



Nursing

Florida Southern College
The Ann Blanton Edwards
School of Nursing and Health Sciences
Doctor of Nursing Practice
Student Handbook
2026-2027

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Table of Contents

Welcome: Dean Laly Joseph	3
Preface.....	4
DNP Program Administration Directory.....	5
The Ann Blanton Edwards School of Nursing and Health Sciences Mission.....	6
Nursing Programs Mission and Philosophy.....	6
DNP Program Description	7
DNP Competencies, Program Goals and Outcomes	7
Accreditation.....	9
Academic Information.....	9
DNP Program Communication.	9
DNP Program Requirements.....	9
DNP Program Courses.....	10
Advising.....	11
DNP Professional Portfolio Requirements.....	11
Overview: DNP Project and Practicum Requirements.....	12
DNP Project Requirements.....	13
Authorship Considerations for the DNP Project.....	16
DNP Practicum Requirements.....	17
Graduation Requirements and Commencement Procedures.....	19
Incident Reporting Procedures.....	20
References.....	21
Appendix A Authorship Agreement.....	22
Appendix B Nursing Student Technical Requirements.....	23

Welcome to the Doctor of Nursing Practice Program

The faculty and staff of the Ann Blanton Edwards School of Nursing and Health Sciences at Florida Southern College welcome you to the Doctor of Nursing Practice Program. I know you will find your educational experience both challenging and rewarding. Faculty have adopted Sister Simone Roach's theory, *Caring, The Human Mode of Being*, as a guiding framework for the BSN, MSN, PMC, and DNP programs. *While nursing is rooted in knowledge and evidence-based practice, it's equally rooted in caring for the whole person, not just the illness.* I hope and expect that you will experience the caring that is the focus of our nursing programs.

Your doctoral journey with us will provide many exciting opportunities for personal and professional growth. Utilizing advanced nursing competencies defined by the American Association of Colleges of Nursing (2021) as the primary curriculum framework, the DNP Program will provide you with the knowledge and skills needed for the highest levels of nursing practice and health systems leadership.

The Florida Southern College academic community is dedicated to excellence in scholarship, teaching, and learning. As a doctoral student, your engagement and contributions are important to our collective success. Be prepared to learn, to discover, and to grow! Members of our administration, faculty, and staff are here to support your journey every step of the way.

Sincerely,

A handwritten signature in cursive script that reads "Laly Joseph". The signature is written in a dark ink and is positioned below the word "Sincerely,".

Laly Joseph, DVM, DNP, CNE, RN-C, MSN, ARNP, ANP-BC, FNAP
The Ann Blanton Edwards School of Nursing and Health Sciences

Preface

The *Doctor of Nursing Practice Student Handbook* (Handbook) provides information on program expectations, requirements, procedures, and related Florida Southern College (FSC) policies relevant to students, faculty, mentors, and advisors. Handbook content should be used with other official FSC publications and references as listed below. The information provided here is specific to Doctor of Nursing Practice (DNP) students in The Ann Blanton Edwards School of Nursing and Health Sciences (SNHS) and is for informational purposes only. It is neither a policy nor a contract/offer to contract. The SNHS reserves the right to change any provision or requirement at any time. Any changes to the Handbook will be communicated through the DNP Student Forum in Canvas.

The Handbook is updated at least annually to reflect the most current information. It is the student's responsibility to be cognizant of and to comply with all SNHS requirements and FSC policies delineated in the *Florida Southern College Academic Catalog* and the *Florida Southern College Student Handbook*. These documents are official publications of the College and serve as the primary and original source of information and official policies on topics pertinent to all graduate students and to students in individual programs. Key examples are listed below. DNP students should review information in the FSC Academic Catalog and in the FSC Student Handbook at the time of program entry and at least annually thereafter.

Florida Southern College Academic Catalog (Graduate and Doctorate Section):
<https://www.flsouthern.edu/academic-life/academic-catalog>.

- Academic Integrity
- The Florida Southern College Honor Code
- Graduate and Doctorate Admission
- Tuition
- Refund Policy
- Academic Policies
- Grading Scale
- Academic Standing, Probation, and Dismissal from Graduate or Doctorate Study
- Grade Appeals and Academic Integrity
- Doctor of Nursing Practice program information (all content)

Florida Southern College Student Handbook: <https://www.flsouthern.edu/campus-offices/offices-directory/office-of-community-living/forms-and-handbooks>

- Student Code of Conduct
- Student Accountability Process
- Policies and Procedures: Student Records
- Student Records Policy: FERPA
- Anti-Harassment: Statement of Policy
- Social Media Policy

Florida Southern College Honor Code Policy:

I will practice academic and personal integrity and excellence of character and expect the same from others.

As an academic community, Florida Southern College is firmly committed to honor and integrity in the pursuit of knowledge. Therefore, as members of this academic community, all students acknowledge responsibility for their actions and commit themselves to the highest standards of integrity, thereby making a covenant with the College and all members of the academic community not to engage in any form of academic dishonesty as defined immediately below. This covenant—Florida Southern College’s Honor Code—lies at the heart of learning, inquiry, and the critical exploration and dissemination of ideas. Through it, students affirm the authorship of their own work, and when work is not their own, appropriately attribute ideas, concepts, data, words, and artistic and creative expressions. Formal subscription to the Honor Code by all students assures the academic community that breaches of academic integrity will not be tolerated and fosters learning at its best.

