum Development in Nursing. Three hours.</td>
<td>3</td>
<td>This course is an introduction to the educational development process with content that is applicable to course, educational program, and/or curriculum development.</td>
</tr>
<tr>
<td>NTC 654</td>
<td>Evaluation of Instruction. Three hours.</td>
<td>3</td>
<td>This course provides an overview of evaluation techniques applicable to a variety of health related educational settings and learners.</td>
</tr>
<tr>
<td>NUR 630</td>
<td>Principles of Epidemiology. Three hours.</td>
<td>3</td>
<td>This course is intended to provide the advanced practice nurse with a working knowledge of epidemiology and biostatistics as they relate to nursing practice.</td>
</tr>
<tr>
<td>NUR 633</td>
<td>Advanced Growth and Development. Three hours.</td>
<td>3</td>
<td>The content of this course is centered on major theories of development including physiological, psychoanalytic, social, stimulus-response, cognitive, and moral.</td>
</tr>
<tr>
<td>NUR 637</td>
<td>Genetic Principles and Issues. Three hours.</td>
<td>3</td>
<td>No description given.</td>
</tr>
<tr>
<td>NUR 644</td>
<td>Principles of Developmental Care for Newborns and Infants. Three hours.</td>
<td>3</td>
<td>The content of this course provides students an overview of individualized care for newborns and infants to promote optimal development of high-risk infants and families.</td>
</tr>
</tbody>
</table>
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING
DNP Students
Institutional Review Board Guidelines

I. Purpose

The purpose of this policy is to ensure consistency and compliance with policies and procedures set forth by the University of Alabama’s Institutional Review Board (IRB) so as to ensure the safe and ethical treatment of humans as subjects in research, public service, and training programs in fulfilling the University of Alabama’s IRB moral duty and obligation to protect human subjects prior to the commencement of any research study and to discontinue any protocol upon notification of irregular activity warranting such action. To ensure compliance with the operating procedures of the joint DNP program, all students will submit a proposal for their scholarly project to the IRB at their respective sites.

II. Policy

D. All students conducting research, including research on student learning, must follow University protocols for:
   (a) the protection of human subjects in research and the need for approval by the University of Alabama Institutional Review Board (IRB) or its delegated representative, (b) appropriate record-keeping to document adherence to approved procedures, (c) prompt reporting of possible harm or violations of confidentiality to the IRB, and (d) timely annual renewal of approval to allow continuity of data collection if indicated. Failure to observe these requirements can result in loss of all federal funding for the University, as well as individual sanctions against the investigator.

E. All research involving human subjects, research using secondary analysis, and all activities involving data collection from patients, students, faculty, or organizations that may not be conducted as research but which may eventually be published must be submitted to the UA Institutional Review Board (IRB).

F. Graduate students must have approval from their CCN faculty advisor and a Signature Assurance Sheet (select the form from the IRB Forms list) approving the proposal’s readiness for submission to the IRB from the faculty advisor before they submit any proposal for IRB review. The student and faculty advisor should also complete the IRB Application Study Personnel and Study Responsibility Page (select the form from the IRB Forms list). The student is the primary investigator and the faculty advisor should be listed as the second investigator.

G. A research activity involving a human participant cannot commence until all persons involved in the research are appropriately trained. All investigators who submit protocols are required to have IRB training regardless of whether the project is funded or unfunded. This educational requirement includes not only training for the principal investigator but also training for co-investigators, students and any personnel on the project who will be collecting data or intervening with the human participant.

III. Procedure

Step 1: Initiate development of the Doctor of Nursing Practice Scholarly Practice Project. (From the beginning of the degree program through the first week of NUR 738). The formal Scholarly Practice Project Proposal is typically developed in the semester concurrent with NUR 738 Scholarly Project Development Seminar and carried out in Nursing 739 Scholarly Project. As a part of Nursing 738, you should:

   a. Notify CCN faculty advisor of your research interests. You may elect to stay with the assigned advisor or find another faculty member with a more closely aligned research interests. The faculty and student must notify the Assistant Dean of Graduate Programs (ADGP) of any advisor change. (See Change of Advisor form in the Graduate Student Handbook)
b. Prior to the beginning of this course, identify and secure a clinical advisor with similar research interests from the agency where the project will be performed. Obtain the approval of appointment of the clinical advisor from the ADGP.

c. Prior to beginning this course, complete and return the Clinical Advisor Packet forms as directed by your advisor, to secure agency permission for conducting the scholarly project. This will also serve to initiate a Letter of Agreement or contract that must be in place prior to scholarly project implementation. These forms should be submitted to the ADGP.

d. Determine human subjects research requirements at the clinical agency. Provide written documentation of human subject approval from your clinical agency or written documentation that your agency does not have a human subject review process. If agency does not have an IRB, a letter of permission to conduct the project must be submitted with UA IRB proposal.

e. Adhere to established timeframe for obtaining IRB approval as required in the DNP Scholarly Project Proposal process.

**Step 2: Complete Pre-Proposal Activities (from beginning of NUR 738 until second week in February).**

f. Prepare draft of project proposal in eProtocol including a Request for Approval Form (select the form from the IRB Forms list).

g. Complete required Institutional Review Board (IRB) training at [http://osp.ua.edu/site/irb_training.html](http://osp.ua.edu/site/irb_training.html).
   1. Choose “Medical Research”
   2. Choose NIH Training
   3. Complete the registration form
   4. Complete training

h. Sign the [Acknowledgement and Understanding Form for HIPAA](#) and attach proof of training to IRB proposal submission.

i. Consult with faculty advisor to determine proposal readiness for submission to the IRB. Proposal/protocol may not be submitted until approved by your faculty advisor and signature assurance sheet is signed by the ADGP.
   1. Review the [Exemption Eligibility Checklist](#) (select the form from the IRB Forms list)
   2. Sign the [Signature Assurance Sheet](#) (select the form from the IRB Forms list). Faculty advisor will sign and forward to ADGP for signature.

**Step 3: After faculty approval, electronically submit form proposal (refer to the DNP Milestones located in the Graduate Student Handbook) through eProtocol.**

a. Submit proposal electronically using the eProtocol @ [http://osp.ua.edu/site/irb.html](http://osp.ua.edu/site/irb.html)
   1. Click on the [Online Protocol Submission button](#) to be directed to eProtocol.
   2. Follow instructions and include all responses to all questions.
   3. Revise IRB proposal as directed by the IRB and resubmit.
   4. If the initial IRB is altered, modify and resend IRB proposal through eProtocol.

b. IRB approval is granted for a maximum time of one calendar year. If the project exceeds beyond one year, a request for renewal is required.
Guidelines for Development of a Competency-Based Educational Portfolio

A. Purpose

Portfolio Assessment
A competency based portfolio documents professional progress and achievements relative to established criteria.

B. Policy

All students will complete a portfolio in NUR 739 Scholarly Project course. In this context, they are a mechanism for preparing our Doctorate of Nursing Practice (DNP) graduates to move into the job market and obtain positions in health care befitting their advanced practice role.

General Guidelines for Portfolio Development

Students will use the Typhon system. The portfolio must be submitted electronically within the Typhon system to the faculty advisor. No hard copy portfolios will be accepted. While each student’s portfolio is a unique representation of the individual’s professional accomplishments and therefore will vary in appearance and content, there is a measure of standardization due to required documentation relative to each competency.

Examples of portfolio evidence include but are not limited to:
- Professional resume or curriculum vitae identifying education, professional experience, certifications, grants written and/or funded, abstracts, presentations, publications, research, professional activities, leadership activities, community/volunteer activities.
- Philosophy of nursing/advanced practice, personal statement on practice and scholarship
- Case studies/research questions
- Health promotion project descriptions
- Papers/Assignments supportive of competency attainment
- Evidence-based write ups
- Publications, abstracts, proceedings, or other professional communications/presentations
- Clinical practice logs
- Video clips
- Certificates of participation in CEU or other events
- Reflective papers on issues and potential or actual resolution
- Letters of support, acknowledgement or recommendation
- Honors or Awards
- Academic transcript/course syllabi of completed courses
- Evaluations (professional/educational)

A suggested organizational framework for portfolio development includes:

- Cover Page
- Table of Contents
- Detailed Professional Resume or Curriculum Vitae
- Academic Transcript
- Appropriate Advanced Practice Role Competencies and Evidence of Attainment of Competencies
- Supportive Evidence

The portfolio assessment checklist used to evaluate the portfolio is attached to the end of this document.
## Portfolio Assessment-Doctor of Nursing Practice

Evaluation of the DNP exit portfolio produced in NUR 739.

Student Name: __________________________________________________________

Faculty Advisor Name: __________________________________Date______________________________

<table>
<thead>
<tr>
<th>Detailed Ratings</th>
<th>4=Excellent</th>
<th>3=Very Good</th>
<th>2=Good</th>
<th>1=Fair</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Appearance:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the portfolio neat and professional in appearance?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a table of contents with tabs organizing content and supplementary materials?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Practice Competency Attainment:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Is there a copy of the current advanced practice certificate?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Documentation of Professional DNP Role:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there documentation of invited, refereed scholarly presentations?</td>
<td>a.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there publications or the potential for imminent publication(s)?</td>
<td>b.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a role in public service or policy formulation?</td>
<td>c.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the DNP student assumed a leadership role within employing agency or professional organization?</td>
<td>d.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the DNP competency checklist been completed?</td>
<td>e.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Documentation of Continuing Education or additional coursework outside the DNP program supportive to the DNP role:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are certificates and documents of attendance attached and/or indexed?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score___________________
The Joint Doctor of Nursing Practice (DNP) Program requires completion of a total of 1,000 clinical hours (post-bachelor’s), a minimum 540 of which must be completed during matriculation in the DNP Program (post-master’s). The clinical hours represent a clinical immersion that occurs in the planning, implementation, evaluation, and dissemination of the Scholarly Practice Project. Clinical hours may be logged for activities that occur in relation to two courses: 1) 120 clinical hours may be logged for activities in NUR 738; and 2) 420 clinical hours may be logged for activities in NUR 739. Activities for which clinical hours may be accrued include the following:

NUR 738 (120 Clinical Hours)
- Visits to clinical sites for making arrangements for collaborations supportive of Scholarly Project.
- Attendance at key meetings with clinical partners/mentors.
- Time spent at the clinical site to gain understanding of the clinical problem and the system to be addressed in the Scholarly Project.
- Participation in sanctioned clinical activities that will support the Scholarly Project.
- Writing of the Scholarly Practice Project Proposal.
- Writing and submitting the IRB proposal for approval.
- Attendance at conferences/programs/workshops/seminars that will directly contribute to the student’s development, implementation, and/or evaluation of the Scholarly Project Proposal (Faculty approval must be obtained prior to attendance at event).
- Development of Posters/Poster Presentations

NUR 739 (420 Clinical Hours)
- Project implementation
- Data collection
- Data entry
- Data “cleansing”
- Data base development
- Data analysis
- Presentations of project findings/outcomes to clinical site personnel.
- Writing of Manuscript reporting findings
- Attendance at conferences/programs/workshops/seminars that will directly contribute to the student’s development, implementation, and/or evaluation of the Scholarly Project Proposal (Faculty approval must be obtained prior to attendance at event).
- Time spent at the clinical site for various activities related to the project.
- Development of poster/presentations of project/outcomes
- Presentation of project at conferences, intensives.
Philosophy

The Doctor of Nursing Practice (DNP) is distinguished by the completion of a Scholarly Practice Project that demonstrates synthesis of the student’s coursework and lays the groundwork for future scholarship. Because the DNP is focused on mastery of advanced practice in a specialty area, the Scholarly Practice Project should demonstrate the achievement of that mastery. The practice doctorate focuses heavily on practice that is innovative and evidence-based, reflecting the application of credible research findings, through an integrative practice experience. The criteria for the Scholarly Practice Project should reflect the Essentials of DNP education as outlined in the 2006 AACN document1 and listed below:

1. Scientific Underpinnings for Practice
2. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
3. Clinical Scholarship and Advanced Analytics
4. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
5. Health Care Policy for Advocacy in Health Care
6. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
7. Clinical Prevention and Population Health for Improving the Nation’s Health
8. Advanced Nursing Practice.

The Essentials should be reflected in and define the scope of the Scholarly Practice Project. Broadly, DNP education prepares individuals for advanced practice leadership with interdisciplinary, information systems, quality improvement, and patient safety expertise.2,3

Characteristics of Scholarly Practice Projects

The Scholarly Practice Project documents the outcomes of the student’s doctoral education experience, providing a measurable medium for evaluating the mastery of and growth in knowledge and clinical expertise.4 As noted above, the Scholarly Practice Project should represent a synthesis of all classroom and clinical learning experiences that together demonstrates the student’s achievement of program competencies. Thus the Scholarly Practice Project should reflect those outcomes that the DNP program prepares them to meet.

2 Ibid
4 Ibid.
Types of Scholarly Practice Projects

Scholarly Practice Projects are related to advanced practice in the nursing specialty and are designed to benefit a group, population, or community rather than an individual patient. Projects evolve from an identifiable practice problem and are done in partnership with another entity, e.g., clinical agency, health department, government agency, community group. Types of Scholarly Practice Projects* that are acceptable include but not limited to:

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

*Projects are selected and evolve through student collaboration with clinical and faculty mentors.

Examples of Scholarly Practice Project Topics

The list of topics provided below is by no means exhaustive, but illustrates the various ways in which projects can reflect the DNP essentials in various clinical problems, settings and groups/populations.

Translate Research into Practice Application

- Quality improvement (care processes, patient outcomes)
- Implement and evaluate evidence-based practice guidelines
- Design and use databases to retrieve information for decision-making, planning and evaluation
- Conduct financial analyses to compare care models and potential cost-savings
- Implement and evaluate innovative uses of technology to enhance/evaluate care

---


6 Ibid,
• Design and evaluate new models of care
• Design and evaluate evidence-based programs

Evaluate Interventions, Innovations in Care Techniques

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

Health Promotion & Community Health

• Compare strategies for health promotion/disease prevention with various populations/groups (community, schools, churches, etc.)
• Identify trends in patient visits, outreach programs
• Launch collaborative new health promotion program in vulnerable community population and evaluate it
• Develop and evaluate monitoring tools or screening programs
• Evaluate screening protocols
• Evaluate programs (care, training volunteers, education)
• Evaluate community responses to disasters
• Develop and evaluate the impact of self-care models
• Develop and test transition protocols to promote continuity of care across settings
• Evaluate high risk patients and develop approaches for risk reduction (e.g., child and elder abuse) for policy or care improvement

Policy-Related Projects

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

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

Quality and Patient Safety Projects
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

NUR 739 Scholarly Project

DNP Program Competency Assessment

I. **Purpose**

To evaluate student’s fulfillment of the objectives of the DNP Program

II. **Policy**

Faculty will evaluate the student’s mastery of the program objectives in order to ensure that the student has met requirements for advanced practice nursing.

III. **Procedure**

A. In NUR 739, the student’s faculty advisor will complete a Competency Assessment form (attached).

B. The form will be placed in the student’s academic file.
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

NUR 739 Scholarly Project
DNP Program Competency Assessment Form

Student Name______________________________________________________________

Faculty Advisor____________________________________________________________

I. Scientific Underpinnings: Date/Faculty Initials__________
   1. Recognizes the philosophical and scientific underpinnings essential for the complexity of nursing practice at the doctoral level.
   2. Uses science and philosophy in leadership and clinical practice.

II. Organizational and systems leadership for quality improvement and system thinking: Date/Faculty Initials__________
   1. Demonstrates the competencies essential for improving and sustaining clinical care and health outcomes.
   2. Develops interventions and strategies for eliminating health disparities.
   3. Promotes patient safety and excellence in care.

III. Clinical Scholarship and Analytical Methods for Evidence-based practice: Date/Faculty Initials__________
    1. Synthesizes research for practice improvement and evaluation initiatives.
    2. Uses evidence-based practice guidelines for clinical projects.

IV. Technology and information for the improvement and transformation of patient centered care: Date/Faculty Initials__________
   1. Manages technology to support and improve patient care and systems.

V. Health Care Policy for Advocacy in health care: Date/Faculty Initials__________
   1. Advocates for safety, quality, and efficacy of care.
   2. Demonstrates ability to design systems and develop policy that supports improved health care outcomes.

VI. Interpersonal collaboration for improving patient and population health outcomes: Date/Faculty Initials__________
    1. Demonstrates the ability to assume a leadership role on the health care team to improve patient and population outcomes.

VII. Clinical prevention and population health for improving the nation’s health: Date/Faculty Initials__________
    1. Demonstrates proficiency in health promotion and disease prevention.
    2. Applies principles of population-based health care in the scholarly project.
    3. Uses principles of transformational leadership in clinical practice area.

VIII. Advanced nursing practice for improving the delivery of health care: Date/Faculty Initials__________
    1. Demonstrates in-depth knowledge and skills supportive of the practice of nursing and/or nursing leadership at the highest level.

Signatures:
Student_________________________ Date_________________________

Faculty Advisor___________________ Date_________________________

IMPORTANT INFORMATION

ACADEMIC MISCONDUCT: http://graduate.ua.edu/catalog/14100.html

ACADEMIC ADVISEMENT

Please view the advisement policies earlier in the handbook:
- MSN Student Advisement: Policy & Procedure
- Nurse Educator Graduate Student Advisement: Policy & Procedure
- DNP Student Advisement: Policy & Procedure

ACADEMIC SUPPORT SERVICES

The following services are available to assist graduate students in being successful:

- The Writing Center is a free tutorial service provided by the English department. (205-348-5049). Information regarding services for distance education students can be found at http://writingcenter.ua.edu/distance-learners/.

- Help for students with vocational rehabilitation needs can be found through the Office of Disability Services http://ods.ua.edu/services/ (205-348-4285).

- Help for students with special needs is available through the Student Support Services, http://ods.ua.edu/support-services/ (205-348-7087).

- Students having difficulty with the English language should contact the English Language Institute, http://www.eli.ua.edu/. (205-348-7413).

