

2025-2026

Doctor of Nursing Practice Student Handbook



AMERICAN
UNIVERSITY OF
HEALTH SCIENCES
2025-2026

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Welcome and congratulations!

On behalf of the Founders, Leadership and Staff of American University of Health Sciences I would like to welcome you to our university community and congratulate you on choosing AUHS to accompany you on your journey to your Doctor in Nursing Practice.

We are delighted that you have chosen our University as your partner in this new endeavor, and with God's blessings, we will endeavor to be successful in preparing you to be safe practitioners providing quality nursing care to diverse patient population across the lifespan; while promoting health, preventing diseases, and client/patient participating in client/patient health maintenance and restoration.

This Graduate Student Handbook contains significant information relative to policies and procedures specific to the DNP and are required to read and adhere to the policies and procedures relating to expectations, performance, compliance, and curriculum. In addition to the information written herein, graduate students are expected to comply with all University policies and procedures found in the AUHS catalog.

AUHS reserves the right to change policies and procedures with notification to all students. For additional questions and clarifications, please see or contact the School of Nursing Graduate Program.

Let us work collaboratively for your successful future as a DNP for your family, and for the diverse client/patient population waiting for you to provide them with exceptional patient care.

Gregorio De Grano

Dr. Gregorio L. De Grano

Dean, SON Graduate Programs

American University of Health Sciences

Mission Statement of AUHS

American University of Health Sciences, a private Christian-based, minority-serving university of higher education, welcomes students of diverse backgrounds and prepares them to make a positive impact on society through the provision of exceptional quality patient-centered care within the context of a global perspective of the human condition.

This mission is accomplished through the creation of a strong and caring academic environment where excellence, diversity, and the development of the entire person—mind, body, and spirit—is addressed and where teaching/learning, research, service, and scholarship are valued and supported.

Inspired by a strong belief in God and the Christian values of love and caring for humankind, and of justice and respect, the University's core values include a holistic approach to education, promotion of the intellectual, analytical, and critical thinking abilities of its students, evidence-based knowledge, and service to our fellow man, and a commitment to life-long learning.

Introduction

True And Correct Statement

AUHS makes every effort to ensure accuracy of the information contained in this student handbook. Some policies, rules, procedures, and regulations may change and therefore alter the information during this handbook period. The University reserves the right to change policies, regulations, fees, and course of instruction upon the direction of the AUHS Administration and its Chief Executive Officer. The most current and complete information on any changes is available online through the AUHS website <http://auhs.edu/>.

Program Or Policy Changes

AUHS has the right, at its discretion, to make reasonable changes in program content, class schedules, policies, procedures, materials, and equipment, as it deems necessary in the interest of improving the students' educational experience. When class size or curriculum warrant, classes may be combined. When federal, state, accreditation, or professional changes occur that affect students currently in attendance, the institution will make the appropriate changes and notify the students accordingly.

General Information

The Doctor of Nursing Practice (DNP) program with a concentration in Population Health Administration and Health Systems Leadership is a professional-practice degree designed to prepare advanced practice nurses for leadership roles in population health. This program equips students with the knowledge, skills, and competencies necessary to drive sustainable improvements in health outcomes and promote health equity for diverse populations.

Students will gain a deep understanding of the social determinants of health, health disparities, and the impact of cultural, social, and economic factors on health outcomes. As part of the

program, students can engage in practical experiences through an extensive population health project. This experiential learning opportunity will allow students to apply their knowledge and skills in real-world settings, working alongside experienced professionals in population health practice.

The program emphasizes integrating population health principles, evidence-based practice, leadership, and advocacy to address communities' and populations' complex health challenges.

Throughout the program, students will engage in coursework covering topics like epidemiology, healthcare policy and systems, research methods, and population health leadership. They will learn to critically analyze research and evidence, apply epidemiological principles, and utilize quality improvement methodologies to drive positive change in population health.