Definitions and information on student complaint procedures applicable to all students is accessible online at

<https://www.flsouthern.edu/campus-offices/offices-directory/office-of-the-provost/student-complaint-procedures>.

DNP Program Administration Directory

The Dean of the SNHS, Dr. Laly Joseph, has primary administrative authority and responsibility for the DNP program. The Director of Graduate Nursing Programs and the DNP Program, Dr. Melanie Michael, is responsible for program operations and serves as the principal liaison between DNP students and the SNHS administration and faculty. Faculty within the SNHS are responsible for decisions or recommendations regarding DNP Program admissions, curriculum and program evaluation, student orientation, and progression.

Dr. Melanie Michael, DNP Program Director	Telephone: 941-730-2675	Email: mmichael@flsouthern.edu
Ms. Letitia Tardie Administrative Assistant	Telephone: 863-680-4954	Email: ltardie@flsouthern.edu
Ms. Sharon Brown, Executive Assistant to the Dean	Telephone: 863-680-4175	Email: sbrown8@flsouthern.edu
Ms. Beth Ann Noles, Clinical Coordinator	Telephone: 863-680-3861	Email: clinicalcoordinator@flsouthern.edu
Dr. Laly Joseph, Dean	Telephone: 863-680-3951	Email: ljoseph@flsouthern.edu

The Ann Blanton Edwards School of Nursing and Health Sciences Mission

Preparing health professionals to provide quality care for diverse populations

Nursing Programs Mission

The Florida Southern College nursing program is committed to educational excellence, providing opportunities that integrate caring, cultural competence and ethics into nursing practice and fostering personal and professional growth for the baccalaureate, master's, and doctoral level nursing student. A strong emphasis is placed on engaged learning, student-faculty collaboration and academically based service to the community.

Nursing Programs Philosophy

The faculty of the Florida Southern College SNHS believes that the minimum educational preparation of the professional nurse is at the baccalaureate level and that a liberal arts education provides a foundation for learning and professional inquiry. A liberal education foundation stimulates the desire for lifelong learning and provides the professional nurse with the tools necessary to become an effective leader and to pursue advanced nursing degrees.

We believe that quality education provides the professional nurse with a framework for holistic care of culturally diverse individuals, families, aggregates and communities. We facilitate learning experiences that emphasize bio-psycho-social-spiritual health care, and promotion, maintenance and restoration of wellness. Each faculty member is dedicated to enabling the nursing student to master new skills, to critically evaluate research and theory, and to integrate the new knowledge and skills into nursing practice.

Students are prepared in an atmosphere of compassionate caring to uphold professional standards and ethics, and to reflect Judeo-Christian values and ideals. We consider it essential that the nurse understands the impact of a changing health care delivery system upon patient health and the profession of nursing. Toward this end, nursing students at Florida Southern College are prepared to communicate effectively as part of an interprofessional team and to provide compassionate patient-centered care.

Nursing Programs 6 Cs of Caring

The faculty have adopted *Caring, The Human Mode of Being* by Sister Simone Roach as a guiding framework across all the nursing programs. This conceptual model evolved in response to the question, 'what is a nurse doing when she or he is caring?' Specific manifestations of caring as represented by such behaviors as taking the time to be with, checking factual information, identifying and using relevant knowledge, performing technical procedures, showing respect, maintaining trusting relationships, keeping a commitment, and comportment in dress and language were generalized into the Six Cs. The Six Cs are *compassion, competence, confidence, conscience, commitment, and comportment* (Roach, 2012)

Doctor of Nursing Practice Program Description

The DNP Program at Florida Southern College (FSC) is a leadership focused, post-master's program of study designed to prepare graduates in evidence-based practice, health care policy and advocacy, business and financial management, information systems, project management, and organizational leadership. Emphasis is on the application of evidence for the improvement and enhancement of patient care and health care delivery systems. The program and the curriculum are designed to meet advanced-level professional nursing standards and guidelines defined by the American Association of Colleges of Nursing (AACN; 2021). The program also incorporates selected *Nurse Leader Core Competencies* as defined by the American Organization for Nursing Leadership (AONL; 2022).

The DNP Program requirements can be completed in as few as six semesters or two years. A minimum of 38 credits are required for the degree.

The curriculum is delivered in a convenient online format designed specifically to meet the needs of working healthcare professionals. At the beginning of each semester, students are expected to participate in a virtual learning immersion experience. Beyond the initial semester of program enrollment, scheduling and details for each immersion experience will be communicated through the DNP Forum in Canvas as described in this handbook.

Students are periodically required to attend a limited number of synchronous virtual events as necessary to fulfill course, program, and degree requirements. Examples include, but are not limited to, synchronous virtual class sessions and presentation of project work at the SNHS annual research day event.