ALUMNI ASSOCIATION - UNIVERSITY OF ALABAMA CAPSTONE COLLEGE OF NURSING ALUMNI ASSOCIATION (UACCNAANAA)

The UACCNAANAA was established to provide support for the CCN. In addition to graduates, membership is open also to faculty, friends, and students enrolled in the Capstone College of Nursing. The general purpose of the association is to increase understanding, appreciation, and support for the goals, programs, and activities of the Capstone College of Nursing.

ATTENDANCE

Students are expected to participate in online activities and attend all required on-campus and scheduled clinical experiences. It is an expectation that graduate students enrolled in online, blended, or onsite courses will check both Crimson and course email daily. Should absences from clinical learning experiences be necessary, students are expected to notify the designated agency contact person as well as course faculty.

All CCN faculties have e-mail and voice mail for telephone messages. Students are encouraged to contact the faculty member directly in the event of an emergency. All faculty can be contacted via e-mail. Students may also contact CCN (205-348-6639) for assistance in locating the faculty member. The receptionist will take a message, if requested. Inability to reach a faculty member personally is not an acceptable reason for failure to notify faculty of non-compliance with course requirements.
CAREER CENTER

Students will be notified of information relevant employment opportunities through postings on class discussion board or via email, as they are made available to the ADGP and faculty.

CLINICAL HOURS STATEMENT

Clinical hours are designed to afford students the opportunity to engage in new activities to meet course and program objectives. Therefore, a student may not count employment hours as credit for clinical hours. Should students' employers allow them to complete clinical course requirements during employment hours, that is between the student and their employers.

The DNP Program requires completion of a minimum 540 clinical hours, which must be completed during matriculation in the DNP Program. The clinical hours represent a clinical immersion that occurs in the planning, implementation, evaluation, and dissemination of the Scholarly Practice Project. Clinical hours may be logged for activities that occur in relation to two courses: 1) 120 clinical hours may be logged for activities in NUR 738; and 2) 420 clinical hours may be logged for activities in NUR 739.

COMMUNICATION

Students and faculty communicate via e-mail so students should check their Crimson e-mail account and their Blackboard Learn emails within each course at least daily. “Announcement” tools within Blackboard Learn courses are used by faculty and GPRO to post information relevant to students enrolled in specific courses.

COURSE SYLLABI

The course syllabus is a course guide only. To meet varying educational and time requirements, it may be changed or modified by the instructor at any time without prior notice. Students will be given written notification when such changes are necessary.

CPR CERTIFICATION

Appropriate CPR Certification is required for all students. Certification renewed annually and must be effective through the entire semester in which a student is enrolled in a clinical nursing course. Certification is the student's responsibility and expense. There are several levels of CPR courses available from the American Heart Association and the American Red Cross. Nursing students must be certified in a course at the healthcare provider level.

DISABILITIES

If you have a disability and may require accommodation in any course, please contact The University of Alabama, Disability Services at 205-348-4285.

DRESS CODE POLICY FOR CLINICAL EXPERIENCES

Graduate students are required to abide by the dress code of the agency of which they practice. MSN students should also wear their student name badge at all times while in the clinical agency.
DROPPING AND ADDING COURSES

For information on dropping and adding online courses, contact the Graduate Program Records Office at 205-348-3071 or 1-800-313-3591.

DRUG AND BACKGROUND SCREENING

In order to certify to clinical agencies where CCN graduate nursing students practice that each student has an acceptable background screen and negative drug screen, students in the all programs will be required to undergo an annual background screen and drug screen obtained through Certified Background.com. (See Appendix B)

FACILITATOR/CLINICAL ADVISOR POLICIES AND PROCEDURES

Prescribed materials for facilitators and/or clinical advisors for the clinical experience can be found at Appendix J. Generally, if the facilitator/clinical advisor is employed by an agency with a preexisting contract with CCN, the packet provided by course faculty will be sufficient for the clinical experience. For facilitators and clinical advisors not having a current contract with CCN, a contract or letter of agreement will be required. The agency administrator employing the facilitator or clinical advisor will have to return a signed letter of agreement for a student to engage in a clinical experience. All facilitator/clinical advisor materials will be reviewed by the Senior Associate Dean’s office. Appendix J – Facilitator/Clinical Advisor Packets

FACULTY AND ADVISORS AVAILABILITY

The College faculty and advisors are available to students throughout the official school terms. Faculty will also schedule additional times or set up specific appointments in person or by telephone when requested. All faculty and advisors have e-mail and voice mail. Students can leave a detailed, private e-mail or voice mail message. Students are encouraged to communicate with their advisor on a regular basis, and should contact their advisor with questions or comments. If the advisor cannot help, students will be directed to the appropriate person.

GRADING POLICIES

See the University of Alabama Graduate catalog and course syllabi for grading information. The CCN Graduate Grading Scale is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>100 Point Scale</th>
<th>Grading Points on the 4 Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0</td>
</tr>
</tbody>
</table>
GRADUATE PROGRAM RECORDS OFFICE (GPRO) (CCN)

The GPRO is located in the Capstone College of Nursing, Room 3011. It is the mission of the GPRO to assist students with their academic needs and concerns. The GPRO is responsible for record keeping within the CCN graduate programs, assisting with the application process, assigning faculty advisers, coordinating the advising process, and determining transfer course equivalencies. In addition, all questions regarding financial aid, scholarships, or information in general should begin in the GPRO. The GPRO can be reached at 205-348-3071 or 1-800-313-3591.

GRADUATE STUDENT SERVICES (THE UNIVERSITY OF ALABAMA)

The University of Alabama’s Graduate Student Services provides services and resources aimed at the unique needs of graduate students to help them succeed academically, personally, and professionally. Graduate Student Services offers orientation for new graduate students, seminars and programs, publications, an extensive web page to keep graduate students informed, Graduate Student Peer Mentoring Program, annual Graduate Student Research Conference, and resources (including books, videos, and software tutorials). For more information, the following contact information is available: Graduate Student Services, Ferguson Center, phone 205-348-6796, Fax 205-348-7610, email http://gradservices.sa.ua.edu/.

The College of Continuing Studies (CCS) offers Academic Outreach, which provides a variety of services for graduate students. You can access the site at http://bamabydistance.ua.edu/student-services/.

GRADUATION

The University of Alabama conducts formal graduation exercises at the end of each term. Visit The University of Alabama Graduate School website for Master’s graduation requirements and procedures at: http://graduate.ua.edu/academics/masters.html#graduation. For Doctoral graduation requirements and procedures visit http://www.graduate.ua.edu/academics/doctoral.html

GRIEVANCE PROCEDURE

The UA Faculty Handbook broadly defines an academic grievance as a student complaint regarding an academic action taken by instructional or administrative personnel at The University of Alabama. An academic grievance may be filed by a student against university personnel including instructional personnel, administrators, or staff members at the University. Examples of academic grievances include, but are not limited to, allegations of unfairness in grading, alleged violation of a written or oral agreement with a student (e.g. course requirements for graduation), and alleged inconsistent applications of existing policies. See Appendix C for the University-Wide Academic Grievance Procedures.

HEALTH AND IMMUNIZATION POLICIES FOR GRADUATE STUDENTS (APPENDIX G)

New students will receive instructions in their admission packets specifying health requirements and other verifications. Proof of compliance will be submitted prior to course registration.

At a minimum, students will need to verify:

1. Drug and Background Screening as specified by CCN
2. Nursing Student Health and Physical Exam Form – Health Form 1
3. Graduate Student TB Test and Immunization Form – Health Form 2 - All immunizations must be complete and current.
4. Substance Abuse Policy and Drug/Alcohol Testing Policy

Continuing students in the program must annually:

1. Complete immunization form (see Form 3) and submit to Graduate Program Records Office (GPRO) verifying that the student has an annual influenza vaccine, and an annual negative TB skin test or negative chest x-ray, which will be in effect for the entire semester.
2. Submit Health Status form (see Form 4) to GPRO indicating that his/her health status is unchanged from the previous year; or student submits a new health and physical exam form (Form 1) signed by NP or M.D. to GPRO indicating that student’s health is adequate for performing clinical nursing activities.

IMMUNIZATION POLICIES

Measles, Rubella, Mumps, Hepatitis B vaccines, Varicella, and other health requirements were developed per CDC and current clinical contractual guidelines.

Hepatitis B Vaccine

Upon admission, students must present to the Graduate Program Records Office (GPRO) in the Capstone College of Nursing proof of immunization for Hepatitis B or a Hepatitis B titer that shows adequate antibody protection. In the event that a titer is performed and antibodies are insufficient to offer immunity, the complete hepatitis series is required. Because most people are known to have insufficient antibodies, many health care providers recommend proceeding directly with immunizations, instead of checking the titer first. Students who have completed the Hepatitis B series prior to enrolling in the Graduate program must provide documentation to GPRO to satisfy this requirement. If a student has not already completed the Hepatitis B series, adherence to the following information is expected. It is highly desirable that the series of 3 injections be completed prior to beginning courses. The minimum expectations however, and proof of immunization injections for hepatitis B are as follows:

- Injections 1 and 2 -- documented on Health Form 2. This form is to be in GPRO prior to course registration.

- Injection 3 -- documented either on Health Form 2 or by official note from the healthcare provider who administered the vaccine. This documentation must be in the GPRO prior to the second semester course registration. FAILURE TO SUBMIT DOCUMENTATION OF THE THIRD INJECTION WILL PROHIBIT ANY FURTHER PROGRESSION IN CLINICAL COURSES IN THE COLLEGE OF NURSING.

Hepatitis B injections are available at the UA Student Health Center (corner of University Blvd. and 5th Avenue), many County Health Departments in Alabama (but not Tuscaloosa), private physicians, and clinics such as the University Medical Center. Plans for all injections should be discussed with the chosen health care provider. The usual time periods for 3 injections are designated as 1 month between first and second injections and three months between second and third injections.
IT IS THE STUDENT'S RESPONSIBILITY TO PLAN A TIME SCHEDULE WITH THE SELECTED HEALTH CARE PROVIDER TO ASSURE THE COMPLETION OF IMMUNIZATIONS TO COINCIDE WITH THE DATES SPECIFIED. Students also are responsible for making all arrangements for receipt of and payment for the vaccine.

**Tetanus Vaccination**

TDaP booster within the past ten years is required, prior to entering the graduate programs.

**HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)**

Graduate students and faculty abide by the Health Insurance Portability and Accountability Act (HIPAA). HIPAA information can be located at the CCN Start Page, [http://nursing.ua.edu/start_page.htm](http://nursing.ua.edu/start_page.htm). All graduate students must submit a signed HIPAA compliance certificate (Appendix H).

**HONORS AND AWARDS**

The College of Nursing seeks to acknowledge students who are outstanding in academic and clinical performance and in leadership. With a few exceptions, most awards and recognitions are given at the CCN graduation reception.

**Sigma Theta Tau International Outstanding Graduate Award**

The Epsilon Omega Chapter of Sigma Theta Tau International, the honor society for nursing, recognizes an outstanding graduate of the College of Nursing each year. The award is given to the student who graduated in the preceding year who demonstrated outstanding achievement and ability in the areas of scholarship, professional involvement, and leadership. The award is presented during Honors Day ceremonies.

**Sara E. Barger Outstanding Graduate Student Award**

The most prestigious award given to a graduate student is the Sara E. Barger Award. The faculty selects one graduate student who possesses the qualities of an outstanding advanced practice nurse.

**Marietta P. Stanton Outstanding DNP Student Award**

The purpose of the Marietta P. Stanton Outstanding DNP Student Award is to recognize a DNP student who demonstrates outstanding progress in achieving the competencies expected of a graduate of the program.

**Innovation in Practice Award**

The purpose of the Innovation in Practice Award is to recognize an outstanding program proposal submitted by a student. One award goes to a MSN student and one to a DNP student.

**Donna R. Packa Excellence in Writing Award**

The purpose of the Excellence in Writing Award is for faculty to identify superior quality of manuscript/paper submitted by a graduate student with potential for publication. One award goes to a MSN student and one to a DNP student.
IMMUNOSUPPRESSED STUDENT POLICY

NOTICE TO STUDENTS IN CLINICAL NURSING COURSES: Persons who are immunosuppressed are more susceptible to contracting diseases caused by microorganisms. If you know or believe that your own immune system is suppressed, please be reminded that you are endangering your own health by participating in clinical learning experiences that involve direct client care. If you have any concerns about your health status, you are encouraged to seek the advice of your health care provider.

INCOMPLETE GRADES

A grade of "I" (incomplete) is evaluated as an "F", and must be removed within the first four weeks of the next term of enrollment. This may result in the student’s overall grade point average dropping below a "B" (GPA= less than 3.0) as a result of the incomplete grade. The evaluations of academic progress of students who register with "I" grades still on their records can result in academic warning or dismissal.

INTERRUPTIONS IN ENROLLMENT

Students who are not registering for consecutive semesters must notify GPRO and complete a Leave of Absence form. (Appendix K).

LIABILITY INSURANCE

The UA System provides a self-insured liability insurance plan for undergraduate and graduate students for a nominal fee, which is charged to your student account.

LICENSURE

Graduate Students must be licensed in any state as a Registered Nurse (RN) where clinical experience will occur. Verification of current licensure is required upon enrollment and after renewal periods. The student must notify the GPRO of any licensure restrictions.

LIBRARIES

The University of Alabama libraries have materials available for teaching, learning, and research by faculty and students. The resources of the libraries exist primarily to support the teaching and research needs of the University community. The University of Alabama libraries include Amelia Gayle Gorgas (Main) and departmental libraries. Departmental libraries include the Business Library, Education Library (McLure), Engineering Library, Science Library, Law Library, and Health Sciences Library. The Graduate School of Library Science is located on the fifth floor of the Main Library building.

Of particular importance to CCN students is the Eric and Sarah Rodgers Library for Science and Engineering. The Rodgers Library is located on the campus of the University of Alabama on the corner of Hackberry Lane and Campus Drive. It is a professional library that serves primarily University students studying in science and engineering professions. The Rodgers Library is an excellent information source for books, periodicals, research reports, legislative documents, pamphlets, and microfilms relating to health, science, and nursing issues. The CCN collection is housed in this facility. Staff at the Rodgers Library can be reached by phone at (205) 348-2100.
The University of Alabama is committed to providing the same library services to distance learners that traditional students utilize. A summary of services offered to distance learners can be found at the following address: http://guides.lib.ua.edu/Nursing and http://guides.lib.ua.edu/distance_learning. Reference Services has established a toll free number to call if you have questions regarding library services. The number is 1-877-479-2121. For additional questions you may have about these services, contact Mangala Krishnamurthy, at mkrishna@bama.ua.edu.

MAKEUP POLICY

Students enrolled in graduate courses are required to complete all course activities and items for evaluation as specified in course materials. All assignments are expected to be submitted on time. If a student is unable to complete an assignment on time, the student must contact the course faculty prior to the due date and time of the assignment to request an extension. Late submissions and make-up work may only be granted in extreme and extenuating circumstances as determined by the course faculty. Course faculty members have the discretion to approve or deny requests for late submissions; and if granted, will outline the terms and conditions for the acceptance of late assignments.

MISCELLANEOUS POLICIES/RULES FOR ON-CAMPUS VISITS

- **SMOKE-FREE POLICY**- Smoking is prohibited in all non-residential University buildings except in designated areas of Ferguson Center, Bryant Conference Center, and Coleman Coliseum.

- **PARKING** is by permit only.

- **FOOD OR DRINKS** are allowed in designated areas only.

**OCCUPATIONAL SAFETY & HEALTH ADMINISTRATION STANDARDS**

Students and CCN faculty abide by the Occupational Safety and Health Administration (OSHA) Standards. All graduate students and faculty must either participate in an annual review of OSHA standards as they relate to bloodborne pathogens and transmission of tuberculosis, or provide documentation of completing this requirement within six months in a clinical agency.

**PARKING PERMITS**

All students, faculty, and staff who park on campus must display appropriate parking permits on their vehicles. The permit will allow you to park in the areas identified by the color. Student parking permits may be obtained from the Parking Services Office, located in the Campus Drive Parking Deck, at 451 Campus Drive E, Tuscaloosa, AL 35401, (205-348-5471). Students must provide an A CTion card and car tag number. Students may register vehicles via the Internet by logging on to http://bamaparking.ua.edu. Parking decals will be mailed to the student’s permanent address.

**PROGRESSION POLICY**

Graduate Retention and Progression Policy

I. Purpose:
The Graduate Retention Policy provides guidance related to retention and timely progression through any program of study. This policy provides transparency and consistency in treatment of graduate students.

II. Policy:

If a student fails to progress in a course the Assistant Dean for Graduate Programs (ADGP) or designee will hold a conference with the student to determine strategies to improve learning, ensure retention, and enhance progression.

III. Procedure:

A. Repeating Courses:
   a. The following policies apply to all students* who are required to repeat a course.
      i. A grade of W (withdrawal), assigned after the last day to withdraw without a grade of W, is equivalent to one unsuccessful attempt to pass that course. The last date to withdraw without a grade of W is typically seven days after the start of classes.
         1. An exception to this would include a fully processed medical withdrawal, which will remove the grade of W once processed.
      ii. If a grade of a D or F is earned in any required course that course must be repeated*.
      iii. If a grade of I (incomplete) is not resolved by the end of the 4th week of the semester following the earned grade (whether or not actively enrolled), the grade of I will be converted to an earned grade of F.
      iv. Once the last day to drop with a grade of W has passed the student considering a withdrawal must notify the faculty of record and contact the Graduate Recruitment and Retention Liaison.
         1. An exception to changing the I to and F can be made if the student and faculty of record have developed a specific written learning contract for completion of all course requirements prior to the end of the semester following the grade of I.
      v. *Note that nurse practitioner [NP] students must attain a B or better in all NP foundational and clinical courses (advanced pathophysiology, advanced pharmacology, advanced physical assessment, all concentration specific role/clinical courses).