The program also places a strong emphasis on leadership development and advocacy skills. Students will learn effective communication, collaboration, and negotiation strategies for leading interprofessional teams and engaging stakeholders in population health initiatives. They will gain insights into policy analysis and development and the ethical considerations and cultural competence necessary for addressing health disparities and promoting health equity.

As part of the program, students will have the opportunity to engage in practical experiences through clinical placements, population health projects, and leadership practicums. These experiential learning opportunities will allow students to apply their knowledge and skills in real-world settings, working alongside experienced professionals in population health practice.

Upon completion of the program, graduates will be prepared to assume leadership roles in various settings, such as healthcare organizations, community health centers, public health agencies, and policy-making institutions. They will be equipped to develop and implement evidence-based interventions, advocate for policy changes, and drive sustainable improvements in population health outcomes.

The Doctor of Nursing Practice program with a concentration in Population Health Administration and Health Systems Leadership empowers nurses to become influential leaders, change agents, and advocates for improving the health and well-being of communities and populations. Graduates will be poised to significantly impact population health, address health disparities, and promote health equity for all.

Learning Outcomes

AUHS Institutional Learning Outcomes (ILOs)

1. **Performance.** (Academic Excellence/ Research/ Scholarship). Graduates will demonstrate academic, practical, social, and philosophical knowledge of their profession/career pathway.
2. **Cultural Competence** (Diversity). Graduates will deliver culturally competent, sensitive care that is evidence- based in the appropriate health career service area.

3. **Critical Thinking** (Academic Preparation or Excellence/ Education). Graduates will apply critical thinking as the theoretical and scientific underpinnings to the appropriate health career profession to build a solid foundation to drive the profession forward.
4. **Social Responsibility** (Service). Graduates will develop social and personal responsibility for ongoing professional growth and development including higher education in the appropriate health career profession.
5. **Christian Values**. Graduates will be able to affect positive patient outcomes by sharing their Christian Values of love, caring, justice and respect, as an advocate patient needs and rights.

DNP Program Learning Outcomes

DNP Program Learning Outcomes aligned with AACN DNP Essentials are listed below:

1. Independently perform advanced nursing roles to enhance health outcomes in a specialty practice area. (Domain 1)
2. Facilitate the development of health outcomes and reduction of health disparities throughout the population. (Domain 2)
3. Incorporate principles of population health into the treatment of individual patients, clinical practices, and the community. (Domain 3)
4. Integrate scientific theories and data-based concepts to develop, critically appraise, and implement practice approaches that improve health care and health systems. (Domain 4)
5. Utilize organizational theories and systems thinking to enhance the quality, cost-effectiveness, and safety of practice initiatives and decisions. (Domain 5)
6. Take the initiative in guiding and collaborating with interprofessional teams to enhance the well-being of patients and communities. (Domain 6)
7. Implement effective strategies for managing the ethical dilemmas inherent in in-patient care, healthcare organization, and research. (Domain 7)
8. Utilize knowledge of informatics to monitor and enhance outcomes, programs, and health care delivery systems. (Domain 8)
9. Facilitate the development and improvement of health outcomes and reduction of health disparities while integrating diversity, equity, and inclusion as fundamental components of one's professional identity. (Domain 9)
10. Demonstrate a spirit of inquiry that fosters adaptability and professional maturity while assuming a leadership role in influencing healthcare regulation and delivery policies. (Domain 10)

DNP Program Curriculum

QUARTER	COURSE	UNITS
1	DNP 700 Population Health Management	5*
1	DHC 701 Healthcare Delivery, Informatics, and Innovation	5*
2	DHC 702 Biostatistics and Research Design	5*
2	DNP 800 Population Health Project Improvement 1: Assessing the Needs of Populations	5**
3	DHC 703 Translational Research and Evidence-Based Thinking for Scholarship and Practice	5*
3	DNP 801 Population Health Project Improvement 2: Address Needs/Pops EB Interventions	5**
4	DHC 704 Leadership, Bioethics, and Interprofessional Collaboration	5*
4	DNP 802 Population Health Project Improvement 3: Implement EB Change in Practice Project	5**
5	DNP 803 Project Culmination of Evidence-Based Change of Practice Project	5**
Total Program		45

- *Each theory course includes approximately 8-10 hours a week of practicum work
- **Each practicum course includes approximately 12-14 hours a week of practicum work

Modality of Instruction

The DNP program will be >50% via distance education and will be offered both through synchronous learning, asynchronous learning, and face-to-face clinical rotations.