AACN Domains for Nursing

DNP students are expected to meet advanced nursing competencies organized in *10 Domains for Nursing* as delineated in *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021).

1. Knowledge for Nursing Practice
2. Person-Centered Care
3. Population Health
4. Scholarship for Nursing Discipline
5. Quality and Safety
6. Interprofessional Partnerships
7. Systems-Based Practice
8. Informatics and Healthcare Technologies
9. Professionalism
10. Personal, Professional, and Leadership Development

The DNP curriculum also integrates eight featured *Concepts for Nursing Practice* associated with professional nursing practice as defined by the AACN (2021):

- Clinical Judgment
- Communication
- Compassionate Care
- Diversity, Equity, and Inclusion
- Ethics
- Evidence-Based Practice
- Health Policy
- Social Determinants of Health

In addition to competencies and concepts defined by AACN, the DNP curriculum also incorporates selected competencies derived from the *AONL Nurse Leader Core Competencies* (AONL, 2022) focused on understanding organizational-level financial processes and managing financial resources using concepts of economics, finance, accounting, cost benefit analysis, and effectiveness of business models.

DNP Program Goals

- Prepare graduates for a leadership trajectory in nursing and health care
- Prepare graduates to improve health systems and health outcomes for diverse individuals, families, and populations

DNP Program Learning Outcomes

Upon completion of the program, DNP students will be able to

- Demonstrate socially and professionally responsible nursing leadership
- Lead the translation of evidence to improve health care systems and outcomes
- Design, implement, and evaluate population health improvement strategies
- Incorporate informatics processes and technologies to manage and improve health care

DNP Program Learning Outcomes are defined to reflect doctoral-level learning outcomes based on the ability of students to demonstrate systems-level thinking; analyze and address high-complexity problems and issue in health care; lead interprofessional teams in the design, implementation, and evaluation of evidence-based practice improvement initiatives; and demonstrate advanced use and integration of informatics and technology.

Accreditation

The Doctor of Nursing Practice program at Florida Southern College is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Academic Information

DNP Program Communication

The Canvas Learning Management System platform provides web-based infrastructure used by FSC students, faculty, staff, and administrators for communication, dissemination, and exchange of documents, and online learning. This includes facilitating communication and sharing of documents with and among members of specific user groups. For DNP Students, the *DNP Forum in Canvas* serves as a primary platform for communication of general information relevant to all DNP students or specific groups of DNP students. Students will automatically be enrolled in the Forum at the time of matriculation and will receive orientation to the site during the first Learning Immersion event following program entry. Students should adjust settings in Canvas to receive automatic notification of announcements posted in Canvas and should check the site frequently for new information. Information and documents specific to individual courses will be provided within the respective course platforms in Canvas.

DNP Program Requirements

DNP Program requirements include, but are not limited to, the following:

- Completion of at least 38 post-master's credit hours
- Completion of a minimum of 1,000 post-baccalaureate practice hours*
- Submission of a DNP Professional Portfolio
- Completion of all DNP Project and Practicum requirements
- Presentation of the DNP Project within the SNHS and at the practice site where the project is completed
- Submission of a DNP Project abstract to a peer-reviewed conference
- Submission of a DNP Project manuscript or scholarly project paper summarizing DNP Project work and results
- **Compliance with ABESNHS Nursing Student Technical standards at all times; refer to Appendix B.**

*All DNP students must complete a minimum of 1,000 *post-baccalaureate* practice hours as a part of a supervised academic program in accordance with Commission on Collegiate Nursing Education (CCNE;2024) standards and definitions. For additional information on this requirement, refer to the *DNP Practicum Requirements* section of this Handbook.

Doctor of Nursing Practice Program Courses

Course descriptions for all DNP Program courses are available online in the FSC Academic Catalog: <https://www.flsouthern.edu/academic-life/academic-catalog>. At the time of program entry, each student will receive a progression plan that includes course sequencing and the anticipated semester of enrollment for each class.

DNP Program Courses

Course Number	Credits	Course Title
NUR 7100	3	Evidence-Based Practice and Quality Improvement Models for Health Care Transformation
NUR 7110	3	Leadership and Interprofessional Practice
NUR 7120	1	Introduction to the DNP Project
NUR 7200	2	Scientific and Scholarly Writing
NUR 7210	3	Health Care Business, Financial, and Quality Management
NUR 7300	3	Research Principles and Concepts for Evidence-Based Practice
NUR 7310	3	Data Analytics for Evidence-Based Practice
NUR 7400	3	Population Health Assessment and Improvement
NUR 7410	3	Health Policy and Advocacy in Health Care
NUR 7420	3	Information Management and Technology
NUR 7500	2	DNP Project and Practicum I
NUR 7510	3	DNP Project and Practicum II
NUR 7520	3	DNP Project and Practicum III
NUR 7530	3	DNP Project and Practicum IV

Advising

Upon admission to the program, each student will be assigned an advisor. The advisor serves as a mentor and provides each student with advice and academic support as needed for successful progression and program completion. Deviation from the student's established program of study may result in delayed graduation. Students are expected to participate in academic advising and review their respective programs of study and progression with the advisor every semester.