B. Progression:

   a. The general academic scholarship rules of the Graduate School of the University of Alabama apply to graduate students enrolled in the Capstone College of Nursing; however, any written agreements entered into by students and the ADGP or designee of the College of Nursing (CCN) takes precedence over the University’s general rule.
   b. Students in a clinical course must pass both the clinical component and the theory component of that course to earn a passing grade.
   c. The following conditions result in academic suspension from CCN:
      i. Two or more Ds or Fs in the same course or two different courses* (see * above related to NP specific requirements)
      ii. Withdrawal (W) from two or more of the same or different courses
      iii. One D or one F in combination with one W

C. Suspension:
a. A student who is academically suspended may request a one-time consideration for reinstatement (see Application for Reinstatement to the Graduate Program in the Capstone College of Nursing)

READMISSION/REINSTATMENT POLICY

Background:

In the course of completing requirements for a graduate degree, a student may not meet requirements for continued enrollment in a program. Once suspended, or no longer enrolled due to unapproved leave of absence or other causes, the student must apply for readmission/reinstatement. This policy and procedure provides consistency in the process of decision-making to provide a responsible recommendation about the potential for success of the student and to approve readmission/reinstatement.

Procedure:

1. Requests for readmission/reinstatement (Appendix A) are sent by the student to the Senior Associate Dean (SAD) who notifies the Dean and the Chair of the Graduate Education Committee (GEC) that a readmission/reinstatement request has been received, including the applicant’s name and CWID.

2. The applicant’s record is obtained by the SAD from the Graduate Program Records Office (GPRO) and the readmission/reinstatement request is added to the record.

3. The chair of the GEC will notify members and the SAD at least one week prior to a scheduled meeting that there is a readmission/reinstatement request, including the applicant’s name and CWID.

4. The applicant’s folder will be available in the Office of Academic Programs for GEC members to review, and members will initial the sign-up sheet when their review is complete.

5. GEC members will review the applicant’s academic record and readmission/reinstatement request prior to the scheduled meeting and come to the meeting with written notes, prepared to discuss the request (Appendix B).

6. The committee will review the data presented, make a recommendation regarding whether the applicant should be readmitted/reinstated, and specify any stipulation that may be appropriate. Documents used to record data on the tool for decision making will be shredded.

7. The GEC chair will forward the committee’s recommendation regarding the readmission/reinstatement request, including the rationale for the committee’s recommendation to the SAD including conditions of reinstatement.

8. The SAD sends recommendation and readmission/reinstatement conditions to the Graduate School for approval.

9. The Graduate School reviews the readmission/reinstatement conditions and approves as is or includes additional conditions.

10. The Graduate School sends readmission/reinstatement conditions to the College Dean for final letter.

11. The Dean of CCN sends out readmission reinstatement letter and sends a copy to the Graduate School for the student’s file.

REGISTRATION

Students should check their Crimson email routinely for registration updates.
RESEARCH

All research involving human subjects, research using secondary analysis, and all activities involving
data collection from patients, students, or faculty that may not be conducted as research but which
may eventually be published must be submitted to the UA Institutional Review Board (IRB).
Graduate doctoral students must have approval from their Advisory Committee and a letter
approving the proposal’s readiness for submission to the IRB from the Committee Chair before
they submit any proposal for IRB review. The IRB Compliance Officer will make the decision
about whether the research is exempt, eligible for expedited review, or requires full board review by
either the Medical IRB or the Non-Medical IRB. The IRB requires that both the student and the
Committee Chair have completed research training in ethics at the approved site (identified on IRB
website) and a copy of the completion certificate must be attached to the IRB proposal. The
student and the faculty are also required to report adverse events in the research to the IRB, whether
or not such events could have been anticipated. Reportable events include participants’ severe
emotional or physical reactions or injury from or during the research and situations, which
compromise the confidentiality of data or impede study progress, such as the loss of data files or
consent forms. Students who are employed on grants, contracts, or other sponsored (funded)
projects or who work uncompensated in a UA research facility or field research setting must sign a
certificate available from the IRB website describing understanding of the University’s rules
governing intellectual property and the ethical conduct of research. The University is upgrading its
human participant’s research protection program and seeking voluntary accreditation. This means
that changes in policies, procedures, and forms are occurring frequently. Students are urged to visit
the IRB website before each application or activity to obtain the most current forms and directions.
If work is to be published, the student and supervising faculty should prepare a contract specifying
the responsibilities of each prospective author, the order of authorship, and allowable future use of
the material by the student and the faculty.

RESOLUTION OF CONCERNS

Students are encouraged to seek the guidance when a problem arises. If the problem is related to a
course or course faculty member, resolution should be sought through a conference with that
person. If the problem is not resolved at that level, the student should notify the faculty member (in
writing) that the problem is not resolved and allow time for a response before moving to the next
level. The next level in the chain of command is the course leader. The course faculty member will
provide this information. Follow the same process of a conference, allow time for resolution, and
then notify the course leader (in writing) if the problem is not resolved (again allowing time for a
response). The next level is the Assistant Dean for Graduate Programs. Send a brief explanation of
the problem and the steps taken to date. Be sure to include email documents notifying the course
faculty and the course leader of the intent to move up the chain of command.

SCHOLARSHIPS AND TRAINEESHIPS

The first step in securing scholarships is completing a Free Application for Federal Student Aid
(FAFSA).

A variety of programs are available for graduate students such as scholarships, federal student loans,
grants, and traineeships.
The Financial Assistance Handbook offers a step-by-step guide to help you find and apply for financial assistance. You may also contact the Office of Student Financial Aid for assistance.

Federal Government Assistance

The Health Resources and Services Administration (HRSA) also offers scholarships and loans for nursing education.

Alabama Board of Nursing Scholarships

At various times, the Alabama Board of Nursing offers scholarships.

College of Continuing Studies, The University of Alabama

The College of Continuing Studies offers scholarships that are specifically available to distance students.

Capstone College of Nursing, The University of Alabama

Scholarships available from the Capstone College of Nursing are administered through the Office of Nursing Student Services (ONSS).

American Association of Colleges of Nursing/Financial Aid/Scholarship Information

An extensive listing of graduate nursing scholarships can be found on the American Association of Colleges of Nursing website.

Nursing Faculty Loan Program

Nursing Faculty Loan Program funds are available to EdD Nurse Educator students.

Additional Funding Sources

Funding sources can be found through an internet search. An example is DiscoverNursing.com

It is also a good idea to check with nursing organizations such as the American Association of Colleges of Nursing (AACN) as they often make monies available to support advanced nursing study. An extensive listing of graduate nursing scholarships can be found on the AACN website at http://www.aacn.nche.edu/Education/financialaid.htm#grad.

SIGMA THETA TAU, INTERNATIONAL: HONOR SOCIETY OF NURSING INDUCTION

Sigma Theta Tau International was founded in 1922 at Indiana University by six nursing students. The Honor Society of Nursing has grown to include more than 500 chapters associated with university schools or colleges of nursing in multiple countries. Sigma Theta Tau International is a member of the Association of College Honor Societies. The Capstone College of Nursing Honor Society was established in 1979 as a prerequisite for the 1982 chartering of a Sigma Theta Tau Chapter. Epsilon Omega Chapter and Sigma Theta Tau International ascribe to the following purposes:

1. Recognize superior achievement.
2. Recognize the development of leadership qualities.
3. Foster high professional standards.
4. Encourage creative work.
5. Strengthen commitment to the ideals and purposes of the profession.

Membership is by invitation. Eligible graduate students must have the following qualifications:

1. Have at least a GPA of 3.5 (based on a 4.0 grading scale)
2. Have completed 25% of the nursing curriculum

Students who have not completed 25% of the curriculum may apply for induction as a Nurse Leader at any time (please visit the Sigma Theta Tau International website). In March, eligible students will receive a letter informing them of their eligibility and inviting them to accept membership.

Induction of new members is held each spring in conjunction with Honors week.

STUDENT HEALTH CENTER

The Student Health Center consists of outpatient treatment of illnesses, injuries, and minor surgical procedures. Preventive care, physicals, and gynecological examinations are available. There is also a pharmacy, a laboratory, and an x-ray department. Charges are incurred for specialized services, casts, appliances, and special supplies, prescribed drugs, laboratory, and x-ray studies. The student is responsible for fees for any services of non-staff physicians or by consultants and the cost of hospitalization or services other than those provided by the Student Health Center.

STUDENT REPRESENTATION ON CCN COMMITTEES

The CCN Faculty Organization provides for student membership on the following committees: Graduate Education, Student Life, and Organizational Performance and Strategic Planning.

Detailed functions of committees with student representation are available in the GPRO. Students will be informed of graduate student vacancies on CCN committees. Student concerns within the scope of the purposes of these committees should be shared with the student representatives to the CCN committees.

Students are also appointed to serve on appropriate ad hoc committees. For example, students have served on Dean and Associate Dean Search Committees and on Self-Study Steering Committees.

SELECTED UA GRADUATE SCHOOL POLICIES

Graduate School policies are located in the 2014-2016 UA Graduate Catalog on the UA Graduate School website located at http://graduate.ua.edu.

TURN-IT-IN POLICY

I. Purpose

The primary objective in using Turnitin in courses is as an educational tool: to enhance the students’ knowledge about responsible writing and understanding of plagiarism. This objective allows students to develop optimal academic practice in writing for publication. By minimizing the risk of submitting plagiarized work for publication, a quality manuscript is produced by the student. Thus, this policy presents uniform guidelines for the use of Turnitin for graduate courses.
II. Policy
   a. Turnitin will be required for the final manuscript submission in NUR 739
   b. Turnitin is a faculty option for other graduate courses.

III. Procedure
   a. Opportunity for discussion of academic integrity and plagiarism is expected at the beginning of each course.
   b. Courses utilizing the Turnitin service will post the following notice in the academic policy section of the course syllabus:

   “The University of Alabama is committed to helping students uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents.”
   c. Students may use an alias for their name and are responsible for notifying faculty of name used.
   d. Personal identifiable information related to the College of Nursing or the student should be removed to ensure privacy protection.
   e. Evaluation of the Originality Report is completed by the faculty of record to determine if the parts identified by Turnitin are similar or identical, are potentially plagiarized text. After careful evaluation, if plagiarism is suspected, faculty will consult the College of Nursing and University Academic Integrity policy before approaching a student about possible plagiarism.

UA POLICY ON SEXUAL HARASSMENT

The University of Alabama is committed to providing a positive, discrimination-free educational and working environment which recognizes the worth and dignity of every person and fosters respect among all members of the University community. Sexual harassment is unacceptable conduct within the University and shall subject the offender to possible disciplinary action up to and including suspension or dismissal. Any student who believes that she or he is being sexually harassed by a faculty member or staff member is encouraged to make the problem known to the Affirmative Action Coordinator, Priscilla Payne, at (205) 348-1040 or payne015@ua.edu, of the College of Nursing. Complaints of sexual harassment in clinical experiences off campus should be reported to the student's clinical faculty member or to the Affirmative Action Coordinator. Complaints of harassment outside academic departments, schools, and colleges should be addressed to the Vice President of Student Affairs. The University of Alabama's Sexual Harassment Policy is available from the Office of Student Life in the Ferguson Center.
APPENDICES

Appendix A:  
**Appropriate Use of Computers at the Capstone College of Nursing**

Appendix B:  
**Drug and Background Screen**

Appendix C:  
**University Wide Academic Grievance Procedures**

Appendix D:  
**Policies and Procedures Regarding Instances Involving Blood or Blood Products to Blood Contact**

Appendix E:  
**Substance Abuse Policy**

Appendix F:  
**Plagiarism and Falsification of Data: Graduate School Policy**

Appendix G:  
**Health and Immunization Policies**

Appendix H:  
**HIPAA Compliance Certificate**

Appendix I:  
**Change of Advisor Form**

Appendix J:  
**Facilitator/Clinical Advisor Packets**

Appendix K:  
**Leave of Absence**
APPENDIX A
Appropriate Use of Computers at the Capstone College of Nursing

I. Purpose
Computers are available in the Capstone College of Nursing to facilitate and enhance the teaching/learning process and to assist with the communication needs of the faculty, staff, and students.

II. Policy
The Capstone College of Nursing maintains computers in both the Lowery Learning Resources Center and in faculty/staff offices. All persons using these computers must exhibit appropriate behaviors to ensure optimal teaching/learning environments. Individuals found in violation of these behaviors may face charges of non-academic misconduct. Punishment for such acts may include suspension and/or loss of computer privileges, possible expulsion from the University.

III. Assumptions
A. All faculty, staff, and upper division students automatically are given user accounts on the Capstone College of Nursing network. Lower division CCN students may receive a user account upon request to the Manager of Area Computing Services.

B. The Capstone College of Nursing is an open lab for all University students. Non-nursing students may apply for a user account from the Manager of Area Computing Services.

C. Individual computer passwords must remain private. No one should ever login with the password of another student, faculty, or staff.

D. The computer facilities available in the Capstone College of Nursing are for use in University of Alabama classes and activities.

E. Users wishing to install software on individual computers must receive prior permission from the Manager of Area Computing Services.

F. Computers should not be used for monetary gain of any kind.

G. Computers should not be used for viewing offensive material or pornography of any type. Viewing of pornographic material is also a violation of the Capstone College of Nursing policy; it is also a violation of University policy. Viewing some pornographic material is also a violation of Alabama State law.

H. Computers should not be used for sending chain letters.

I. Unsolicited mail should never be sent to students, faculty, or staff mailing lists.

J. System personnel may monitor computer activities. Use of CCN computer facilities expressly gives consent to such monitoring.

IV. Procedures
A. Inappropriate use of computer facilities may be reported to the Director of Technology and Distance Education, the Manager of Area Computing Services, CCN faculty, the Senior Associate Dean at CCN, or the Dean of the Capstone College of Nursing.

B. The inappropriate behavior will be reviewed and discussed with the individual. This review may include the Director of Facilities, Technology and Distance Education, the Manager of Area Computing Services, CCN faculty, the Senior Associate Dean at CCN, or the Dean of the Capstone College of Nursing.

C. If warranted, findings of unauthorized or criminal activity may be turned over to other University or law enforcement officials.
APPENDIX B
Drug/Background Screening

Dear Graduate Student:

In order to certify to clinical agencies where CCN graduate nursing students practice that each student has an acceptable background screen and negative drug screen, students will be required to undergo an annual background screen and drug screen.

The background screen and drug screen will be obtained through Certified Background.com. Students will be required to undergo a background screening upon admission to graduate program and annually while enrolled in the graduate program. Students will be required to undergo a drug screen consisting of a 10 panel urine off-site screen upon admission to graduate program and then annually.

The screening cost will be approximately $80.00 which includes the background screening ($40.00) and the drug screening (10 panel urine $40.00). All costs associated with screenings will be the responsibility of the student. Along with this letter, you will find student instructions for obtaining the background screen and drug screen.

Continuation in the graduate program will be withdrawn for students who:

a) refuse to submit to the background screen or drug screen; and/or
b) have been convicted of or have pending a charge that would not be acceptable for clinical practice or have a positive drug screen.

If you have additional questions, please contact me at 205.348.3071.

Sincerely,

Alice L. March, PhD, RN, FNP, CNE
Assistant Dean for Graduate Programs
Associate Professor

Box 870358
Tuscaloosa, AL 35487-0358
(205) 348-6639
FAX (205) 348-5559
http://nursing.ua.edu/
APPENDIX C
University-wide Academic Grievance Procedure

A. Academic Grievance

A. A student academic grievance is broadly defined as a student complaint regarding an academic action taken by instructional or administrative personnel at The University of Alabama. An academic grievance may be filed by a student against university personnel including instructional personnel, administrators, or staff members at the University. Examples of academic grievances include, but are not limited to, allegations of unfairness in grading, alleged violation of a written or oral agreement with a student (e.g. course requirements for graduation), and alleged inconsistent applications of existing policies. For a protest of a final course grade or other final comprehensive evaluations to be considered, the protest must be based upon one or more of the following grounds and upon allegation that the ground or grounds cited influenced the grade assignment to the student's detriment:

1. Arithmetic or clerical error.
2. Arbitrariness, possibly including discrimination based upon race, sex, religion, or national origin of the student.
3. Personal malice.

Grievances related to course grades normally should be filed during the semester in which the alleged action takes place, but such protest must be made not later than the last day of classes of the next succeeding regular semester. This grievance procedure is not available in cases where a decision has been appealed, and been afforded a committee hearing, and the appeal has been denied.

B. A student must file a grievance in the academic department (academic department is a phrase that also refers to academic program or area if these terms apply) of The University of Alabama in which the alleged action took place. Academic grievances shall be resolved by the department head in the division where the grievance took place. Grievances concerning matters that are not within the jurisdiction of a particular academic division and grievances against the divisional academic dean must be resolved by the Provost/Vice President for Academic Affairs. Grievances against the department chairperson must be resolved by the divisional academic dean. Appeals from the academic dean's decisions may also be made to the Provost/Vice President for Academic Affairs.

II. Resolution by Department Chairperson

A. A student who believes that an academic action has unjustly affected him/her may file a grievance with the department chairperson. The facts and circumstances, which are bases for the academic grievance, should be presented to the department chairperson in written form.

B. The department chairperson will schedule a conference with the student who has brought the grievance, reissue the student a copy of the University-wide Academic Grievance Procedures, ascertain the circumstances involved, and review any materials or circumstances pertinent to the grievance to determine if there seems to be a reasonable or sound basis for the academic grievance. If the chairperson
decides there may be a reasonable or sound basis for the academic grievance, or if the student insists on filing the grievance anyway, then the department chairperson will arrange conferences with the student and other person(s) involved.

C. Prior to these conferences, the other person(s) involved will be given a copy of the written grievance and will be reissued a copy of the University-wide Academic Grievance Procedures. Both the student and other person(s) will be informed that the purpose of conferences scheduled by the department chairperson is to attempt to resolve the issue informally. Both parties will be informed that they have the right to present any evidence, supporting witnesses, or any other relevant information during these conferences.

D. At the beginning of these conferences, the department chairperson will inform the student and other person(s) involved that the purpose of these meetings is to attempt to resolve the grievances informally. The department chairperson will act as intermediary between the student and other individual(s) with whom the student has a dispute. If a mutually satisfactory resolution can be reached, the academic grievance is resolved.

E. If a resolution cannot be reached informally between the student and other person(s) involved, then the matter will be forwarded to the academic dean to be resolved.