Synchronous Learning

- Real-time virtual classes will be conducted using video conferencing tools (e.g., Microsoft Teams). These sessions will provide live interaction between instructors and students, facilitating real-time discussions, Q&A sessions, collaborative activities, and interactive learning experiences.
- Scheduled live lectures will occur at designated times, and attendance will be required to ensure engagement and participation. Instructors will provide opportunities for breakout sessions, group discussions, and interactive quizzes.

Asynchronous Learning

- Video tutorials, reading materials, and other instructional content will be made available on the Canvas Learning Management System (LMS) for students to access at their convenience. This format allows students to review materials at their own pace, accommodating different learning styles and schedules.

- Online discussion forums, and reflection journals will enable continuous engagement and interaction among students and instructors. Weekly discussion posts, peer reviews, and assignments will be required to maintain participation and ensure comprehension.

Teleconferencing and Web Conferencing

- For specific activities, such as virtual office hours-advising, group projects, and guest speaker sessions, teleconferencing tools (Microsoft Teams) and research process/activities will be used to foster direct communication and collaboration between students and faculty members.

Student Admission Requirements

1. Complete and submit a DNP application.
2. Application Fee.
3. Professional resume or curriculum vitae.
4. Graduate of an accredited college or University with a Master of Science Degree in Nursing or Advanced Practice Registered Nurse or another healthcare-related field.
5. Minimum GPA of 3.0
6. Official transcripts from all regionally accredited institutions
7. MSN Degree (University/College) Accreditation Requirements: Commission on Collegiate Nursing Education (CCNE) or a National League of Nursing Accreditation Commission (NLN CNEA)
8. For APRN students, the remaining 500 hours will be acquired during the plan of study of the DNP Program.*
9. Licensing Requirements (Applies to both Domestic and International applicants):
10. Unencumbered APRN/RN license in the state where you plan to do your clinical hours.
11. Submit proof of certification in an Advanced Practice Nursing specialty
12. DNP students are required to maintain an unencumbered APRN/RN License as required in the state in which the student will be practicing.
13. Personal goal statement, including the following:
14. Proposed Clinical Scholarly Project Statement
15. Potential Population Project Site
16. Potential Project Mentor
17. Three letters of recommendation (academic or professional)
18. Panel interview with DNP Leadership and faculty
19. State of California residency or residency in a state where AUHS has been granted State Authorization.

**To confer the DNP degree: 1,000 Masters' Program clinical hours of face-to-face, healthcare system preceptor experience is required.*

**For APRNs: Evidence of 500 clinical hours - Students are accepted as advanced practice registered nurses, providing documentation of the acquired 500 hours of direct patient care.*

**For Non-APRNs with MSN Degree: Clinical hours earned during MSN coursework will be subject to approval.*

DNP Scholarly Project

The DNP project provides students with the opportunity for in-depth analysis, synthesis, and application of a chosen topic that contributes to an area of scholarship in population healthcare. This is a series of four courses in which students will research, assess, address, and implement their DNP project in a practice setting with oversight provided by the DNP mentor and practice facilitator. Each course requires up to 250 faculty supervised practice hours. Documentation and confirmation of required practice hours are required for successful completion of these courses.