DNP Professional Portfolio Requirements

Graduates of the DNP Program are expected to demonstrate mastery of the advanced-level competencies delineated in *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021). Students attain these competencies through coursework, completion of DNP Project and Practicum requirements, professional accomplishments, and contributions to public and community health. Competency attainment is validated in individual courses and through documentation in the DNP Professional Portfolio. The Portfolio is an independent or “stand-alone” graduation requirement apart from other course, DNP Project, and DNP Practicum requirements. Reflective learning provides for integrating new knowledge and skills into current or future practice. Development of the portfolio offers an opportunity for students to reflect upon progress toward attainment of DNP competencies and how learning has been, or will be, integrated into current or future practice.

Detailed instructions and requirements for the DNP Professional Portfolio will be provided during DNP Program orientation for new students and in NUR 7200 in the first semester. All Portfolios must include specific content elements that are defined in the *DNP Professional Portfolio Evaluation Rubric*. A copy of the rubric is provided in DNP courses beginning with the second semester. Portfolio content elements must be organized in accordance with the guidelines and conventions provided by the faculty. Students may be required to manage the portfolio through an online system. Any required subscription or license fees are the responsibility of the student.

Students are required to update and submit the Portfolio for formative evaluation within individual courses prior to the final semester. The completed Portfolio must be submitted for summative (final) evaluation at the end of the student's final semester and prior to graduation. The DNP Program Director is responsible for the interpretation and application of evaluation criteria. The completed and final DNP Professional Portfolio may be retained by the SNHS to demonstrate consistency with relevant program accreditation requirements.

DNP Professional Portfolio Required Documentation

Documentation in the DNP Professional Portfolio must provide evidence of attainment of competencies in each of the AACN (2021) defined domains for professional nursing practice.

The following are examples of documentation that can be used to demonstrate competency attainment.

- DNP course syllabi
- Publications or manuscripts
- Posters, abstracts, podium presentations
- Notifications of funding or scholarships
- Written assignments and projects completed in individual DNP courses
- Documents developed through the DNP Project and Practicum immersion experience including Practicum learning plans and evaluations
- Awards, recognitions, certifications, or credentials attained while enrolled in the DNP program
- Continuing education
- Documents developed through service to professional organizations
- Documents developed during the planning, implementation, evaluation, and dissemination phases of the DNP Project.

All Portfolios should include the following DNP Project and Practicum documents:

- DNP Project proposal
- DNP Project scholarly paper or manuscript
- DNP Project poster
- DNP Project conference abstract submission
- DNP Practicum Evaluations for NUR 7500, NUR 7510, NUR 7520, and NUR 7530
- DNP Practicum Hour Logs for NUR 7500, NUR 7510, NUR 7520, and NUR 7530

Overview: DNP Project and Practicum Requirements

The DNP curriculum provides rich and varied opportunities for learning in the classroom and in the community. Knowledge and skills gained through the DNP Project and Practicum are pivotal to the attainment of DNP competencies. All final DNP Project and Practicum documents must be submitted in accordance with timelines established by the faculty each semester. These timelines provide for review and determination of eligibility for graduation in the final semester.

Within the SNHS, the requirements for the DNP Project and Practicum are inextricably linked. These requirements are fulfilled within the context of the four courses listed below, which are typically completed as a series during the last four semesters of the program.

- NUR 7500 DNP Project and Practicum I
- NUR 7510 DNP Project and Practicum II
- NUR 7520 DNP Project and Practicum III
- NUR 7530 DNP Project and Practicum IV

Each student will develop an individualized *DNP Project and Practicum Learning Plan* specific to each course in the series at the beginning of each semester. The Plan is developed in collaboration with course faculty and a practice-based DNP Project and Practicum *mentor*. The

Plan will delineate the learning goals, objectives, activities, and estimated practicum hours for the term, along with alignment with corresponding course and program learning outcomes. The Plan for each course must be reviewed and approved by the faculty and the practice mentor at the beginning of each semester. Hours spent in the practice environment and related to the DNP Project may be used to fulfill DNP Practicum (practice) hour requirements. Evaluation of practicum work by faculty and the practice mentor at the end of each semester will be based on the attainment of the goals and objectives documented in the Plan. Although feedback provided by DNP mentors provides valuable insights and is considered in the assignment of grades, FSC faculty are ultimately responsible for determining and assigning all course and practicum grades.

Faculty assigned to teach courses in the DNP Project and Practicum course series will supervise DNP Project and Practicum work for individual students or groups of students beginning in NUR 7500. Typically, the same faculty member/members will work with assigned students or groups of students across all four courses and will be responsible for the final evaluation of all project and practicum-related activities and tangible work products.

DNP students and faculty typically collaborate to identify and secure a collaborative arrangement with a practice mentor and a practice site for completion of DNP Project and Practicum learning experiences. Ultimately, the DNP Program is responsible for ensuring that each DNP student has a qualified mentor and appropriate practice site for completing these experiences. Mentor qualifications are described in a subsequent section of the Handbook below. The mentor will guide DNP Project and Practicum activities completed at the student's primary project and practicum site. The student's current site of employment may be selected for DNP Project and Practicum experiences with certain restrictions as listed in this Handbook. A different site (i.e., other than the student's current employment site) may be selected as necessary and appropriate to the focus and goals of the student's project. Students and faculty will begin collaborating to secure a mentor and site during the first semester of the program. A *letter of commitment and support* from the mentor and practice site must be provided surrounding completion of coursework in NUR 7500.