III. Resolution by Academic Dean

A. Any matter not resolved by the department chairperson will be resolved by the academic dean. The dean may act alone or in the conjunction with a standing divisional committee or an ad hoc committee appointed by the dean, but the dean will make the decision. The academic dean will arrange conferences with the faculty or staff member, student, and others, as may be appropriate, to discuss the matter in question. The student and other person(s) involved will be given an opportunity to make a statement, present evidence, witnesses, or materials pertinent to the academic grievance; during these conferences both parties can be accompanied or advised by anyone either party chooses. The academic dean, after careful deliberation, will render a decision.

B. Notice of the dean's decision will be sent by certified mail to the student with copies to the faculty or staff member and other involved parties; either party may appeal the dean's decision to the Office for Academic Affairs if the appeal is filed within 15 working days of the date of mailing of the dean's decision.

IV. Appeal

A. The dean's decision may be appealed to the Office for Academic Affairs within 15 working days of the mailing of the dean's decision. Appeals must be based on substantive grounds such as procedural errors, new information, or inconsistencies in the application of policies.

B. When an appeal is received by the Office for Academic Affairs, an official from that office will schedule a conference(s) with the student and other concerned parties to discuss the reasons for the appeal. If meetings with the student and other concerned
parties result in an agreeable solution to the matter, the appeal process will end. If no such solution is reached, the official from the Office for Academic Affairs will recommend to the Provost/Vice President for Academic Affairs, giving reasons for the recommendation, whether the appeal should be heard or denied. If the Provost/Vice President for Academic Affairs denies the appeal, the appeal process will end. If the appeal is to be heard, the official from the Office for Academic Affairs will convene a panel to resolve the issues that remain. The panel will consist of a person designated by the Vice President for Student Affairs, a person designated by the Provost/Vice President for Academic Affairs (not the official convening the panel), one student (appointed by the President of the SGA), and one faculty member (appointed by the President of the Faculty Senate); both the student and the faculty member will come from the division holding jurisdiction for resolving the academic grievance if it is possible to find such people who have no prior connection with the case. In cases involving graduate students, the faculty and student members of the appeal panel should hold graduate faculty or graduate student status respectively. The person designated by the Provost/Vice President for Academic Affairs will serve as hearing administrator and will coordinate and preside at all meetings conducted to resolve the academic grievance appeal.

C. The hearing by a panel is an administrative hearing and the proceedings will be informal rather than those used in courts of law. The panel may admit any evidence, which is of probative value in determining the issues, subject to the panel’s judgment as to the relevance, credibility, and weight of the evidence. The panel may ask the parties to produce evidence on specific issues, may examine witnesses, and may call and examine its own witnesses. The student may be represented at the hearing by a person of his or her choice; if the student is represented by an attorney, then the other parties may be represented by a person from the Office of the University Counsel. Each party (or the representative of the party) will have the right to confront and cross-examine all opposing witnesses. The panel will decide each of the issues raised in the appeal. The panel’s decision will be final and will conclude the process insofar as the University is concerned.

D. A decision contrary to the student’s position must be supported by the votes of at least three of the four panel members. The panel will give written notice of its decision to the student, the faculty or staff member, the dean, and the Provost/Vice President for Academic Affairs. *from UA Faculty Handbook, 1999
APPENDIX D

Policies & Procedures Regarding Instances Involving Blood or Blood Products-to-Blood Contact*

*In the remainder of this document, blood or blood products-to-blood contact is referred to as accidental exposure to blood or blood products. (These exposures include accidents such as needle sticks, open wounds, breaks in the skin, etc.).

Assumption
When an incident occurs that involves accidental exposure to blood or blood products, the situation is one that demands immediate attention because of the potential effects it can have on the health of the student.

Policies
1. All students are required to complete at least the first two of three immunizations in the Hepatitis B series. The third immunization in the series must be completed prior to beginning the second clinical nursing course.

2. The potential dangers of situations involving accidental blood exposure are discussed with students in their first clinical nursing course. In subsequent courses, the Hepatitis B/HIV packet obtained for the first clinical nursing course contains reminders of procedures for infection control, and students are reminded about the procedures to follow when accidental exposure to blood or blood products occurs.

3. Students must wear appropriate protective equipment when performing any task(s) that may involve exposure to blood or body fluids.

4. Students are responsible for reporting immediately to their faculty member or to their preceptor any incident that involves accidental exposure to blood or blood products.

5. Students are responsible for adhering to established policies and procedures of the College and the clinical agency when situations of accidental exposure to blood or blood products occur.

6. The student may choose at any point to refuse follow-up treatment after an accidental exposure to blood or blood products; however, this decision must be communicated in writing to the office of the Senior Associate Dean; Capstone College of Nursing.

7. The student is responsible for arranging for any follow-up testing or prophylaxis that is recommended as a result of initial testing after accidental exposure to blood or blood products.

8. All costs incurred as a result of accidental exposure to blood or blood products, including laboratory tests for both the student and the patient, are the student’s financial responsibility.

9. Prior to beginning clinical experiences, including internships and preceptorships, faculty who supervise the clinical experiences are responsible for assuring that the clinical agency staff and/or preceptor and preceptee understand the procedure to follow when there is an accidental exposure to blood or blood products.
10. Documentation of the accidental exposure to blood or blood products is placed in the student record by the faculty member.

11. The Capstone College of Nursing adheres to the *Updated U. S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Post-Exposure Prophylaxis*, CDC, June 29, 2001, [http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a1.htm](http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a1.htm)

**General Procedures to Follow When Accidental Exposure Occurs:**

1. Should an exposure to blood or body fluids occur from a needle-stick in the campus laboratory or a clinical setting, the student should:
   a. Allow the wound to bleed freely—milking the wound to promote bleeding is recommended.
   b. Wash the wound vigorously with soap and water.
   c. Report the incident to the clinical instructor.

2. The student and faculty member follow the clinical agency guidelines for initial treatment of an accidental exposure to blood or blood products. If the tested blood or blood product in question is positive, the student is to be advised by the health care institution’s Infection Control Coordinator (or a person in a comparable position) about the type of prophylaxis that is required. The student may then elect to receive prophylactic treatment from the agency, Russell Student Health Center, Capstone Medical Center, or the student’s private health care provider.

3. The student, faculty member, or preceptor must complete an incident report and any other forms required by the agency. The CCN form, Statement Related to Incidents Involving Blood or Blood Products – to Blood Contact – or a summary containing similar information is completed by the student and faculty member or preceptor. The faculty member submits the form or summary, and a copy of the incident report if available, to GPRO to be placed in the student’s record.

4. The student arranges for any recommended follow-up treatment with the Russell Student Health Center, the Capstone Medical Center or a private physician.
## Summary of Bloodborne Pathogens, Prevention, Prophylaxis and Treatment

<table>
<thead>
<tr>
<th></th>
<th>Hepatitis B</th>
<th>Hepatitis C</th>
<th>HIV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Virus type</strong></td>
<td>DNA hepadnavirus</td>
<td>RNA flavivirus</td>
<td>RNA retrovirus</td>
</tr>
<tr>
<td><strong>Risk to health care workers</strong></td>
<td>30% (unvaccinated person) 6% to 62% range</td>
<td>2% to 3% (unvaccinated person) 0% to 7% range</td>
<td>0.3% percutaneous 0.1% mucous membrane</td>
</tr>
<tr>
<td><strong>Transmission</strong></td>
<td>Blood, serous fluids, saliva, vaginal fluid,* semen*</td>
<td>Blood</td>
<td>Blood, serous fluids, semen,* vaginal secretions,* breast milk*</td>
</tr>
<tr>
<td><strong>Incubation period</strong></td>
<td>4 weeks to 28 weeks</td>
<td>2 weeks to 24 weeks</td>
<td>6 days to 6 weeks</td>
</tr>
<tr>
<td><strong>Prevention</strong></td>
<td>Universal precautions</td>
<td>Standard precautions</td>
<td>Standard precautions</td>
</tr>
<tr>
<td><strong>Prophylaxis</strong>*</td>
<td>Hepatitis B vaccine, HBIG</td>
<td>No approved post exposure prophylaxis</td>
<td>Anti-retrovirals</td>
</tr>
<tr>
<td><strong>Treatment</strong></td>
<td>Alfa-interferons, nucleosides</td>
<td>Alfa-interferons in combination with ribavirin</td>
<td>Anti-retrovirals</td>
</tr>
</tbody>
</table>

*should be begun immediately

*These fluids are generally not associated with transmission in health care workers.

APPENDIX E
Substance Abuse Policy/Drug/Alcohol Testing Policy

I. Required Adherence to University's Drug-Free Campus and Work Place Policy

The University is committed to maintaining a drug and alcohol-free workplace and academic environment; therefore, the use of illegal drugs and the unauthorized use of alcohol by members of the University of Alabama community will not be tolerated. Accordingly, the University has adopted a Drug-Free Campus and Work Place Policy that requires students attending or participating in university-sponsored activities to do so free from the presence of illegal drugs and/or the unlawful possession or use of alcohol. This policy is accessible at [http://policies.ua.edu/drugfree.html](http://policies.ua.edu/drugfree.html). All Capstone College of Nursing students must become familiar with and comply with this University-Wide policy, which applies to behavior that occurs not only on the University campus, but also on property owned or controlled by the University and at University-sponsored or University-supervised activities, such as student nursing activities at affiliating clinical agencies. In addition, all students are subject to all applicable federal, state, and local laws addressing illegal drug and alcohol use, which are briefly described in the above-mentioned policy, as well as in the University’s Student Code of Conduct. The Capstone College of Nursing Substance Abuse Policy and Drug/Alcohol Testing Policy, as described below, is intended to complement the University’s Drug-Free Campus and Work Place Policy.

II. Purpose of Substance Abuse and Drug/Alcohol Testing Policy

For obvious health and safety concerns, nurses must conduct health care and educational activities fully in control of their manual dexterity and skills, mental faculties, and judgment. The presence or use of drugs or alcohol, lawful or otherwise, which interferes with the judgment or motor coordination of nursing students in a health care setting, poses an unacceptable risk for patients, colleagues, the University, and affiliating clinical agencies. Preventing and/or detecting substance abuse, as defined below, is particularly critical in the Capstone College of Nursing’s Upper Division of the BSN program, EdD, DNP and the MSN program, where students spend a considerable amount of time learning patient care in a variety of clinical settings. The Capstone College of Nursing recognizes its responsibility to endeavor to provide a safe, efficient academic environment for students and to cooperate with clinical agencies in providing for the safe and effective care of their patients during nursing students’ clinical experiences in their facilities. Therefore, the following policy has been adopted to:

A. Proscribe substance abuse and/or activities or behaviors a) that are prohibited by the University’s Drug-Free Campus and Work Place Policy, or b) which may subject the involved student, other individuals, and the University to legal penalties or consequences, or c) which may cause a deterioration of the atmosphere and circumstances under which the care of patients and the nursing educational programs are conducted;

B. Identify students in the upper division of the BSN program, EdD, DNP or in the MSN program who may have a drug or alcohol-related impairment or conviction that may impact their ability to learn safe nursing care practices or that may create unacceptable risks for the University or clinical agencies in which students have clinical experiences;

C. Cooperate with affiliating clinical agencies by requiring nursing students reporting to such agencies to consent voluntarily a) to allow those agencies to drug test the student in
accordance with their policies, and b) to disclose any drug testing results to appropriate Capstone College of Nursing officials; and

D. Require all students enrolled in the Capstone College of Nursing to submit to mandatory drug testing based upon reasonable suspicion of substance abuse.

1. Definitions of Terms Used in Policy

Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens of the human body for detecting a drug or alcohol.

Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants, depressants, narcotic or hallucinogenic drugs, cannabis substances, such as marijuana and hashish, cocaine, heroin, methamphetamine, phencyclidine (PCP), and so-called designer drugs and look-alike drugs.

Impaired means that a person’s mental or physical capabilities are reduced below their normal levels (with or without any reasonable accommodation for a disability). An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor, and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon chemical substances.

Nursing student means any individual formally enrolled in the Capstone College of Nursing in pursuit of the BSN, EdD, DNP or MSN degree, including registered nurses (RN) and students taking courses via distance education, special students, or in postgraduate study, either alone or in combination with any other degree, regardless of the specific location of the student.

Reasonable suspicion means that evidence which forms a reasonable basis for concluding that it is more likely than not that, a person has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.

Substance abuse means (a) the manufacture, use, sale, purchase, distribution, transfer, or possession of an illegal drug by any nursing student while on University or affiliated clinical site premises or while participating in any University or affiliated clinical site-sponsored or related activity, including any nursing-related course or clinical training activity; (b) the consumption, possession, or distribution of alcohol, unless approved by the University or clinical agency, by any nursing student while on University or affiliated
clinical site premises or while participating in any University or affiliated clinical site-sponsored or related activity, including any nursing-related course or clinical training activity; and (c) a nursing student’s use of alcohol or any drug in such a way that the student’s performance in any nursing course, including activities at any clinical site, is impaired.

III. Policy Requirements

A. Drug and Alcohol Proscriptions and Duty to Notify of Drug/Alcohol Convictions

1. Substance abuse as defined in this policy or a violation of any term of the University of Alabama Drug-Free Campus and Work Place Policy while engaged in any clinical experience is strictly prohibited. All students enrolled in Capstone College of Nursing courses or programs are required to abide by these rules when reporting to nursing-related courses and clinical experiences and while at affiliating clinical agencies (including parking lots and grounds). Nursing students who violate these rules will be deemed unable to meet the essential qualifications/functions of the nursing curriculum.

2. Under no circumstance should nursing students participate in nursing-related courses or clinical activities while they are impaired.

3. Nursing students determined by appropriate Capstone College of Nursing officials to have violated these proscriptions will be dismissed from the Capstone College of Nursing.

4. A violation by any nursing student of any state or federal statute, or regulation established pursuant to such statute, pertaining to the manufacture, improper possession, sale, use, or distribution of a drug or alcohol is strictly prohibited. Such violation, if substantiated, will result in the student’s dismissal from the Capstone College of Nursing. A nursing student who fails to notify the Dean of the Capstone College of Nursing within five days of an administrative action or legal conviction for any such violation will be subject to dismissal from the Capstone College of Nursing.

B. Required Disclosure of Drug Use/Non-Use for Students in the Upper Division of the BSN Program or in the MSN Program

1. Students in the Upper Division of the BSN program, EdD, DNP or in the MSN program will be required to provide (among all other items of information) a signed statement that he or she does or does not engage in substance abuse activities as defined herein. Further, he or she must indicate any legal convictions pertaining to the manufacture, use, possession, sale or other distribution of illegal or legally controlled substances; pertaining to or related to the abuse of alcohol or any other chemical substance; and the consequences of any such conviction(s). (See Attachment A)

2. Whenever a nursing student’s academic or clinical performance is impaired, particularly in the clinical setting, the University reserves the right to require the student to submit to drug testing. See Section III D below.

3. Failure to provide the above-required information, past legal convictions for activities related to illegal or legally controlled substances, and/or information or evidence that reasonably establishes a past pattern of chemical substance abuse will be grounds for dismissal from the program. However, prior legal convictions related to chemical
substances will be considered along with all other information pertaining to the individual, and will not produce automatic dismissal from the program. Discovery that false, fraudulent, or misleading information was provided prior to matriculation will be grounds for dismissal from the program.

C. Student’s Agreement to Submit to Drug Testing by Affiliating Clinical Agencies and to Consent to Release of Test Results to College Officials

1. For all affiliating clinical agencies which require nursing students to be subject to the agency’s drug/alcohol testing policies (including but not limited to pre-employment or pre-clinical placement testing or when there is reasonable suspicion to believe that a student may be impaired or is or has been engaged in substance abuse as defined herein), the student may be tested in accordance with the affiliating agency’s policies.

2. Prior to being assigned to an affiliating clinical agency and as a pre-requisite for placement at any affiliating clinical agency, the nursing student shall sign a consent: a) to abide by the drug/alcohol policies and drug testing policies of each affiliating clinical agency in which a student is assigned; b) to submit to any drug/alcohol testing required by the affiliating clinical agency; and c) to release a copy of any and all drug/alcohol test results to the Capstone College of Nursing Associate Dean for Academic Programs and/or other appropriate College of Nursing officials. (See Attachment B for consent). Failure to sign such consent shall be grounds for non-placement at an affiliating clinical agency and may result in a dismissal from the program.

3. The cost of all drug/alcohol testing required by affiliating clinical agencies shall be borne by the student or affiliating clinical agency, as determined by the affiliating clinical agency. Neither the University nor the Capstone College of Nursing, or any of its officers or employees, shall absorb drug/alcohol testing costs arising out of any nursing student’s placement at an affiliating clinical agency.

4. A positive substance abuse test shall result in dismissal from the program on the basis that the student is not able to meet the course objectives for classroom and/or clinical experiences. The Capstone College of Nursing Associate Dean for Academic Programs will notify a student who has a positive drug test. If a student tests positive for a prescribed drug, however, the person must obtain a written statement from a qualified physician stating that the drug level is within prescribed limits and that the level does not indicate abuse. The physician must indicate that the drug will not interfere with safe practice in the clinical area.

5. A student’s failure to submit to a required drug screen, or attempting to tamper with, contaminate, or switch a sample will result in the student not being allowed to meet objectives for the course; therefore, progression in the program will not be permitted.