The final DNP Practicum course synthesizes the experience of implementing an evidence-based practice investigation, including data analysis, evaluation, and interpretation. Students will demonstrate the principles of evidence-based practice, epidemiology, and quality improvement methodologies to measure the effectiveness and impact of evidence-based changes on population health outcomes and draw meaningful conclusions. Students will reflect on their project outcomes, identify successes and challenges, and discuss the implications for future practice and research. This course serves as a capstone experience, showcasing the students' achievements and preparing them to be influential leaders in improving health outcomes and promoting health equity for diverse populations. Students will complete a comprehensive manuscript of the DNP clinical scholarly project and deliver a live oral defense presentation to faculty and peers. Dissemination of plans and development of a poster and abstract for a peer-reviewed journal are also required.

DNP Practicum Hour Requirements

The DNP program requires the completion of a practicum scholarly project designed to allow students to apply their research to a clinical problem. The practicum requires 1,000 post-baccalaureate practice hours, 500 of which will be completed at a local clinic or medical setting under the guidance of a preceptor. Hours reflect time engaged in experiences related to the role and responsibilities of the doctoral-prepared advanced practice nurse. Upon approval, students may use clinical hours from their MSN and/or APRN programs to meet the total hour requirement or they must continue to acquire missing hours throughout enrollment in the program. Throughout the program, students will identify activities to enhance their ability to apply and synthesize DNP course content with real-world examples, while also getting acquainted with their future roles. They are encouraged to engage with experts in nursing and other disciplines. Each student's fulfillment of the DNP hours requirement will be unique.

1,000 hours of faculty-guided practicum must be directly aligned with program learning outcomes and AACN DNP Essentials/Domains.

Acceptable DNP hours activities:

- Chair a work-related committee
- Work-related projects outside of your day-to-day nursing responsibilities
- Participation in a city, county, or state health department initiative
- Appraisal of literature/evidence

- Participation in professional development activities i.e.: seminars related to future practice.
- Scholarly Project-related activities (meetings with faculty, meetings with external subject area expert mentor, needs assessment, meetings with project stakeholders, data collection, data analysis)

Unacceptable DNP hours activities:

- Direct patient care as an RN or work as a nurse educator.
- Working on graded course assignments (e.g., reading textbooks, watching/listening to video lectures, discussions, writing papers)
- Writing or editing the Scholarly Project Executive Summary (and other Scholarly Project related work)
- Preparing the Scholarly Project Dissemination Presentation (i.e., PPT or poster)
- Writing and reading (i.e., for coursework, etc.)
- Editing (i.e., papers, Scholarly Project)
- Travel time to meetings with Faculty, Dean, External Subject Area Expert/Mentor, Scholarly Project stakeholders
- Travel time to professional meetings or conferences

For APRNs: Evidence of 500 clinical hours - Students are accepted as advanced practice registered nurses, providing documentation of the acquired 500 hours of direct patient care subject to the approval of the admission committee. *

For Non-APRNs with MSN Degree: Clinical hours earned during MSN coursework will be subject to the approval of the admission committee. *

****Students acquire the remaining 500 hours during the plan of study of the DNP Program.***

DNP Practicum Hours Documentation

All practical hours will be logged in using the CORE® ELMS software platform. Students will receive access during the first quarter of courses. Students must maintain a record of their DNP practical hours, which should be documented according to the AACN DNP Domains and Sub-competencies. All experiential hours and activities must accurately reflect the time spent to add up to the required number of hours.

Practical hours need faculty approval. Students must work with their faculty to create a list of activities for the DNP Experience that contribute to skill development, operationalize the project, or meet the AACN DNP Domains. Hours completed for the scholarly project can count as DNP practicum hours if they are new experiences, well documented, linked to program or student learning outcomes, aligned with AACN DNP domains and Sub-competencies, mentored, and approved by the faculty.

Practicum hours logs must include all the following or they will not be counted.