A formal affiliation agreement with the proposed DNP Project and Practicum site is required. Students should work with and through the SNHS Clinical Coordinator to verify any existing agreement or to secure a new agreement *prior to the commencement of practicum hours at the site*.

DNP Project

DNP education is distinguished by the completion of a scholarly project that demonstrates the student's ability to synthesize and to apply knowledge and skills acquired through doctoral education. The DNP Project provides a measurable medium for evaluating the student's ability to assess and apply evidence to improve patient and practice outcomes---the hallmark of DNP education (American Association of Colleges of Nursing, 2006). The DNP Project is an independent or "stand-alone" graduation requirement apart from another course, practicum, or program requirements. DNP Project and Practicum processes and requirements are managed through the DNP Project and Practicum course series.

DNP Project requirements are consistent with 2015 recommendations and 2021 guidelines from the AACN. All DNP Projects should

- Focus on change that impacts health care outcomes through direct or indirect care
- Have a system or population focus
- Provide for sustainability or a base for future work to sustain gains
- Include implementation when possible/feasible
- Include an evaluation of project outcomes and/or impact using pre-defined process and/or outcome indicator measures
- Provide a foundation for future DNP practice scholarship

Group DNP Projects are acceptable when project aims are consistent with program requirements and students' learning and professional goals. Each member of a group must fulfill program and course requirements related to the planning, implementation, and evaluation components of the project. Guidelines for the entire project, guidelines for individual student contributions to the project, and rubrics for evaluation of individual member contributions will be developed in NUR 7500, NUR 7510, NUR 7520, and NUR 7530. Each student in a group must fulfill a leadership role and demonstrate primary responsibility for at least one component of the project.

The DNP Project team will consist of a student or a group of no more than three students, a doctoral-prepared faculty member, and a practice mentor at the site where the project will be implemented. Additional mentors or experts may serve as consultants to the project team to promote rigor and attainment of targeted improvements. Statistical consultation will be available through SNHS faculty with expertise in this area. Consultations can be scheduled through faculty supervising the DNP Project.

DNP Project Timelines and Milestones

Specific DNP Project and Practicum requirements for each semester will be determined within the context of individual DNP Project and Practicum courses. The timelines and key milestones listed below are typical.

All DNP Project proposals must be reviewed through the Florida Southern College Institutional Review process prior to implementation or commencement of any work beyond planning that falls under the scope of the DNP Project. Institutional review requirements of individual practice sites may also apply to individual projects. Instructions and guidance on navigating the institutional review process will be provided in NUR 7500 and NUR 7510.

DNP students may complete the DNP Project at their place of employment. In some instances, students may be required, as a condition of their paid employment, to participate in the planning of practice changes or in the collection/evaluation of data that may retrospectively be deemed

relevant to an envisioned or proposed DNP Project. In these instances, students should consult with faculty to clarify how and if such work may be applied within the context of planning, implementing, and/or evaluating the DNP Project while meeting IRB requirements.

NUR 7500 DNP Project and Practicum I

- Develop a mutually beneficial relationship with key stakeholders in the organization where the proposed DNP Project will be implemented; secure a letter of commitment/support
- Define/finalize the practice, health care delivery, or financial problem and practice question that will guide DNP Project development and work
- Secure approval of the DNP Project topic and focus from the supervising faculty member
- Retrieve, appraise, and synthesize literature to identify evidence-based interventions for addressing the problem or phenomenon of interest
- Complete practicum hours as specified in the DNP Project and Practicum Learning Plan
- Incorporate required documents into the DNP Professional Portfolio

NUR 7510 DNP Project and Practicum II

- Complete Collaborative Institutional Training Initiative (CITI) training requirements
- Identify a theoretical or conceptual model to guide project development and completion
- Develop the DNP Project vision and written proposal in collaboration with faculty, the practice mentor, and stakeholders at the site of the proposed implementation
- Present and secure faculty and mentor approvals for the DNP Project proposal
- Submit the DNP Project proposal and required companion documents for Florida Southern College Institutional Review Board review following FSC procedures and policies
- Fulfill any institution-specific review requirements for the project host site
- Complete practicum hours as specified in the DNP Project and Practicum Learning Plan
- Incorporate required documents into the DNP Professional Portfolio

NUR 7520 DNP Project and Practicum III

- Lead, monitor, and close the implementation phase of the DNP Project
- Collect and manage data for evaluation of DNP Project impact on targeted outcomes
- Complete practicum hours as specified in the DNP Project and Practicum Learning Plan
- Incorporate required documents into the DNP Professional Portfolio

NUR 7530 DNP Project and Practicum IV

- Analyze and evaluate the results of the DNP Project relative to targeted project goals and objectives
- Develop an abstract and a manuscript **or** scholarly project paper summarizing DNP Project work and results
- Disseminate project results within the SNHS and at the practice site
- Complete practicum hours as specified in the DNP Project and Practicum Learning Plan
- Incorporate required documents into the DNP Professional Portfolio

The final written DNP Project report may be a manuscript or a scholarly project paper. Manuscripts must be suitable for publication in a peer-reviewed journal. Manuscripts should be written in the style of the target journal and submitted to the journal prior to graduation. Scholarly papers must be prepared in accordance with the most current edition of the *Publication Manual of the American Psychological Association*. Evaluation criteria (rubrics) will be provided in individual DNP Project and Practicum series courses.