D. Reasonable Suspicion Drug Testing Requested by Capstone College of Nursing

1. Any nursing student who demonstrates behavioral changes reasonably suspected to be related to substance abuse as defined herein will be subjected to testing. A decision to drug test based on reasonable suspicion of substance abuse may be made by a faculty member and/or the clinical agency. The nursing faculty member’s request to drug test will be documented (see Attachment C) and may be based on a variety of factors, including but not limited to:
   i. Observable phenomena such as direct observation of drug use and or physical symptoms or manifestations of being under the influence of a drug.
ii. Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, or deterioration of work or academic performance;

iii. Information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional;

iv. Substance abuse-related conviction by a court, or being found guilty of a substance abuse-related offense in another administrative or quasi-legal proceeding.

v. The Drug Testing Procedure set forth below will be followed if this mandatory reasonable suspicion drug testing is requested by Capstone College of Nursing officials, including faculty members:

vi. Drug tests will be arranged by the Capstone College of Nursing, unless done in cooperation with the affiliating clinical agency. The cost of this drug testing will be borne by the Capstone College of Nursing or clinical agency.

vii. Tests will be conducted by a qualified laboratory in accordance with established methods and procedures. Confidentiality of the student as well as the validity of the sample will be protected by the testing facility. The procedure for collection as determined by the collection site, will involve a witness to the voiding of the urine sample, securable urine containers, and chain of custody procedures that ensure that the samples identified to a nursing student actually contain materials from that student, that the samples are protected from tampering, and that the analysis of them is done in accordance with reasonable and accepted medical standards.

viii. The test shall screen for the use of drugs whose use is either illegal, or which are prone to abuse (including alcohol), as determined at the discretion of the Medical Review Officer of the testing facility, or for the use of any drugs which are reasonably suspected of being abused or used by the student.

ix. Presumed positives will be confirmed by the best currently available techniques. If the test is positive, the entirety of the available evidence, including health history, will be used to determine the presence or absence of substance abuse. Positive test results shall be documented in the student is nursing records in the Capstone College of Nursing.

x. The Associate Dean for Academic Programs will be notified of all test results, whether initiated or requested by the clinical agency or by Capstone College of Nursing. When the test is requested by CCN, the testing laboratory will initially notify the specified physician in the Russell Student Health Center of test results, who will then notify the Associate Dean for Academic Programs.

xi. If the initial screening test is negative, that fact will be noted in the student’s record. Unless there is compelling, evidence to do otherwise, the preliminary investigation will cease and the student will be released from further action.

xii. A nursing student will be dismissed from the Capstone College of Nursing if a) the student refuses to submit to drug testing based upon reasonable suspicion; or b) a student’s drug testing results are positive.
xiii. Licensed nursing students who refuse to submit to drug/alcohol testing based upon reasonable suspicion or who have positive drug test results will also be reported to the appropriate state board of nursing. Full reinstatement of licensure will be required for an unrestricted return to the educational program.

E. Student Self Disclosure of Prohibited Substance Use

1. A student who self-identifies use of a prohibited substance and is requesting help to deal with the problem should contact a member of the CCN faculty or administration. The Associate Dean for Academic Programs or Designee will institute the drug testing procedure as described in this policy. The cost of all drug/alcohol testing required by Capstone College of Nursing shall be borne by the student. Neither the University of Alabama nor the Capstone College of Nursing, or any of its officers or employees, shall absorb drug/alcohol testing cost arising out of any nursing student’s placement at an affiliating clinical agency.

2. A student who has a positive test for prohibited substances will be suspended from the CCN for up to 12 months to complete a program for substance abuse at a qualified treatment facility. The student must immediately enter into the treatment program. After successful completion of the treatment program, the student is eligible to apply for readmission as outlined in this policy.

F. Confidentiality

1. All drug testing results will be treated by The Capstone College of Nursing as information that is received in confidence and shall not be disclosed to third parties unless disclosure is required by law, the information is needed by appropriate school officials to perform their job functions, disclosure is needed to override public health and safety concerns, or the student has consented in writing to the release of the information. The College and the University shall have the right to use and disclose the results of drug testing required by this policy in connection with internal academic purposes and in connection with the defense of any student grievance and any claims filed by a student, or by his/her personal representative, in any court of law or with any state or federal administrative agency.

IV. Procedures for Readmission after Positive Drug Test

A. Readmission Prerequisites

1. A student who is dismissed from the Capstone College of Nursing due to a positive drug test will be considered for readmission if the following conditions are met:
   i. Submission of a verifiable letter from a recognized drug treatment agency stating that the student has successfully completed a substance abuse program.
   ii. Submission to a drug test prior to readmission. This drug test will be at the student’s expense. A positive drug test will result in ineligibility for readmission.
   iii. Submission to drug tests as requested by the Capstone College of Nursing or clinical agencies after readmission.

B. Incidence of Reoccurrence after Readmission

1. A student who is re-admitted to the nursing program, and thereafter tests positive for any drug/alcohol test or is otherwise determined to have
engaged in substance abuse as defined herein, will be dismissed from the
program and will be ineligible to return. Furthermore, the student will be
ineligible to receive a letter of good standing from the nursing program.

C. Appeal Process
1. A nursing student may appeal the college’s decision to dismiss or not re-admit a
student through the established Grievance Procedure.
The University of Alabama Capstone College of Nursing

Substance Abuse Policy Notification and Disclosure Statement for Students in the Upper Division of the
BSN Program, MSN Program, and the DNP Program

I have read the Substance Abuse Policy and Drug/Alcohol Testing Policy of The University of Alabama Capstone College of Nursing and the University of Alabama’s Drug-Free Campus and Work Place Policy, and agree to comply with all aspects of these policies.

I understand that if I engage in substance abuse as defined in the policy, or if I violate the University of Alabama Drug-Free Campus and Work Place Policy while engaged in any clinical experience, or if I violate any drug/alcohol related state or federal statute and/or fail to notify the Dean of the Capstone College of Nursing within five days of being found guilty of such violation, that I may be dismissed from the Capstone College of Nursing.

I understand that it is a requirement for students in the upper division of the BSN program and in the MSN, DNP and EdD programs with The University of Alabama Capstone College of Nursing to provide a true and accurate, signed statement indicating whether I do or do not engage in chemical substance abuse or misuse and whether I am involved in any administrative actions or have prior legal convictions pertaining to the abuse/misuse of alcohol or any other chemical substance. In compliance with this requirement, I hereby verify under penalty of perjury that:

I (am) (am not) (circle the appropriate response) over the age of 18.

I (am) (am not) (circle the appropriate response) using any chemical substance for any reason other than its intended proper use.

I (am) (am not) (circle the appropriate response) personally using a chemical substance that is specifically proscribed or prohibited by law or by regulation pursuant to legal authority.

I (am) (am not) (circle the appropriate response) personally misusing any legally controlled substances or personally using any normally legal chemical substance (e.g. alcohol) in a manner that produces significant impairment or that produces the likelihood of the development of an impairment.

I (have been) (have not been) (circle the appropriate response) convicted of a crime pertaining to the manufacture, use, possession, sale or other distribution of illegal or legally controlled substances or pertaining to or related to the abuse of alcohol or any other chemical substance.

(Explanatory information may be provided on the reverse side) Date: __________________________

Student Printed Name: ___________________________ Signature: ______________________________

[1] Substance abuse means (a) the manufacture, use, sale, purchase, distribution, transfer, or possession of an illegal drug by any nursing student while on University or affiliated clinical site premises or while participating in any University or affiliated clinical site-sponsored or related activity, including any nursing-related course or clinical training activity; (b) the consumption, possession, or distribution of alcohol, unless approved by the University or clinical agency, by any nursing student while on University or affiliated clinical site premises or while participating in any University or affiliated clinical site-sponsored or related activity, including any nursing-related course or clinical training activity; and (c) a nursing student’s use of alcohol or any drug in such a way that the student’s performance in any nursing school course, including activities at any clinical site, is impaired. Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants, depressants, narcotic or hallucinogenic drugs, cannabis substances, such as marijuana and hashish, cocaine, heroin, methamphetamine, phencyclidine (PCP), and so-called designer drugs and look-alike drugs.

This form will be maintained by the Capstone College of Nursing and will be disclosed to appropriate clinical agencies upon their request.
University of Alabama
Capstone College of Nursing

Student’s Consent to Drug/Alcohol Testing and Release and
Student’s Consent to Release Test Results to Capstone College of Nursing

I, ______________________________________, a ____ year-old student enrolled in the Capstone College of Nursing, having read
the Capstone College of Nursing Substance Abuse Policy and Drug/Alcohol Testing Policy, understand that as a precondition to
assignment to or placement with any affiliating clinical agency, I am subject to that particular agency’s substance abuse policies and/or
drug/alcohol testing policies, and I may be required to submit to pre-clinical placement drug testing, random drug testing, or drug
testing when there is reasonable suspicion to believe that I may be impaired or have been engaged in substance abuse as defined by the
College’s substance abuse policy or by the affiliating clinical agency. I understand that the cost of any drug testing required by any
affiliating clinical agency with which I may be placed shall be borne by me. By my signature below, I hereby give my complete
and voluntary consent to submit to any such drug test(s) at a designated laboratory or other location as required by any
affiliating clinical agency at which I am placed for nursing school requirements.

I further understand that I may be subject to drug tests based on reasonable suspicion for substance abuse while attending any
Capstone College of Nursing courses or clinical activities.

I understand that pursuant to the College’s policy, a positive drug test for substance abuse will result in dismissal from the program in
which I am enrolled. I also understand that if I refuse to submit to drug testing required by the affiliating clinical agency, the Capstone
College of Nursing will have no responsibility to find me another clinical placement and I may be dismissed from the nursing
program. I understand that if I refuse to submit to drug testing based upon reasonable suspicion for substance abuse, I will be
dismissed from the nursing program.

I understand that the clinical agency and Capstone College of Nursing have a legitimate need to receive the results of my drug tests
performed in accordance with this policy. I give my consent to, and hereby authorize any drug testing facility and its
physicians, including the Medical Review Officer, employees, and representatives, that conducted drug testing pursuant to the drug
testing policies of the affiliating clinical agency or the Capstone College of Nursing and that has control over any documents, records,
or other information pertaining to any drug testing of me, to furnish originals or copies of any such documents, records, or
other information to the affiliating clinical agency requesting the test and/or to the Russell Student Health Center (if the
test was requested by CCN) and to the Capstone College of Nursing and/or its officers, employees, and representatives. I
further consent to and hereby authorize any drug testing entity to answer the College’s questions and inquiries concerning me and
those documents, records, and other information, including, without limitation, drug testing results, medical records, medical reports,
analyses, questionnaires, and other materials which may have been made or prepared pursuant to or in connection with my drug tests.

I waive, release, and discharge forever the drug testing facility and its physicians, including the Medical Review Officer, employees,
and representatives that conducted drug testing required by the College of Nursing’s Policy and every other person, firm and
institution (including the College of Nursing and/or Russell Student Health Center) which shall comply in good faith with this
authorization and consent from any and all claims of whatsoever kind and nature arising out of or resulting from the drug testing,
disclosing, inspection, releasing and furnishing of such documents, records, or other information.

_____________________________           _______________________________              _____________
Student’s Printed Name  Student’s Signature   Date

This form will be maintained by the CCN and will be disclosed to appropriate clinical agencies upon their request.
The University of Alabama Capstone College of Nursing  
Report of Reasonable Suspicion of Drug/Alcohol Use  

To be completed by the faculty member supervising the nursing student to be tested.

1. Name and social security number of student suspected of substance abuse as defined in policy.

_________________________________________________________________________

2. Reasons why you suspect the student of substance abuse.  (Be as specific as possible, including times and dates when incidents occurred or unusual behavior was observed, the identity of any particular substance suspected of abuse, if known, and the names and whereabouts of those witnessing the incidents/behavior.)  [Staple additional comments/observations to this document]

NOTE: Some types of information that should be documented if observed or known includes: speech (normal, incoherent, confused, change in speech, slurred, rambling, shouting, using profanity, slow); coordination (normal, swaying, staggering, lack of coordination, grasping for support); performance (unfair practices, unsatisfactory work); alertness (change in alertness, sleepy, confused); demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic); eyes (bloodshot, dilated); clothing (dirty, disheveled); odor of alcohol on breath); other observed actions or behaviors; unexplained absences or tardiness; whether student was found with drugs/alcohol or admitted to use of drugs/alcohol; whether other students or personnel have complained of student behavior and if so a list of witnesses to the behavior.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

3. Based on the information above, it is my opinion that there is reasonable suspicion to believe that this student has engaged in substance abuse as defined in the Capstone College of Nursing Substance Abuse & Drug/Alcohol Testing Policy:

___________________________________________________________/___________/__________

Signature of Faculty Member Approving Drug Test                                         Date                Time

Printed Name of Faculty Member:  _____________________________Title:  _______________________________

To be completed by the student to be tested (optional).

Are you taking any medications, or is there any other information you believe might explain your behavior or assist the physician interpreting your test?

_________________________________________________________________________

The original of this form should be given to the Capstone College of Nursing Associate Dean for Academic Programs for inclusion in the student’s confidential nursing school records.  It may be disclosed on a “need to know” basis to clinical agencies and/or testing facilities.
APPENDIX F

Plagiarism and Falsification of Data: Graduate School Policy

(Edited Version)

The purpose of this policy statement is to clarify the obligations of scholars in their use of sources and in their reporting of data and to establish a procedure for dealing with any violations that might occur.

I. The proper use of sources.

Although the details of form vary among the various style manuals, the tradition of differentiating between a writer's original wording and the wording found in his or her sources is common to them all. Specifically, in making a comment about or in summarizing a work as a whole, quotation marks, and specific page numbers are not normally required provided the actual words of the source are not used.

Example: Early vocational theorists (Kitson, 1925; Parsons, 1909) relied heavily on what is known as the trait factor theory.

When the writer chooses to use the actual words of a unique source, the following conventions must be observed.

The words must be copied exactly as they are in the source, except when ellipsis dots or brackets are used to indicate additions, alterations, or deletions.

1. The reference must include not only the year of publication but the page number as well.
2. The quoted passage must be enclosed in quotation marks if it is short or separately indented if it is long.

II. Plagiarism

Plagiarism in its purest form involves the copying of entire passages either verbatim or nearly verbatim with no direct acknowledgement of the source. Outright plagiarism needs no exemplification; researchers who copy from sources without acknowledging them know, or ought to know, that they will be liable to the severest academic penalties and, in some cases, to civil penalties as well.

III. Avoiding Plagiarism

The best way to avoid plagiarism is to study the conventions carefully with an understanding of their purpose, which is to acknowledge indebtedness to previous scholars for phrases, insights, or information that may have affected the researcher's approach to the problem at hand. In mature scholarship, quotations serve a purpose that would not be served by paraphrase; they include a technical definition, an authoritative or controversial opinion, an important distinction, a noteworthy phrase, or some other quality that makes them interesting or important for the reader to see in the original form. Paraphrasing is more appropriate than quotation when the research is summarizing an entire document or a lengthy part of it. As a rule of thumb, when researchers are relying so heavily on a particular passage that they must have a copy of it before them as they write, chances are they should quote the passage verbatim and acknowledge it rather than attempt to paraphrase.

Beginning scholars should also be mindful of these other required conventions.

1. When material is quoted, it must be quoted exactly as it appears in the original, mistakes and all; any additions, deletions, or alterations must be clearly signaled by brackets or ellipsis dots as indicated in the style manuals.
2. The acknowledgement of material that is quoted or paraphrased from a single passage in the original must include the page number of numbers on which the original appeared.
3. Data that are not commonly available should never be cited without a clear indication of their source.

4. Terminology or phraseology that is not common in the literature should never be copied without proper acknowledgement.

5. Changing a few words in a source to avoid the necessity of quotation marks is at best amateurish scholarship and at worst outright plagiarism.

In general, researchers should study the appropriate style manual before beginning a research project and consult with their faculty advisors as frequently as possible as they draft their reports. If there is any doubt about how to handle an unusual problem in documentation, the Graduate School may be consulted for guidance.

IV. Falsification of Data

The national press and specialized academic publications have in recent years reported cases in which researchers have deliberately falsified their data or used data that they knew or should have known were unreliable. Obviously, this practice is unethical in itself, and it erodes public confidence in scientific and scholarly investigation. Researchers themselves must be the primary custodians of their own integrity in these matters, but faculty supervisors must be reasonably cautious about endorsing the work of their students if they have any doubt about its authenticity. It is, of course, important for faculty members and students to establish an atmosphere of mutual trust so that research can be conducted and reported frankly and freely. When violations of this trust are discovered, however, either by supervising faculty or by other knowledgeable persons, they should be regarded as serious academic misconduct and will be treated according to the procedures already in place in each academic division.

V. Consequences of Plagiarism, Improper Documentation, and Falsification of Data

The primary responsibility for honesty and accuracy in reporting research is the student's. Failure to learn the conventions and to observe them can result in considerable inconvenience and expense for the student, particularly if the improprieties are discovered in a final draft. Although the Graduate School will examine every thesis and dissertation before approving it, students cannot expect to use the Graduate School as a proofreading service, nor can they expect the Graduate School to be lenient if it discovers instances of plagiarism or falsification as described in this document.

When the Graduate School discovers improper documentation or false data in a finished thesis or dissertation, the dean of the Graduate School will meet with the student and with the student's committee to determine why the flaws were not detected earlier and to discuss the appropriate remedies or penalties, which may include expelling the student from the Graduate School without an opportunity to complete the degree or, in cases that are discovered after commencement, in revocation of the degree.

In these cases, the student will be promptly informed of the dean's decision and will be afforded the opportunity to appeal to the Academic Vice President.
APPENDIX G

FORM 1

CAPSTONE COLLEGE OF NURSING
THE UNIVERSITY OF ALABAMA

HEALTH FORM 1: NURSING STUDENT HEALTH & PHYSICAL EXAM FORM*

To be completed by physician or certified registered nurse practitioner and returned prior to beginning a nursing program. Back of form may be used for additional comments when necessary.

NAME ______________________________________________________________ CWID #: ____________________

1. Vision normal with glasses ( ) without glasses ( ) Color vision defective? No ( ) Yes ( )
   (NOTE: Wearers of contact lenses should be advised to have a pair of glasses for alternate use.)

2. Hearing normal? No ( ) Yes ( ) Are tympanic membranes intact? No ( ) Yes ( )

3. Physical Examination (Comment on abnormalities on back of form.)
   - Skin .....................................Normal ( ) Abnormal ( )
   - Abdomen .................................Normal ( ) Abnormal ( )
   - Head, Face, Neck ...................Normal ( ) Abnormal ( )
   - Endocrine System .................. Normal ( ) Abnormal ( )
   - Nose & Sinuses ......................Normal ( ) Abnormal ( )
   - Spine .....................................Normal ( ) Abnormal ( )
   - Mouth & Throat .....................Normal ( ) Abnormal ( )
   - Neurologic ............................ Normal ( ) Abnormal ( )
   - Teeth ................................. Normal ( ) Abnormal ( )
   - Glandular System .................. Normal ( ) Abnormal ( )
   - Lungs & Chest ...................... Normal ( ) Abnormal ( )
   - Breasts ............................... Normal ( ) Abnormal ( )
   - Heart ................................. Normal ( ) Abnormal ( )
   - Pelvic if indicated ............... Normal ( ) Abnormal ( )
   - Vascular System .................... Normal ( ) Abnormal ( )
   - Hernia ............................... Absent ( ) Present ( )

4. Are there any known health problems that would affect progress in the nursing program or participation in clinical nursing activities? No ( ) Yes ( ) If so, please specify on back of form.