1. Description of Experience Activity

2. DNP Domain and Sub-competencies
3. Number of Hours Completed
4. Faculty approval in **CORE ELMS**

Approved DNP Practicum Experiences and Eligible Hours

Description of Experience Activity	Maximum Hours Allocated for Activity	AACN Domains
Participation in practice activities related to the completion of the DNP Project	150	1-10
Collaboration/consultation with experts in healthcare or related fields (interprofessional partnerships)	60	1, 2, 3, 4, 6, 7
Participate in practice activities that address quality improvement and safety in care delivery and workplace safety	60	1, 2, 5, 7
Active participation in a global health project in a leadership role (i.e.: mission/service event)	60	2, 3, 4, 6
Application of new advanced practice skills aligned with doctoral inquiry or area of personal nursing practice expertise	100	1, 2, 3, 4, 7, 9, 10
Participation in a mentored teaching experience in the clinical or academic setting	60	4, 6, 7, 9, 10
Application of evidence-based practice guidelines into informational technology and healthcare systems	90	8, 8, 9, 10
Attendance at practice-related conferences	90	1, 3, 4, 5, 7, 9, 10
Presentation/poster at practice-related conference	60	1, 3, 4, 5, 7, 9, 10
Participation in a professional practice organization/committee with an active/leadership role	90	1, 3, 4, 5, 7, 9, 10
Participation in the development of a policy with an active/leadership role	90	9, 10
Participate in a committee at institutional, state, national or international level regarding nursing, healthcare policy or patient outcomes	90	7,9,10

Campus Services

Students With Disabilities

AUHS is dedicated to providing opportunities for all students to participate fully in the academic environment. AUHS is committed to making reasonable accommodation for students with disabilities. The policy may be found in the University Catalog.

Students Needing Psychological Services

Sometimes students find themselves in need of assistance to learn how to deal with various psychological and social issues. AUHS provides a safe and confidential place to talk with a professional about concerns or problems, no matter how minor or serious, which might interfere with personal growth or academic achievement. To schedule an appointment, contact the Counseling Services Office at (562) 988-2278 extension 2030.

Students Needing Writing Assistance

Writing workshops are periodically scheduled for students needing assistance with grammar, sentence structure, APA format, and other writing needs. Referrals can be made by a faculty member or through self-referral. For more information, contact Student Services.

Center For Academic Success

The Center is available for all students needing additional resources leading towards successful completion of academic programs. This will include services such as writing, reading and math assistance. MSN students will receive remediation and learning enhancement at the center.

Computer Resources

AUHS has a Computer Lab located on the first floor for the use of SON graduate students and faculty. Students may use the Computer Lab when other classes are not scheduled. Eating or drinking in the Computer Lab is not permitted. The computer lab is fully equipped with networked computers, which are also available for printing. Students may not save documents to the hard drive of the computer (but are encouraged to bring their own USB device). These documents will be automatically deleted by the lab personnel. Students may not load any programs on to the computers in the lab.

Library Services

The AUHS Library provides access to a robust collection, physical space for studying and research, reference, instruction, and various services to support AUHS faculty, students, and staff. The collection contains books, journals, audio/video resources, models, etc. which are available for circulation, or reference books may be checked out in the library. The AUHS Library subscribes to electronic databases such as EBSCO, CINAHL full-text, Medline full-text, Ovid, and JSTOR for students to access on or off campus. The 2,027 square foot library space provides a quiet and comfortable reading area. Wireless internet access is available throughout the library.

A primary objective of the library is to support the university's curriculum and the user needs of AUHS students, faculty, and staff with reference and instruction. The librarian conducts reference and individual instruction in-person and virtually through email, phone, or content management Canvas software. The library assistant is also trained to provide reference help to AUHS users. The librarian provides course-specific instruction in various classes throughout the quarter in classes such as Research, Communication, and general education classes.

Canvas

The AUHS Student Portal allows students to access information such as academic records (grades) as well as syllabi, schedule, class announcements, and educational resources. To log on to the student portal, please visit auhs.instructure.com.

Proctorio

AUHS has chosen the use of Proctorio system for all course examinations in Spring quarter 2020 giving solution to sustaining academic integrity. Proctorio remote test monitoring system automatically links with AUHS' Learning Management System (CANVAS).