All DNP students are required to submit a DNP project abstract to at least one peer-reviewed conference; to present the results of the DNP Project at the host practice site; and to present the DNP Project at a research day event hosted by the Ann Blanton Edwards School of Nursing and Health Sciences (SNHS) during the last semester or semester of completion of NUR 7530. Information on presentation requirements and evaluation criteria are provided in individual DNP Project and Practicum series courses.

Students must complete all project-related work and be prepared to present in accordance with timelines established by the SNHS each semester. Faculty are authorized to approve or deny the scheduling of individual presentations as necessary to ensure that all students have met program and project requirements. Event information will be disseminated through the DNP Forum in Canvas and through individual DNP courses.

Authorship Considerations Applicable to the DNP Project

Scholarly work in the DNP Program, including DNP Project-related activities, are frequently completed as a collaboration between students and faculty. This work also typically involves consultation and collaboration with mentors and/or consultants at the site where the DNP Project is conducted. Decisions regarding dissemination and authorship should reflect the collaborative nature of DNP Project work and should be consistent with national standards and guidelines. *Authorship is reserved for persons who make a substantial contribution to and who accept responsibility for a published work* (American Psychological Association, 2020, p. 24). DNP students and faculty should discuss and determine authorship credit, authorship order, and acknowledgments for DNP Project-related publications beginning in NUR 7500. Refer to the Appendix A. Final decisions in these categories should be made collaboratively among the student, the faculty, and any DNP Project mentors or collaborators at the project site as early as possible and, preferably, in the semester in which NUR 7500 is completed.

DNP Practicum Requirements

The practicum component of each DNP Project and Practicum course involves the completion of practicum hours that include mentored immersion experiences and professional activities to advance the attainment of targeted leadership, practice improvement, and related competencies under the guidance and leadership of a DNP mentor or DNP faculty member. Mentors must hold a graduate degree, occupy a leadership role within their respective organizations, and have relevant practice or administrative expertise to promote the attainment of student learning outcomes. Doctoral preparation is preferred. The *DNP Mentor Handbook* provides additional information regarding mentor qualifications and responsibilities. Copies of the mentor handbook are supplied in the DNP Project and Practicum courses. Required hours, experiences, and activities will be documented in the DNP Project and Practicum Learning Plan each semester.

All DNP students must complete a minimum of 1,000 *post-baccalaureate* practice hours as part of a supervised academic program (Commission on Collegiate Nursing Education, 2024). A maximum of 800 practice hours from a student's master's program can be applied toward fulfillment of the 1,000 hour post-baccalaureate requirement. A minimum of 200 hours are to be completed in the FSC DNP program. Regardless of the number of hours required to fulfill the 1,000 hour post-baccalaureate requirement, all students must complete the hours required to meet DNP Project and Practicum requirements.

Each student must provide verification of practice (clinical) hours completed in the master's program(s) around the time of program entry. Verification of hours completed in the master's program must be provided on the DNP Program *Verification of Precepted Practice Hours* form. This form will be accessible in the DNP Forum in Canvas and in various DNP courses in the first and/or second semesters.

The required practicum (practice) hours are typically completed over four semesters in NUR 7500, NUR 7510, NUR 75120, and NUR 7530. A limited number of hours may be approved in NUR 7120 for early DNP Project collaboration and planning with stakeholders at the prospective DNP Project site and in other courses subject to approval by the DNP Program Director. Each student is required to log and submit practicum hours at the end of each semester using the approved SNHS *DNP Practicum Log* form. All DNP Practicum hours must be documented on approved FSC SNHS forms and verified by the DNP Project and Practicum mentor and/or faculty supervisor at the end of each rotation or semester.

Practicum activities should align to support the attainment of the student's professional goals, course-specific learning outcomes, DNP Project requirements, and DNP competencies. These activities should include, but are not limited to, in-depth work with the practice mentor and other experts in nursing and related healthcare disciplines. Ongoing feedback and reflection are critical components of all practicum experiences and serve to enrich the student's knowledge and practical skill foundations.

Illustrative examples of the types of activities that are eligible and that are not eligible to count toward fulfillment of DNP Practicum requirements are provided below. In most instances, hours

logged completing activities related to DNP Project planning, implementation, evaluation, and dissemination are allowable. Faculty supervising DNP Projects and Practicums are responsible for reviewing and approving conferences and other activities external to the approved Project and Practicum site. Likewise, faculty are also responsible for reviewing and approving work/activities completed ***remotely/virtually***. In all instances, DNP faculty are ultimately responsible for determining course and practicum grades.