5. Are there allergies that could be exacerbated by clinical environment or activities? No ( ) Yes ( ) If so, please specify on back of form.

6. Is this person healthy? ___yes ___no

TO MY KNOWLEDGE, THE INFORMATION I HAVE SUPPLIED ON THIS HEALTH FORM IS ACCURATE AND COMPLETE.

________________________________________________________________  ________________
Signature of Physician or Certified Registered Nurse Practitioner    Date

*This form must be completed prior to beginning a nursing program by MSN, EdD, NP and DNP students and by students who have a change in their health status.

Return to:
Graduate Program Records Office
Box 870358
Tuscaloosa, AL 35487
HEALTH FORM 2: GRADUATE STUDENT TB TEST AND IMMUNIZATION FORM

To be completed by physician or certified registered nurse practitioner and returned prior to beginning a nursing program.

NAME______________________________________________  CWID #: ____________________________

Tuberculin Skin Test is required now and annually while enrolled in the program (by CDC Guidelines for health care providers):

Place skin test and read in 48 - 72 hrs.  Date tested_________Date  read_________Result_________________

If skin test is positive, annual negative chest X-ray is required.  A negative TB Skin Test (or Chest x-ray) must be in effect for the entire academic semester (preferably for the year).

<table>
<thead>
<tr>
<th>Immunizations</th>
<th>DATES</th>
<th>DATES</th>
<th>DATES</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dose 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dose 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dose 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booster</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Tetanus**
  - (DPT series and TD/Tdap booster in last 10 years)
  - Required Tdap: ______________

- **Varicella**
  - (2 doses if no evidence of immunity)
  - NA

- **Hepatitis B**
  - NA

- **MMR**
  - (If born after 1956: 2 doses required)
  - NA

- **Flu Vaccine** (required annually)
  - NA

1 Evidence of immunity required. Varicella Titer Date: _____________________ (attach lab report)  If no evidence of immunity 2 doses of Varicella required.

2 Students who are pregnant or lactating should postpone Hepatitis B Vaccination until completion of pregnancy or lactation.

3 If born after 1956, one MMR after 1980 is required.

4 If no documentation of MMR, complete the following:

<table>
<thead>
<tr>
<th>Immunizations</th>
<th>DATES</th>
<th>DATES</th>
<th>DATES</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dose 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dose 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dose 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booster</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Measles**
- **Mumps**
- **Rubella**

4 If no documentation of Rubella immunization, complete Rubella titer (must be >1:10). Result: _______________________

________________________________________________________________________________________________________

Name of Physician or Certified Registered Nurse Practitioner ________________  Signature ______________ (REQUIRED)  Date

Return to:

Graduate Program Records Office
Box 870358
Tuscaloosa, AL  35487
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

HEALTH FORM 3: GRADUATE NURSING STUDENT IMMUNIZATION FORM

To be completed by physician or certified registered nurse practitioner and submitted annually while enrolled in the nursing program. Back of form may be used for additional comments when necessary.

NAME_________________________________CWID #:  _______________

**Tuberculin Skin Test:** Place skin test and read 48 hours later.

Date Tested ___________ Date Read ____________ Results ________________________

If positive, annual chest X-ray and report are required.

**Flu vaccine:** Date Received _________________________

______________________________________________________________________________

Signature of Physician or Certified Registered Nurse Practitioner  Date
and Official Stamp

*Negative TB skin test (or CXR) must be in effect for entire academic semester (preferably for the year).

To assure that you do not have to take another skin test for a year, please complete the TB skin test within the following timeframe: 1) between June 1 and August 20.
HEALTH FORM 4: GRADUATE NURSING STUDENT'S STATEMENT OF HEALTH STATUS

I have not/have* had any change in my health status since the health and physical examination I completed prior to entering the College of Nursing.

______________________________  _____________________
Student Signature     Date

*Students who have had a change in health status must complete a health and physical examination by a physician or nurse practitioner prior to beginning any senior level clinical nursing courses. This exam must indicate that the student's health status is adequate for performing clinical and other student nurse activities.
APPENDIX H
HIPAA

The University of Alabama
Acknowledgement of Understanding
Undergraduate and Graduate Students

I attended The University of Alabama’s training session on the requirements for ensuring the privacy of patients’ protected health information under the Health Insurance Portability and Accountability Act (HIPAA).

I understand what protected health information is, and have been informed of the civil and criminal penalties for unauthorized disclosure of protected health information.

I understand that I am responsible for keeping protected health information from unauthorized disclosure, and that I will not share any patient’s or client’s protected health information with anyone who is not engaged in treatment, payment, or healthcare operations, unless authorized by the Privacy Officer in the organization where I am assigned. I also agree that I will not access any patient’s protected health information unless I have a legitimate need to know that is related to my assignment.

I understand that I am responsible for learning the particular policies and procedures of the clinical agency where I have been placed. I also understand that I am subject to the sanctions those clinical agencies may impose for a breach of confidentiality. I also understand that my failure to abide by the agency’s policies and procedures related to confidentiality of protected health information and could result in a variety of academic and/or disciplinary sanctions, up to and including dismissal from my academic program.

Name: _________________________________________________
Date: ______________________ CWID: ________________________
College: ________________________________________________
APPENDIX I
Change of Advisor Form

The University of Alabama
Capstone College of Nursing

Change of Advisor Form

Student Name: ____________________________________________ CWID: ______________________

Current Advisor: __________________________________________

Requested Advisor: _________________________________________

Reason for Advisor Change:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

☐ Approved (please initial)
   _____ Current Advisor
   _____ New Advisor
   _____ Assistant Dean

☐ Denied (please initial)
   _____ Current Advisor
   _____ New Advisor
   _____ Assistant Dean

_______________________________________________________ _____________________
Student Signature        Date

_______________________________________________________ _____________________
Current Advisor Signature       Date

_______________________________________________________ _____________________
Requested Advisor Signature       Date

_______________________________________________________ _____________________
Assistant Dean, Graduate Program      Date
Facilitator Packet for MSN Students (CM and CNL Only)

Updated Fall 2014
Dear Facilitator:

Thank you for agreeing to serve as facilitator for a Capstone College of Nursing (CCN) graduate student. During the practicum or clinical immersion experience, you will have the opportunity to assist the student in synthesizing knowledge from previous didactic coursework and clinical learning opportunities. The faculty hope this unique experience will be mutually beneficial to you and the student.

The enclosed packet of information is provided to outline our expectations for the practicum/clinical immersion experience. Your student completes the Student Data Form. Please review the “Facilitator Overview” and Facilitator/Student/Course Faculty Responsibilities. In addition, complete the Facilitator Data Form, attach a current Curriculum Vita (CV) or Resume, and return to the Graduate Program Records Office (GPRO) at the CCN.

If we do not have an existing CCN Letter of Agreement (LOA) or a Clinical Affiliation Contract with your agency, we will forward an LOA to the student to obtain the appropriate facility administrator signature. One copy of the LOA is retained by your institution; the other is signed and returned to the Office of the Senior Associate Dean by the student.

Please feel free to contact Vickie Samuel in the GPRO at 205-348-3071 if you need any assistance. We look forward to working with you.

Sincerely

Senior Associate Dean

Box 870358
Tuscaloosa, AL 35487-0358
(205) 348-6639
FAX (205) 348-5559
http://nursing.ua.edu/
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

FACILITATOR OVERVIEW

The practicum/clinical immersion experience in the Capstone College of Nursing (CCN) meets a portion of the requirements for graduation and is viewed as a culminating experience during which concepts and skills learned previously by the student may be further developed. Students are expected to negotiate learning objectives for this experience based upon their practicum/clinical project. Communication among the facilitator, faculty, and student is essential, and is expected at the onset of the immersion, ongoing as needed, and at the completion of the immersion experience.

In each facility or clinical setting, a facilitator is selected by the student to correspond as closely as possible to student objectives. Each facilitator should be master’s prepared in their discipline and is preferably a registered nurse who is currently licensed and practicing in nursing at the advanced practice level. When a facilitator is not prepared at the master’s level, the student may work with that individual but must have access in the clinical area to an advanced practice nurse. If that is the case, please note the name of both the facilitator and the consultant on the Facilitator Data Form.

In the facilitator role, the individual serves as a resource person, role model, and supervisor of the experience. Facilitators are asked to validate clinical hours completed by the student in the Time Logs section of the Typhon Group NSST Student Tracking System (NSST). In addition, a clinical skills progress is entered into the tracking system to evaluate student’s competencies during the experience. The facilitator will provide evaluative feedback to the student on an ongoing basis. Additionally, a course faculty member consults with the student on a continuous basis and the facilitator is needed to assure that skill accomplishments are being met satisfactorily.

Each student is required to maintain current health insurance or to assume the cost of any health care services not covered by insurance. Students must also ensure that a copy of their current licensure, health requirements, CPR certification, HIPAA, and OSHA training, and proof of a completed certified drug and background screening are on file in the NSST. Additionally, each student is expected to adhere to individual agency guidelines where they complete their experience.

Students are expected to complete 420 clinical hours in the experience, which extends throughout the spring and summer semesters. Days and hours of experience are mutually negotiated between facilitator and student, generally following the facilitator’s regular schedule. The total of 420 clinical hours includes orientation, continuing education opportunities, conference, consultation, and evaluation times.

Attendance in the clinical area is required. In case of illness or other emergencies necessitating absence from the clinical area, the student is expected to notify the facilitator before the normally scheduled clinical time. Arrangements for make-up times are to be made with the facilitator. In the event of an unexcused absence, the student will receive an unsatisfactory evaluation for the time missed. Extended absences may result in a failing grade in the course. The course faculty should be notified of any absence by the student.

In the event that a facilitator finds a student's performance unsatisfactory, a conference with the student, facilitator, and course faculty will be held to discuss behavioral changes needed. Any student whose experience is terminated because of unsatisfactory clinical performance will meet with the course faculty.

CCN does not have specific criteria for any uniform in the clinical setting. The student’s attire should be consistent with the clinical agency’s policies. Students are provided a nametag by CCN, which they are expected to wear during their clinical practice.
Facilitator/Student/Course Faculty Responsibilities

The process of obtaining a letter of agreement or contract for a clinical site may take several months. Therefore, this packet must be completed by the first day of the semester prior to the expected clinical experience. For example, if the clinical experience is scheduled for the spring semester, the student must complete the packet by the first day of the fall semester. Students without an approved letter of agreement or contract on the first day of the actual clinical course semester will be withdrawn from the course.

The facilitator can be a BSN prepared nurse, but at a minimum the student must have access to a master's prepared individual at the agency participating in the appropriate clinical setting. The facilitator helps the student begin to assume the roles and responsibilities of a master's prepared clinician, and thereby facilitates clinical experiences that allow students to accomplish course/program objectives and program competencies. To aid in the accomplishment of objectives and competencies, course faculty have developed a skills checklist to aid in meeting course objectives and arranging appropriate clinical experiences.

The Facilitator will:
1. Meet with the student to discuss available learning activities, schedules, and any prerequisite activities prior to the experience.
2. Provide an orientation to the clinical area for the student, including an observation period, to facilitate acclimation to the clinical setting.
3. Assume responsibility for facilitating accomplishment of clinical practice skills recognizing the individual student's current scope of knowledge and skills.
4. Provide opportunities for the student to pursue individual learning objectives within the agency regulations and in accord with the case management or clinical nurse leader role.
5. Provide opportunities for the student to assume a case management or clinical nurse leader role in clinical practice.
6. Serve as a resource person, supervisor, and consultant for the student.
7. Provide evaluative feedback orally to the student throughout the experience and to provide formal evaluation conference using the clinical skills checklist at the midpoint and end of both spring and summer semesters of the experience.
8. Document evaluation in the NSST.
9. A minimal expectation of communication with the faculty member includes; meet (virtually) with the faculty at the beginning and completion of the immersion experience. Ongoing communication as needed is encouraged.
10. Notify the course faculty immediately of any problems noted regarding the student's progress in the clinical setting.

The Student will:
1. Have current health insurance (or will be responsible for own health costs).
2. Assume the responsibility to make housing and transportation arrangements to and from the facility and assume the costs incurred during the experience.
3. Negotiate and finalize with the facilitator and the course faculty the nature and scope of the clinical learning objectives stated in measurable behavioral terms.
4. Provide documentation of the objectives established for the experience in the NSST.
5. The clinical skills checklist will be available in the NSST for the facilitator to complete.
6. Document progress in the NSST for review by course faculty after the first shift worked and weekly thereafter until completion of experience.
7. Notify the course faculty immediately of any problems noted regarding progress in the clinical setting.
8. Report any incident reports, schedule changes, or absences to the course faculty.
9. Participate with the facilitator in the evaluation of progress toward meeting the objectives and learning activities.
10. At the end of the experience submit via entry into the NSST the documented and signed Behavioral Objectives/Evaluation Form and clinical skills checklist.
11. Abide by the rules and regulations of the agency that pertain to patient care activities and personal behavior.

The Course Faculty will:
1. Communicate with the student to assist in the arrangement of the experience.
2. Communicate with the student as necessary to assure that the student's written objectives and learning activities are appropriate and can be feasibly attained in the selected clinical setting.
3. Consult with the student and facilitator during the experience (via visit, telephone, email, Blackboard Learn, or letter) to assure that objectives and skills are being met satisfactorily.
4. Participate with the student and facilitator in negotiating behavioral changes if student performance is unsatisfactory.
5. Hold a final evaluation conference with the student at the end of the experience to discuss the level of success in meeting objectives. Mid-term conferences are held if mid-term evaluation forms indicate problems or potential problems in meeting objectives or skills.
6. Evaluate written assignments of the student in a timely manner in regard to successful completion of course requirements and objectives.
7. Provide consultation and collaboration as necessary in helping the student to transfer theory into nursing practice.
### FACILITATOR DATA FORM

***** WRITE LEGIBLY *****

- [ ] NUR 520/530
- [ ] NUR 525/535

**Student Name:** __________________________________________  **Admission date:** ____________________

#### FACILITATOR INFORMATION

- **Facilitator Name & Title:** __________________________________________
  - **Phone Number:** ____________________  **E-Mail Address:** ____________________
- **Agency Name:** __________________________________________
- **Agency Address:** __________________________________________
  - **Agency City, State & Zip:** __________________________________________
  - **Unit Telephone:** __________________________________________
- **Highest Degree Held:** ____________________  **Institution/School:** __________________________________________
  - **Number of Years of Clinical Experience:** ____________________  **Hours You Work:** ____________________
- **Clinical Area & Name of Unit:** __________________________________________
  - **Nature of Your Current Professional Role:** __________________________________________
  - **As you view your professional role, are there specific assets and/or limitations for student learning?** __________________________________________
- **Have you been a facilitator before?**
  - [ ] No
  - [ ] Once
  - [ ] Twice
  - [ ] More than Twice
- **License number:** ____________________  **Year of birth:** ____________________  **Last four of social security number:** ____________________

#### AGENCY INFORMATION

**This information is used to generate a Letter of Agreement or Contract**

- **Administrator Name & Title:** __________________________________________
- **Agency Name:** __________________________________________
  - **Address:** __________________________________________
  - **City, State & Zip:** __________________________________________
  - **Phone Number:** __________________________________________
  - **Email Address:** __________________________________________

---

I have read and understand the **Facilitator Overview** and **Facilitator/Student/Course Faculty Responsibilities**. I attest that the above information is correct. I understand that my license will be verified and I agree to ongoing monitoring of that license via the National Council of State Boards of Nursing Nursys e-Notify system during the time I facilitate this student’s clinical experience.

__________________________
Facilitator Signature

__________________________
Date

**Send To:** Capstone College of Nursing Graduate Program, Box 870358, Tuscaloosa, AL 35487
**Fax:** (205) 348-6674
### STUDENT INFORMATION

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
</tr>
<tr>
<td>City, State &amp; Zip</td>
</tr>
<tr>
<td>E-Mail Address</td>
</tr>
<tr>
<td>Phone Number</td>
</tr>
<tr>
<td>License number</td>
</tr>
<tr>
<td>Year of birth</td>
</tr>
<tr>
<td>Last four of social security number</td>
</tr>
</tbody>
</table>

**Circle one:**
- I am employed at this site.
- I am not employed at this site.

### PERSON TO NOTIFY IN CASE OF EMERGENCY

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
</tr>
<tr>
<td>City</td>
</tr>
<tr>
<td>State</td>
</tr>
<tr>
<td>Zip</td>
</tr>
<tr>
<td>Telephone</td>
</tr>
<tr>
<td>Relationship</td>
</tr>
</tbody>
</table>

### STUDENT INSURANCE INFORMATION

<table>
<thead>
<tr>
<th>Student Health Insurance Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Subscriber</td>
</tr>
<tr>
<td>Policy Number</td>
</tr>
</tbody>
</table>

Student signature confirms agreement to pay for personal health care costs not covered by insurance.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

I have read and understand the *Facilitator Overview* and *Facilitator/Student/Course Faculty Responsibilities*. I attest that the above information is correct. I understand that my license has been verified and I agree to ongoing monitoring of that license via the National Council of State Boards of Nursing Nursys e-Notify system.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Send To: Capstone College of Nursing Graduate Program, Box 870358, Tuscaloosa, AL 35487
Fax: (205) 348-6674

Facilitator
CCN Course Faculty Data Form

<table>
<thead>
<tr>
<th>COURSE FACULTY INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
</tr>
<tr>
<td>Course Faculty Name</td>
</tr>
<tr>
<td>E-Mail Address</td>
</tr>
<tr>
<td>Office Telephone</td>
</tr>
</tbody>
</table>

As the faculty of record I have had an opportunity to review this clinical packet and approve of the facilitator as appropriate to provide guidance during this clinical experience.

Faculty Signature

Return completed packet to GPRO.
DNP Clinical Advisor Packet

NUR 717/734

Updated Fall 2014
Dear Clinical Advisor:

Thank you for agreeing to serve as clinical advisor for a Capstone College of Nursing (CCN) Doctor of Nursing Practice (DNP) student. During the DNP clinical experience, you will have the opportunity to assist the student in synthesizing knowledge from previous didactic coursework. The CCN faculty hope this unique experience will be mutually beneficial to you and the student.

The enclosed packet of information is provided to outline our expectations for the clinical experience. Your student completes the Student Data Form. Please review the Clinical Advisor Overview and Clinical Advisor/Student/Faculty Advisor Responsibilities. In addition, complete the Clinical Advisor Data Form, attach a current Curriculum Vita (CV) or Resume, and return to the Graduate Program Records Office (GPRO) at the CCN.

If we do not have an existing CCN Letter of Agreement (LOA) or a Clinical Affiliation Contract with your agency, we will forward an LOA to the student to obtain the appropriate facility administrator signature. One copy of the LOA is retained by your institution; the other is signed and returned to me by the student.

Please feel free to contact Vickie Samuel in the GPRO at 205-348-3071 if you need any assistance. We look forward to working with you.

Sincerely,

Box 870358
Tuscaloosa, AL 35487-0358
(205) 348-6639
FAX (205) 348-5559
http://nursing.ua.edu/
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

CLINICAL ADVISOR OVERVIEW

The Doctor of Nursing Practice (DNP) clinical experience in the Capstone College of Nursing (CCN) meets a portion of the requirements for graduation. Students in the DNP program complete a DNP Program Competency Assessment Form based on the American Association of Colleges of Nursing (AACN) DNP Essentials document. This is provided so that the clinical advisor can give feedback to the student and faculty about the student's achievement of competencies during the clinical experience. These competencies reflect their total experience at the Capstone College of Nursing.

In each facility or clinical setting, a clinical advisor is selected by the student to correspond as closely as possible to student objectives. Each clinical advisor should be at least master's prepared in their discipline and be preferably a doctorally prepared registered nurse who is currently licensed and practicing in nursing at the advanced practice level. When a clinical advisor is not prepared at the doctoral level, the student may work with that individual in conjunction with his/her faculty advisor. If the clinical advisor is not a registered nurse, the student must have access in the clinical area to an advanced practice nurse, prepared at the masters or doctoral level, who may serve as a consultant. If that is the case, the name of both the clinical advisor and the consultant should be noted on the Clinical Advisor Data Form.

In the clinical advisor role, the individual serves as a resource person for the DNP clinical experience. Clinical advisors validate clinical hours worked in the Typhon Group NSST Student Tracking System (NSST). The clinical advisor provides evaluative feedback to the student on an ongoing basis. In addition, the faculty advisor consults with the student and the clinical advisor to assure that core competencies are being met satisfactorily. The grade assigned and all final evaluation materials are completed by the faculty advisor. Communication among the facilitator, faculty, and student is essential, and is expected at the onset of the immersion, ongoing as needed, and at the completion of the immersion experience.

Each student is required to maintain current health insurance or to assume the cost of any health care services not covered by insurance. Students must also ensure that copies of their current licensure and advanced practice certification, health requirements, CPR certification, HIPAA and OSHA training, and proof of a completed certified drug and background screening are on file in the NSST. Additionally, each student is expected to adhere to individual agency guidelines where they complete their experience.

Days and hours of the clinical experience are mutually negotiated between clinical advisor and student, generally following the clinical advisor's regular schedule. The total clinical hours for project completion include orientation, continuing education opportunities, and all course related activities. Conference, consultation, and evaluation times are also included and planned at the convenience of the clinical advisor and student.

Attendance in the clinical area is required. In case of illness or other emergencies necessitating absence from the clinical area, the student is expected to notify the clinical advisor before the normally scheduled clinical time. Arrangements for make-up times are to be made with the clinical advisor. In the event of an unexcused absence, the student will receive an unsatisfactory evaluation for the time missed. Extended absences may result in a failing grade in the course. The faculty advisor should be notified of any absence by the student.

In the event that a clinical advisor finds a student's performance unsatisfactory, a conference with the student, clinical advisor and faculty advisor will be held to discuss behavioral changes needed. Any student whose experience is terminated because of unsatisfactory clinical performance will meet with the faculty advisor.

CCN does not have specific criteria for any uniform in the clinical setting. The student's attire should be consistent with the clinical agency's policies.
The process of obtaining a letter of agreement or contract for a clinical site may take several months. Therefore, this packet must be completed by the first day of the semester prior to the expected clinical experience. For example, if the clinical experience is scheduled for the spring semester, the student must complete the packet by the first day of the fall semester. Students without an approved letter of agreement or contract on the first day of the actual clinical course semester will be withdrawn from the course.

The clinical advisor for the student should preferably be a DNP but may be an MSN, MSW, or MD at the agency. The clinical advisor helps the student accomplish course/program objectives.

**The Clinical Advisor will:**
1. Meet with the student to discuss available learning activities, schedules, and any prerequisite activities prior to the clinical experience.
2. Provide an orientation to the clinical area for the student, including an observation period, to facilitate acclimation to the clinical setting.
3. Assume responsibility for facilitating accomplishment of scholarly project recognizing the individual student's scope of knowledge and skills.
4. Provide opportunities for the student to pursue individual learning objectives within the agency regulations and in accord with the DNP role.
5. Serve as a resource person, and consultant for the student.
6. Provide evaluative feedback orally to the student throughout the clinical experience.
7. A minimal expectation of communication with the faculty member includes; meet (virtually) with the faculty at the beginning and completion of the immersion experience. Ongoing communication as needed is encouraged.
8. Notify the faculty advisor immediately of any problems noted regarding the student's progress in the clinical setting.
9. Meet with the student to address the DNP Program Competencies.
10. Validate clinical hours in NSST.

**The Student will:**
1. Have current health insurance (or will be responsible for own health costs).
2. Assume the responsibility to make housing and transportation arrangements to and from the facility and assume the costs incurred during the clinical experience.
3. Negotiate and finalize with the clinical advisor and the faculty advisor the nature and scope of the learning objectives stated in measurable behavioral terms.
4. Document progress in the NSST after the first day worked and weekly thereafter until completion of clinical experience. (A description of clinical experiences should be placed on the Blackboard Learn discussion page for NUR 717 and NUR 734.)
5. Notify the faculty advisor immediately of any problems noted regarding progress in the clinical setting.
6. Report any incident reports, schedule changes, or absences to the faculty advisor.
7. Participate with the faculty advisor in the evaluation of progress toward completion of the learning objectives and attainment of program competencies.
8. At the end of the clinical experience, submit via entry into the NSST the documented clinical hours.
9. Abide by the rules and regulations of the agency that pertain to patient care activities and personal behavior.

**The Faculty Advisor will:**
1. Communicate with the student to assist in the arrangement of the clinical experience.
2. Communicate with the student as necessary to assure that the student's learning activities are appropriate and can be feasibly attained in the selected clinical setting.
3. Consult with the student and clinical advisor during the clinical experience (via visit, telephone, email, Blackboard Learn, or letter) to assure satisfactory progress toward completion of the learning objectives.
4. Participate with the student and clinical advisor in negotiating behavioral changes if student progress is unsatisfactory.
5. Assure that student complies with all course requirements.
6. Evaluate written assignments of the student in a timely manner in regard to successful completion of course requirements and objectives.
7. Provide online consultation and collaboration as necessary in helping the student to transfer theory into nursing practice.
# CLINICAL ADVISOR DATA FORM

***** WRITE LEGIBLY  *****

**NUR 717/NUR 734**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Admission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## CLINICAL ADVISOR INFORMATION

- **Clinical Advisor Name & Title**
- **Phone Number**
- **E-Mail Address**
- **Agency Name**
- **Agency Address**
  - **Agency City, State & Zip**
- **Unit Telephone**
- **Highest Degree Held**
  - **Institution/School**
- **Number of Years of Clinical Experience**
- **Hours You Work**
- **Clinical Area & Name of Unit**
- **Nature of Your Current Professional Role**
- **As you view your professional role are there specific assets and/or limitations for student learning?**
- **Have you been a clinical advisor before?**
  - No
  - Once
  - Twice
  - More than Twice
- **License number**
- **Year of birth**
- **Last four of social security number**

## AGENCY INFORMATION

This information is used to generate a Letter of Agreement or Contract

- **Administrator Name & Title**
- **Institution Name**
- **Address**
  - **City, State & Zip**
- **Phone Number**
- **Email Address**

I have read and understand the *Clinical Advisor Overview* and *Clinical Advisor/Student/Course Faculty Responsibilities*. I attest that the above information is correct. I understand that my license will be verified and I agree to ongoing monitoring of that license via the National Council of State Boards of Nursing Nursys e-Notify system during the time I facilitate this student's clinical experience.

---

**Send To:** Capstone College of Nursing Graduate Program, Box 870358, Tuscaloosa, AL 35487  
**Fax:** (205) 348-6674
The University of Alabama
Capstone College of Nursing

**Student Data Form**
***** WRITE LEGIBLY *****

**NUR 717/NUR 734**
Proposed Semester Starting Clinical: ________________

### STUDENT INFORMATION

<table>
<thead>
<tr>
<th>Name</th>
<th>CWID</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City, State &amp; Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-Mail Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>License number</th>
<th>Year of birth</th>
<th>Last four of social security number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Circle one:**  I am employed at this site.  I am not employed at this site.

### PERSON TO NOTIFY IN CASE OF EMERGENCY

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City, State &amp; Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Telephone</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### STUDENT INSURANCE INFORMATION

<table>
<thead>
<tr>
<th>Student Health Insurance Company</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Subscriber</th>
<th>Policy Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student signature confirms agreement to pay for personal health care costs not covered by insurance.

____________________  ______________________
Student Signature Date

I have read and understand the **Clinical Advisor Overview** and **Clinical Advisor/Student/Course Faculty Responsibilities**. I attest that the above information is correct. I understand that my license has been verified and I agree to ongoing monitoring of that license via the National Council of State Boards of Nursing Nursys e-Notify system.

____________________  ______________________
Student Signature Date

Send To:  Capstone College of Nursing Graduate Program, Box 870358, Tuscaloosa, AL 35487
Fax: (205) 348-6674

Clinical Advisor
FACULTY ADVISOR INFORMATION

Student Name: ________________________________________________________________

Faculty Advisor Name: __________________________________________________________

E-Mail Address: ________________________________________________________________

Office Telephone: ______________________________________________________________

As the faculty of record I have had an opportunity to review this clinical packet and approve of the facilitator as appropriate to provide guidance during this clinical experience.

__________________________________________  Date

Faculty Signature

Return completed packet to GPRO.
Dear Clinical Advisor:

Thank you for agreeing to serve as clinical advisor for a Capstone College of Nursing (CCN) Doctor of Nursing Practice (DNP) student. During the DNP clinical experience, you will have the opportunity to assist the student in synthesizing knowledge from previous didactic coursework. The CCN faculty hope this unique experience will be mutually beneficial to you and the student.

The enclosed packet of information is provided to outline our expectations for the clinical experience. Your student completes the Student Data Form. Please review the Clinical Advisor Overview and Clinical Advisor/Student/Faculty Advisor Responsibilities. In addition, complete the Clinical Advisor Data Form, attach a current Curriculum Vita (CV) or Resume, and return to the Graduate Program Records Office (GPRO).

If we do not have an existing CCN Letter of Agreement (LOA) or a Clinical Affiliation Contract with your agency, we will forward an LOA to the student to obtain the appropriate facility administrator signature. One copy of the LOA is retained by your institution; the other is signed and returned to Office of the Senior Associate Dean by the student.

Please feel free to contact Vickie Samuel in the Graduate Program Office at 205-348-3071 if you need any assistance. We look forward to working with you.

Sincerely,

Box 870358
Tuscaloosa, AL 35487-0358
(205) 348-6639
FAX (205) 348-5559
http://nursing.ua.edu/
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

CLINICAL ADVISOR OVERVIEW

All DNP students are required to have a clinical advisor to provide expertise and facilitate completion of the scholarly project. Communication among the facilitator, faculty and student is essential, and is expected at the onset of the clinical experience, ongoing as needed, and at the completion of the experience.

Clinical hours are designed to afford students the opportunity to engage in new activities to meet course and program objectives. Therefore, a student may not count employment hours as credit for clinical hours.

The Doctor of Nursing Practice (DNP) scholarly project and clinical experience in the Capstone College of Nursing (CCN) meet part of the requirements for graduation and are viewed as a culminating experience during which concepts and skills learned previously by the student may be further developed. Students will develop the scholarly project in NUR 738 and implement the project in NUR 739.

Students in the DNP program complete a DNP Essentials Template for Portfolio which provides a program competency assessment based on the American Association of Colleges of Nursing (AACN) DNP Essentials document. This information is provided via the Typhon Group NSST Student Tracking System (NSST) to the clinical advisor and faculty to give feedback to the student about the student's achievement of competencies during the clinical experience and overall program. The student and clinical advisor will discuss the details of the scholarly project proposal and implementation of that intervention in the clinical area. The clinical advisor should carefully consider the project proposal prior to final approval to ascertain the appropriateness of the project for the agency. Written permission or agency IRB approval, as applicable to the setting, is required prior to the student submitting the proposal to the Institutional Review Board (IRB) at the University.

In each facility or clinical setting, clinical advisors are selected by the student to correspond as closely as possible to student objectives. Each clinical advisor should be at least master's prepared in their discipline and preferably be a doctorally prepared registered nurse who is currently licensed, certified, and practicing at the advanced nursing practice level. When a clinical advisor is not prepared at the doctoral level, the student may work with that individual in conjunction with their faculty advisor. If the clinical advisor is not a registered nurse, the student must have access in the clinical area to an advanced practice nurse, prepared at the masters or doctoral level who will serve as a consultant. If that is the case, the name of both the clinical advisor and the consultant will be noted on the Clinical Advisor Data Form.

In the clinical advisor role, the individual serves as a resource person for the DNP clinical experience and scholarly project completion activities. Clinical advisors validate clinical hours completed by the student in the Time Log section of the NSST. The clinical advisor will provide evaluative feedback to the student on an ongoing basis, both orally and in the NSST. In addition, the faculty advisor will consult with the student and the clinical advisor as needed to assure that core competencies are being met satisfactorily. The grade assigned and all final evaluation materials are completed by the faculty advisor.

Each student is required to maintain current health insurance or to assume the cost of any health care services not covered by insurance. Students must also ensure that copies of their current licensure and advanced practice certification, health requirements, CPR certification, HIPAA, and OSHA training, and proof of a completed certified drug and background screenings are on file in the NSST. Additionally, each student is expected to adhere to individual agency guidelines where they complete their experience.

The experience may extend over several semesters. There is a 540 clinical hour requirement for scholarly project completion (120 in NUR 738 and 420 in NUR 739). Days and hours of the clinical experience for clinical courses are mutually negotiated between clinical advisor and student, generally following the clinical advisor's regular schedule. The total of 540 clinical hours for project completion includes orientation, continuing education opportunities, and all project related activities. Conference, consultation, and evaluation times are also included and planned at the convenience of the clinical advisor and student.

Attendance in the clinical area is required. In case of illness or other emergencies necessitating absence from the clinical area, the student is expected to notify the clinical advisor before the normally scheduled clinical time. Arrangements for make-up times are to be made with the clinical advisor. In the event of an unexcused absence, the student will receive an unsatisfactory
evaluation for the time missed. Extended absences may result in a failing grade in the course. The faculty advisor should be notified of any absence by the student.

In the event that a clinical advisor finds a student's performance unsatisfactory, a conference with the student, clinical advisor, and faculty advisor will be held to discuss behavioral changes needed. Any student whose experience is terminated because of unsatisfactory clinical performance will meet with the faculty advisor.

CCN does not have specific criteria for any uniform in the clinical setting. The student’s attire should be consistent with the clinical agency’s policies.
Clinical Advisor/Student/Faculty Advisor Responsibilities

The process of obtaining a letter of agreement or contract for a clinical site may take several months. Therefore, this packet must be completed by the first day of the semester prior to the expected clinical experience. For example, if the clinical experience is scheduled for the spring semester, the student must complete the packet by the first day of the fall semester. Students without an approved letter of agreement or contract on the first day of the actual clinical course semester will be withdrawn from the course.

The clinical advisor for the student should preferably be a DNP but may be an MSN, MSW, or MD at the agency. The clinical advisor helps the student accomplish course/program objectives and program competencies as well as scholarly project completion.

The Clinical Advisor will:
1. Meet with the student to discuss available learning activities, schedules, and any prerequisite activities prior to the clinical experience.
2. Provide an orientation to the clinical area for the student, including an observation period, to facilitate acclimation to the clinical setting.
3. Assume responsibility for facilitating accomplishment of scholarly project recognizing the individual student’s scope of knowledge and skills.
4. Provide opportunities for the student to pursue individual learning objectives within the agency regulations and in accord with the DNP role.
5. Provide opportunities for the student to pursue the scholarly project.
6. Serve as a resource person, and consultant for the student.
7. Provide evaluative feedback orally to the student throughout the clinical experience.
8. A minimal expectation of communication with the faculty member includes; meet (virtually) with the faculty at the beginning and upon completion of the clinical experience. Ongoing communication as needed is encouraged.
9. Notify the faculty advisor immediately of any problems noted regarding the student's progress in the clinical setting.
10. Meet with the student to address the DNP Essentials Template.
11. Validate clinical hours in NSST.

The Student will:
1. Have current health insurance (or will be responsible for own health costs).
2. Assume the responsibility to make housing and transportation arrangements to and from the facility and assume the costs incurred during the clinical experience.
3. Negotiate and finalize with the clinical advisor and the faculty advisor the nature and scope of the scholarly project stated in measurable behavioral terms.
4. Document progress in the NSST after the first day worked and weekly thereafter until completion of clinical experience.
5. Notify the faculty advisor immediately of any problems noted regarding progress in the clinical setting.
6. Report any incident reports, schedule changes, or absences to the faculty advisor.
7. Participate with the faculty advisor in the evaluation of progress toward completion of the scholarly project and attainment of program competencies.
8. At the end of the clinical experience, submit via entry into the NSST the documented clinical hours.
9. Abide by the rules and regulations of the agency that pertain to patient care activities and personal behavior.