Examples of activities that *are typically eligible* to count toward fulfillment of DNP Practicum hours:

- Completion of work ***at practice or community sites*** on all phases of the DNP Project (planning, implementation, evaluation, and dissemination)
- Retrieving, assessing, summarizing, and synthesizing information for the DNP Project review of literature
- Creating the DNP Project IRB application and navigating the DNP Project IRB application process, including revisions when required
- Creating the DNP Project Proposal
- Implementing the DNP Project, including data collection activities
- Organizing, preparing, and analyzing data
- Creating the DNP Project manuscript or final scholarly paper
- Preparing and submitting the DNP Project abstract
- Preparing and disseminating DNP Project work and results
- Providing leadership for a local/institutional, regional, state, or national level workgroup, committee, or professional organization
- Participation and completion of activities that promote and enhance capacity for planning, implementing, and evaluating practice improvement initiatives
- Working with a practice or clinical mentor/expert to develop practice guidelines or protocols
- Working with a practice mentor to develop or manage budgets
- Working with a practice mentor to develop organizational policies and procedures
- Working with a practice mentor to develop grant applications
- Participation in organizational strategic, business, and/or operational planning
- Participation in organizational compliance and/or risk management activities
- Attending a regional, state, or national conference (subject to faculty approval)
- Participation in professional journal clubs, grand rounds, community meetings that promote leadership development
- Participation in interprofessional team meetings or conferences to advance patient care

- Completion of work/activities/learning experiences that contribute to attainment of knowledge and skills required for nationally recognized leadership specialty certification and/or related specialty certifications (subject to approval by DNP faculty)

Examples of activities that are ***typically not eligible*** to count toward fulfillment of DNP Practicum hours:

- Work completed at a practice or community site that falls within the scope of the student's paid employment
- Completion of online educational modules that are required for continued RN-level licensure

Faculty will evaluate progress toward the goals documented in the student's DNP Project and Practicum Learning Plan, in consultation with the practice mentor, at the end of each semester in NUR 7500, NUR 7510, NUR 7520, and NUR 7530.

All DNP students must comply with applicable institutional or organizational policies regarding vaccinations, drug testing, and background checks required to complete DNP Project and Practicum experiences. A blanket student nursing liability insurance policy provided by Florida Southern College will cover all domestic nursing students for the time the student is completing DNP project and practicum requirements as part of a supervised clinical education experience. The cost will be included in the nursing fee charged each semester. International students must purchase an individual student liability coverage policy and provide proof of coverage at program entry. Coverage is required in an amount equal to the limits required by the host site where DNP Project and Practicum experiences will be completed.

Graduation and Commencement Procedures

Students can access the official FSC Commencement Handbook online at <https://www.flsouthern.edu/commencement-handbook>. This Handbook includes information on graduation requirements and commencement procedures.

Students planning to graduate must complete an *Application for Graduation* form with the Registrar's office the semester prior to the term of projected graduation. When the application is processed and a graduation check is completed, the graduate's name is placed on the graduation list and the student will receive all communications regarding commencement. Caps, hoods and gowns are typically purchased directly through the campus bookstore for commencement ceremonies. Details on purchasing / rental arrangements are disseminated via e-mail prior to each commencement event.

All summer graduates at FSC are invited to participate in the Commencement Ceremony held at the end of the fall semester following program completion (i.e., summer 2028 graduates will be invited to participate in the fall 2028 Commencement Ceremony held in December 2028). Commencement and hooding ceremony details are communicated through e-mail and the DNP

Forum in Canvas typically beginning in the spring semester prior to graduation. Please note that FSC does not hold a summer Commencement ceremony.

Incident Reporting Procedures

On Campus

In the event of a life-threatening emergency call 911

In the event of a student accident (that does not require 911 assistance) **call FSC Campus Safety at 863-680-4305**. Campus Safety will file an incident report and take the student back to their room (if living on campus). Campus Safety will also notify the Office of Student Life at 863-680-4206 who will decide if the student's emergency contact person should be notified. Beyond providing emergency measures or routine first aid, faculty and staff should not attempt to diagnose or treat students who are ill or injured.

The Incident Management and Reporting form should be submitted to the Ann Blanton Edwards School of Nursing and Health Sciences Dean's Executive Assistant within 72 hours of the incident. Copies will be retained in the student's academic file and the ABESNHS incident tracking file.

Off Campus

In the event of a life-threatening emergency call 911.

If a student has an incident at an off-campus location during their clinical (or practicum), contact the BSN Lead Faculty/Graduate Faculty of Record or Program Director immediately.

The Incident Management and Reporting form should be submitted to the Ann Blanton Edwards School of Nursing and Health Sciences Dean's Executive Assistant within 72 hours of the incident. Copies will be retained in the student's academic file and the ABESNHS incident tracking file.

References

- American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education* [PDF file].
<https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf>
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<https://www.aacnnursing.org/Portals/42/DNP/DNP-Implementation.pdf>
- American Organization for Nursing Leadership (2022). AONL Nurse Leader Core Competencies.
<https://www.aonl.org/resources/nurse-leader-competencies>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>
- Commission on Collegiate Nursing Education. (2024). Standards for accreditation of baccalaureate and graduate nursing programs [PDF file].
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Appendix A

Doctor of Nursing Practice Program Faculty and Student Authorship Guide

Scholarly work in the DNP Program, including DNP Project-related activities, are frequently completed as a collaboration between students and faculty. This work also typically involves consultation and collaboration with mentors and/or consultants at the site where the DNP Project is conducted. Decisions regarding dissemination and authorship should reflect the collaborative nature of DNP Project work and should be consistent with national standards and guidelines. *Authorship is reserved for persons who make a substantial contribution to and who accept responsibility for a published work* (American Psychological Association, 2020, p. 24). DNP students and faculty should use the following guidelines in determining authorship credit, authorship order, and acknowledgements for DNP Project- related publications:

- International Committee of Medical Journal Editors (ICMJE). *Defining the role of authors and contributors*. <https://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. (Sections 1.21, 1.22, 1.23, 1.24, and 1.25)

Collaborative publications may include abstracts or manuscripts based on course requirements, presentations, posters, DNP projects or any other scholarly product. Authorship credits and order decisions should be based on the relative scholarship abilities and professional contributions of each collaborator. The ICMJE criteria for evaluating contributions include:

- Substantial contributions to conception and design, acquisition of data, or analysis and interpretation of data;
- Drafting the article or revising it critically for important intellectual content;
- Final approval of the version to be published;
- Agreement to be accountable for all aspects of the work in ensuring that questions related to accuracy or integrity of any part of the work are appropriately investigated and resolved (ICMJE)

Faculty and students should engage in the process of making appropriate authorship decisions based on thorough and systematic discussions leading to explicit agreements early in the collaborative endeavor. For the DNP Project, this process should typically begin in the semester in which the student is enrolled in NUR 7500 DNP Project and Practicum I. The DNP Program Director and/or the Dean of the Ann Blanton Edwards School of Nursing and Health Sciences are available for consultation regarding questions or concerns relating to authorship decisions.

Acknowledgement:

Student Signature / Date

Student Name (printed) / Date

DNP Project Faculty Advisor Signature / Date

DNP Project Faculty Advisor Name (printed) / Date

Appendix B
Nursing Student Technical Requirements
(applicable to all ABESNHS nursing programs)

Technical Standards for Nursing Students

Florida Southern College Ann Blanton Edwards School of Nursing and Health Sciences has a responsibility to educate competent nurses to care for patients with clinical judgment, broadly based knowledge, and refined technical knowledge, skills, and competencies. For advanced practice nursing programs, competencies are defined by the American Association of Colleges of Nursing, the National Organization of Nurse Practitioner Faculties, and the American Nurses Association. The FSC nursing programs *have academic as well as technical standards that must be met by students to successfully progress in and graduate from its programs.*

FSC nursing programs provide the following description of technical standards to inform prospective and enrolled students of the technical standard requirements for completing the nursing programs. These standards are not requirements for admission to the program, and the examples provided are not all-inclusive. Students and prospective students should review these standards and assess their own ability to be successful in completing the program. Key areas for technical standards in nursing include having abilities and skills in the following areas: 1) observation, 2) communication, 3) motor, 4) cognitive, and 5) behavioral/social.

Technological compensation can be made for some disabilities in certain of these areas, but a candidate should be able to perform in a reasonably independent manner and exercise independent judgment.

Observation: The candidate must be able to observe demonstrations and participate in didactic courses and simulated learning opportunities. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation requires the use of common sense, as well as the functional use of the senses of vision, audition, olfaction, and palpation.

Communication: Candidates must communicate effectively using English in clinical and classroom settings. A candidate must be able to elicit information from patients, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech but reading and writing. The candidate must be able to communicate effectively and efficiently with all members of the health care team in both immediate and recorded modes.

Motor: Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other assessment techniques. A candidate should be able to perform nursing skills requiring the use of gross and fine motor skills (e.g. IV insertion, venous blood draw, urinary catheter insertion). A candidate should be able to execute motor movements reasonably required to provide nursing care and emergency response to patients.

Examples of emergency responses reasonably required of nurses are cardiopulmonary resuscitation, medication administration, and application of pressure to stop bleeding. Candidates must perform actions that require the use of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision. Candidates should also be able to assist and/or participate in various lifting activities.

Conceptual-Integrative: These abilities include measurement, calculation, reasoning, analysis, synthesis, and retention of complex information. Critical thinking requires all these intellectual abilities to provide optimal nursing care. In addition, the candidate should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

Behavioral-Social: Candidates must possess the emotional health required for the full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and function effectively under stress in the classroom and clinical area.

They must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical environment. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the admissions and educational process.

Reasonable accommodations will be considered on a case-by-case basis in collaboration with the Office of Student Disability Services for individuals who meet eligibility under applicable statutes. Any person expecting to need accommodations should **request them before beginning the program**, as some accommodations may impact an applicant's ability to complete all components of the program. Accommodations approved by SDS are never retroactive.