The Faculty Advisor will:
1. Communicate with the student to assist in the arrangement of the clinical experience.
2. Communicate with the student as necessary to assure that the student’s learning activities are appropriate and can be feasibly attained in the selected clinical setting.
3. Consult with the student and clinical advisor during the clinical experience (via visit, telephone, email, Blackboard Learn, or letter) to assure satisfactory progress toward completion of the scholarly project.
4. Participate with the student and clinical advisor in negotiating behavioral changes if student progress is unsatisfactory.
5. Assure that student complies with all course and scholarly project requirements.
6. Evaluate written assignments of the student in a timely manner in regard to successful completion of course requirements and objectives.
7. Provide online consultation and collaboration as necessary in helping the student to transfer theory into nursing practice.
**The University of Alabama**  
Capstone College of Nursing  

**CLINICAL ADVISOR DATA FORM**  
****** WRITE LEGIBLY ******  
NUR 738/739

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Admission date:</th>
</tr>
</thead>
</table>

### CLINICAL ADVISOR INFORMATION

<table>
<thead>
<tr>
<th>Clinical Advisor Name &amp; Title</th>
<th>Phone Number</th>
<th>E-Mail Address</th>
<th>Agency Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Agency Address</th>
<th>Agency City, State &amp; Zip</th>
<th>Unit Telephone</th>
<th>Highest Degree Held</th>
<th>Institution/School</th>
<th>Number of Years of Clinical Experience</th>
<th>Hours You Work</th>
</tr>
</thead>
</table>

| Clinical Area & Name of Unit | Nature of Your Current Professional Role |  |
|-----------------------------|----------------------------------------|  |

As you view your professional role, are there specific assets and/or limitations for student learning?

<table>
<thead>
<tr>
<th>Have you been a clinical advisor before?</th>
<th>No</th>
<th>Once</th>
<th>Twice</th>
<th>More than Twice</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>License number</th>
<th>Year of birth</th>
<th>Last four of social security number</th>
</tr>
</thead>
</table>

### AGENCY INFORMATION

This information is used to generate a Letter of Agreement or Contract

<table>
<thead>
<tr>
<th>Administrator Name &amp; Title</th>
<th>Institution Name</th>
<th>Address</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>City, State &amp; Zip</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
</table>

I have read and understand the *Clinical Advisor Overview* and *Clinical Advisor/Student/Faculty Advisor Responsibilities*. I attest that the above information is correct. I understand that my license will be verified and I agree to ongoing monitoring of that license via the National Council of State Boards of Nursing Nursys e-Notify system during the time I facilitate this student's clinical experience.

<table>
<thead>
<tr>
<th>Clinical Advisor Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Send To: Capstone College of Nursing Graduate Program, Box 870358, Tuscaloosa, AL 35487  
Fax: (205) 348-6674
**Student Data Form**  
***** WRITE LEGIBLY *****

**NUR 738/739**

Proposed Semester Starting Clinical: ____________

---

**STUDENT INFORMATION**

<table>
<thead>
<tr>
<th>Name</th>
<th>CWID</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City, State &amp; Zip</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-Mail Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>License number</th>
<th>Year of birth</th>
<th>Last four of social security number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Circle one: I am employed at this site. I am not employed at this site.

---

**PERSON TO NOTIFY IN CASE OF EMERGENCY**

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City, State &amp; Zip</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Telephone</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**STUDENT INSURANCE INFORMATION**

<table>
<thead>
<tr>
<th>Student Health Insurance Company</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Subscriber</th>
<th>Policy Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student signature confirms agreement to pay for personal health care costs not covered by insurance.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I have read and understand the *Clinical Advisor Overview* and *Clinical Advisor/Student/Faculty Advisor Responsibilities*. I attest that the above information is correct. I understand that my license has been verified and I agree to ongoing monitoring of that license via the National Council of State Boards of Nursing Nursys e-Notify system.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Send To: Capstone College of Nursing Graduate Program, Box 870358, Tuscaloosa, AL 35487  
Fax: (205) 348-6674
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

NUR 738/739

Faculty Advisor Data Form

FACULTY ADVISOR INFORMATION

Student Name ________________________________________________________________

Faculty Advisor Name ________________________________________________________

E-Mail Address _______________________________________________________________

Office Telephone ______________________________________________________________

As the faculty of record, I have had an opportunity to review this clinical packet and approve of the clinical advisor as appropriate to provide guidance during this clinical experience.

__________________________________________________________________________

Faculty Signature

__________________________________________________________________________

Date

Return completed packet to GPRO.
Facilitator Packet for Nurse Educator Students

Updated Fall 2014
Dear Facilitator:

Thank you for agreeing to serve as facilitator for a Capstone College of Nursing (CCN) graduate student. During the nurse educator practicum experience, you will have the opportunity to assist the student in synthesizing knowledge from previous didactic coursework. The faculty hope this unique experience will be mutually beneficial to you and the student.

The enclosed packet of information is provided to outline our expectations for the practicum experience. Your student completes the Student Data Form. Please review the Facilitator Overview and Facilitator/Student/Course Faculty Responsibilities. In addition, complete the Facilitator Data Form, attach a current Curriculum Vita (CV) or Resume, and return to the Graduate Program Records Office (GPRO) at the CCN.

If we do not have an existing CCN Letter of Agreement (LOA) or a Clinical Affiliation Contract with your agency, we will forward an LOA to the student to obtain the appropriate facility administrator signature. One copy of the LOA is retained by your institution, the other is signed and returned to me by the student.

Please feel free to contact Vickie Samuel in the Graduate Program Office at 205-348-3071 if you need any assistance. We look forward to working with you.

Sincerely,

Box 870358
Tuscaloosa, AL 35487-0358
(205) 348-6639
FAX (205) 348-5559
http://nursing.ua.edu/
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

FACILITATOR OVERVIEW

The nurse educator practicum experience in the Capstone College of Nursing (CCN) meets a portion of the requirements for graduation and is viewed as a culminating experience during which concepts and skills learned previously by the student may be further developed. To aid in the accomplishment of objectives and competencies, course faculty have developed a skills checklist that will aid in meeting course objectives and arranging appropriate practicum experiences for a nurse educator student. The student may negotiate additional learning objectives for this experience based upon their own personal needs. Communication among the facilitator, faculty, and student is essential, and is expected at the onset of the immersion, ongoing as needed, and at the completion of the immersion experience.

Each facilitator should be a doctorally or master’s prepared nurse educator who is currently a licensed registered nurse. In the facilitator role, the individual serves as a resource person, role model, and supervisor of the nurse educator practicum experience. Facilitators are asked to validate clinical hours completed by the student in the Time Logs section of the Typhon Group NSST Student Tracking System (NSST). The facilitator will also provide evaluative feedback to the student on an ongoing basis. In addition, a course faculty member will consult with the student and the facilitator as needed to assure that core competencies for NUR 540 are being met satisfactorily. Final grades and evaluation are completed by the faculty of record.

Each student is required to maintain current health insurance or to assume the cost of any health care services not covered by insurance. Students must also ensure that copies of their current licensure, health requirements, CPR certification, HIPAA, and OSHA training, and proof of a completed certified drug and background screening are on file in the NSST. Additionally, each student is expected to adhere to individual agency guidelines where they complete their experience.

The nurse educator practicum experience extends throughout the spring semester. There is a 240-hour total clinical requirement for NUR 540. Days and hours of the nurse educator practicum experience are mutually negotiated between the facilitator and student, generally following the facilitator’s regular schedule. The total practicum hours for NUR 540 includes orientation, didactic and clinical instruction, continuing education opportunities, advising, as well as attending other typical nurse educator responsibilities, such as faculty meetings or course group meetings. Conference, consultation, and evaluation times are to also included and be planned at the convenience of the facilitator and student.

In case of illness or other emergencies necessitating absence during the nurse educator practicum, the student is expected to notify the facilitator BEFORE the normally scheduled activity. Arrangements for make-up times are to be made with the facilitator. In the event of an unexcused absence, the student will receive an unsatisfactory evaluation for the time missed. Extended absences may result in a failing grade in the course. The course faculty should be notified of any absence by the student.

In the event that a facilitator finds a student's performance unsatisfactory, a conference with the student, facilitator, and course faculty will be held to discuss behavioral changes needed. Any student whose practicum experience is terminated because of unsatisfactory clinical performance will meet with the course faculty.

During the nurse educator practicum, student dress code should be consistent with the agency’s policies. Students will be provided a nametag by CCN, which they are expected to wear during this nurse educator practicum.
THE UNIVERSITY OF ALABAMA  
CAPSTONE COLLEGE OF NURSING

Facilitator/Student/Course Faculty Responsibilities

The process of obtaining a letter of agreement or contract for a clinical site may take several months. Therefore, this packet must be completed by the first day of the semester prior to the expected clinical experience. For example, if the clinical experience is scheduled for the spring semester, the student must complete the packet by the first day of the fall semester. Students without an approved letter of agreement or contract on the first day of the actual clinical course semester will be withdrawn from the course.

The facilitator must be either a doctorally or master’s prepared nurse educator. Should the selected facilitator be master’s prepared only, then a doctorally prepared co-facilitator should be identified and included on the Facilitator Data Form. The co-facilitator would be available for any needed consultation during the practicum. The facilitator and/or co-facilitator will assist the student in assuming the role and responsibilities of a nurse educator and, thereby, facilitate nurse educator practicum experiences that allow the student to accomplish course objectives as well as core competencies for nurse educators.

The Facilitator will:
1. Meet with the student to discuss available learning activities, schedules, and any prerequisite activities prior to the practicum experience.
2. Provide an orientation to the instructional environment for the student, including an observation period, to facilitate acclimation to a particular educational setting.
3. Assume responsibility for facilitating accomplishment of the nurse educator core competencies.
4. Provide opportunities for the student to pursue individual learning objectives as previously agreed upon between the facilitator and course faculty.
5. Provide opportunities for the student to assume a nurse educator role in both classroom and clinical settings.
6. Serve as a resource person, supervisor, and consultant for the student.
7. Provide evaluative feedback orally to the student throughout the practicum and provide formal evaluation conference using the NSST for designated midterm and final evaluation periods during the practicum.
8. A minimal expectation of communication with the faculty member includes; meet (virtually) with the faculty at the beginning and completion of the immersion experience. Ongoing communication as needed is encouraged.
9. Notify the course faculty immediately of any problems noted regarding the student's progress during the practicum.
10. Submit completed Facilitator Evaluation of the Nurse Educator Practicum Experience in the NSST at the end of the semester.

The Student will:
1. Have current health insurance (or will be responsible for own health costs).
2. Assume the responsibility to make housing and transportation arrangements and assume the costs incurred during the practicum.
3. Negotiate and finalize with the facilitator and the course faculty by the specified time frame the nature and scope of the personal objectives for this practicum, which are to be stated in measurable behavioral terms.
4. Submit in the NSST typed copies of objectives established for the practicum along with a copy of the nurse educator core competency checklist.
5. Complete weekly Time Logs in the NSST until completion of practicum.
6. Notify the course faculty immediately of any problems noted regarding his/her progress in the practicum.
7. Report any incident reports, schedule changes, or absences to the course faculty.
8. Participate with the facilitator in the evaluation of the student's progress toward meeting the practicum objectives.
9. At the end of the practicum, submit in the NSST the documented and signed Time Log of practicum hours and the core competencies checklist.
10. Abide by the rules and regulations of the educational institution that pertain to nurse educator activities and personal behavior.

The Course faculty will:
1. Communicate with the student to assist in the arrangement of the nurse educator practicum.
2. Communicate with the student as necessary to assure that the student's written objectives and learning activities are appropriate and can be feasibly attained in the selected practicum setting.

3. Consult with the student and facilitator during the practicum (via visit, telephone, email, Blackboard Learn, or letter) to assure that behavioral objectives and core competencies are being met satisfactorily.

4. Participate with the student and facilitator in negotiating behavioral changes if student performance is unsatisfactory.

5. Hold a final evaluation conference with the student at the end of the practicum to discuss achievement of course objectives. Mid-term conferences are held ONLY if the facilitator’s mid-term evaluation indicates problems or potential problems in meeting course objectives or nurse educator core competencies.

6. Evaluate written assignments of the student in a timely manner in regard to successful completion of course requirements and objectives.

7. Provide consultation and collaboration as necessary in helping the student to transfer theory into academic arena.
The University of Alabama  
Capstone College of Nursing  

**FACILITATOR DATA FORM**  
***** WRITE LEGIBLY *****  

**NUR 540: Nurse Educator Practicum**  

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Admission Date:</th>
</tr>
</thead>
</table>

### FACILITATOR INFORMATION

<table>
<thead>
<tr>
<th>Facilitator Name &amp; Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number</td>
<td>E-Mail Address</td>
</tr>
<tr>
<td>Institution Name</td>
<td></td>
</tr>
<tr>
<td>Institution Address</td>
<td></td>
</tr>
<tr>
<td>Institution City, State &amp; Zip</td>
<td></td>
</tr>
<tr>
<td>Highest Degree Held From Institution/School</td>
<td></td>
</tr>
<tr>
<td>Number of Years of Teaching Experience</td>
<td></td>
</tr>
<tr>
<td>Nature of Your Current Professional Role</td>
<td></td>
</tr>
</tbody>
</table>

As you view your professional role, are there specific assets and/or limitations for student learning?

Have you been a facilitator before?  
- No  
- Once  
- Twice  
- More than Twice  

License number  Year of birth  Last four of social security number

### INSTITUTION INFORMATION

This information is used to generate a Letter of Agreement or Contract

<table>
<thead>
<tr>
<th>Administrator Name &amp; Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Name</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>City, State &amp; Zip</td>
<td></td>
</tr>
<tr>
<td>Phone Number</td>
<td></td>
</tr>
<tr>
<td>Email Address</td>
<td></td>
</tr>
</tbody>
</table>

I have read and understand the Facilitator Overview and Facilitator/Student/Course Faculty Responsibilities. I attest that the above information is correct. I understand that my license will be verified and I agree to ongoing monitoring of that license via the National Council of State Boards of Nursing Nursys e-Notify system during the time I facilitate this student’s clinical experience.

Facilitator Signature  Date

Send To: Capstone College of Nursing Graduate Program, Box 870358, Tuscaloosa, AL 35487  
Fax: (205) 348-6674
The University of Alabama  
Capstone College of Nursing

Student Data Form  
***** WRITE LEGIBLY *****

NUR 540: Nurse Educator Practicum

Proposed Semester Starting Clinical: _____________

<table>
<thead>
<tr>
<th>STUDENT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name ____________________ CWID ____________________</td>
</tr>
<tr>
<td>Address ____________________</td>
</tr>
<tr>
<td>City, State &amp; Zip ____________________</td>
</tr>
<tr>
<td>E-Mail Address ____________________ Phone Number ____________________</td>
</tr>
<tr>
<td>License number __________ Year of birth __________ Last four of social security number __________</td>
</tr>
<tr>
<td>Circle one: I am employed at this site.   I am not employed at this site.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSON TO NOTIFY IN CASE OF EMERGENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name ____________________</td>
</tr>
<tr>
<td>Address ____________________</td>
</tr>
<tr>
<td>City, State &amp; Zip ____________________</td>
</tr>
<tr>
<td>Telephone ____________________ Relationship ____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT INSURANCE INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Health Insurance Company ____________________</td>
</tr>
<tr>
<td>Name of Subscriber ____________________ Policy Number ____________________</td>
</tr>
<tr>
<td>Student signature confirms agreement to pay for personal health care costs not covered by insurance.</td>
</tr>
<tr>
<td>Student Signature ____________________ Date ____________________</td>
</tr>
</tbody>
</table>

I have read and understand the Facilitator Overview and Facilitator/Student/Course Faculty Responsibilities. I attest that the above information is correct. I understand that my license has been verified and I agree to ongoing monitoring of that license via the National Council of State Boards of Nursing Nursys e-Notify system.

_________________________________________  Date ____________________

Student Signature

Send To: Capstone College of Nursing Graduate Program, Box 870358, Tuscaloosa, AL 35487  
Fax: (205) 348-6674
THE UNIVERSITY OF ALABAMA
CAPSTONE COLLEGE OF NURSING

NUR 540: Nurse Educator Practicum

Proposed Semester Starting Clinical: _______________

CCN Course Faculty Data Form

<table>
<thead>
<tr>
<th>COURSE FACULTY INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
</tr>
<tr>
<td>Course Faculty Name</td>
</tr>
<tr>
<td>E-Mail Address</td>
</tr>
<tr>
<td>Office Telephone</td>
</tr>
</tbody>
</table>

As the faculty of record I have had an opportunity to review this clinical packet and approve of the facilitator as appropriate to provide guidance during this clinical experience.

___________________________  ____________
Faculty Signature  Date

Return completed packet to GPRO.
APPENDIX K

Leave of Absence

The University of Alabama
Capstone College of Nursing
Graduate Programs

Leave of Absence Request

<table>
<thead>
<tr>
<th>Student Name</th>
<th>CVID</th>
</tr>
</thead>
</table>

| Date of Request |

<table>
<thead>
<tr>
<th>Requesting leave for?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*Plan to return?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
</tr>
</tbody>
</table>

| Year |

Reason for Leave

*Please be aware that you may not be able to return during the semester requested due to the course scheduling/availability - see Graduate School policy below.

The University of Alabama Graduate School Policy

4.7.3 Leave of Absence

Under compelling circumstances beyond the student’s control, a graduate student may request that the department petition the Graduate School with the rationale for granting a leave of absence. If granted by the Graduate School, a leave of absence will cover one or more upcoming semesters rather than any prior semester(s). A leave is not a method of avoiding continuous registration requirements, and it does not lengthen the time limit. When a student returns from a leave of absence, the Graduate School must be notified and will work with the department and student to determine the number of semesters remaining on the time limit and the degree requirements that remain.

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Date</th>
</tr>
</thead>
</table>

| Signature |

<table>
<thead>
<tr>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

| Student Notified of Program of Study Change |

| Assistant Dean, Graduate Program |

| Signature |