Proctorio offers three different proctoring methods: through ID verification, on-screen and environment monitoring using Google Chrome as Proctorio is a browser extension. The Proctorio has verification options that help to validate the identity of the exam participant. When the record video and/or record audio options are enabled, it is recommended to enable all three verification options:

- Verify Audio. Verify audio confirms that the testing environment for the exam participant is quiet enough to capture ambient sound.
- Verify Video. Verify video verifies that the exam participant's webcam is operating correctly, that the exam environment is properly lit, and the image of the exam participant is frames appropriately.
- Verify Identity. Verify identity prompts the exam participant to scan a government or school issued identification card.
- AUHS has defaulted Proctorio system locked down and security tools to prevent unauthorized web surfing, pop-up notifications, and any other activities that would compromise the integrity of the examination.

University Email

As part of your enrollment at AUHS, students are provided with a university email address. The email account provided will be used as the primary email account for communication with the University and for password verification on CANVAS.

Advising And Tutorial Assistance

Faculty Advising

AUHS is dedicated to helping students remove obstacles to achieving success. While Student Services Representatives are available to all students to assist in such areas as problem-solving, setting goals, attending class, academic success, financial concerns, or personal issues. Students in the SON MSN are assigned a faculty advisor. The faculty advisor meets with students at a minimum once per quarter and before beginning their first experiential encounter. One-on-one meetings give students the chance to seek assistance with direct feedback from their advisor.

Tutorial Assistance

The University has established a multi-level approach to offer to students in support of their academic and personal needs. Staff and faculty are available to assist students in academic guidance. The AUHS SON Graduate Program in collaboration with the Office of Student Affairs and Admission and the University Student Services Office is responsible for addressing students' academic concerns. In addition, AUHS

offers peer mentoring programs that provide students the opportunity to connect with currently attending students. These peer-to-peer relationships can be great networking opportunities as well as a chance to learn about the student experience from another student's perspective.

Center for Academic Success (CAS)

To ensure that the student has adequate academic support from the beginning of their program, the Admissions Committee identifies the interventions students may need based on the admissions scaling rubric for the writing assessment. The Chair of the Admissions Committee submits a Beginning Learning Enhancement Plan (BLEP) to the Office of Student Affairs / Center for Academic Success. Current students who experience difficulty in their coursework and have a need for academic support should first contact their faculty and their faculty advisor to create a Learning Enhancement Plan (LEP) to be submitted to the Office of Student Affairs / Center for Academic Success. Faculty tutoring is available for SON courses. The SON will try to accommodate students' schedules in determining tutoring sessions, but students should realize that they may need to adjust their schedules to receive the kind of remedial or tutoring support required. SON students on a LEP will need to attend tutoring according to the schedule mandated by the Office of Student Affairs / Center for Academic Success. The Student Success Coordinator will monitor student progress. The plan is completed when the student successfully completes the course indicated on the LEP.

Stress Management Resources

It sometimes can be difficult to not become stressed with exams, tests, and assignments. The SON Graduate Program has several resources to help students better weather the stresses of the program.

- Faculty Advisement:** Advisors play an important role in helping students find appropriate assistance.
- Counseling Services:** A licensed counselor is available to help with any emotional issues, including dealing with stress, handling a crisis, time management, or coping with the transition to the university. Counseling is provided individually, in groups, and through workshops. Contact the Counseling Services Office for appointment scheduling.
- Health Promotion:** AUHS supports student well-being and academic success by building a healthy campus culture. See posted events around campus.
- Life and Learning Workshops:** Whether you need help adjusting to life at AUHS, you want to learn new leadership skills, or you need practical advice for managing your time, a Life and Learning Workshop can help you succeed. Contact the Office of Academic Affairs and Admission.

Community Services

The Office of Student Services coordinates and assists students in participating in the Community Services sponsored by the University. AUHS requires that students participate in 50 hours of community service during their program of study. This service is an expression of Christian values, but it is not tied directly to curricula. It is a graduation requirement and is not factored into course grades. There are no assignments other than to volunteer the hours. Students are permitted to participate in community service of their choice with prior approval or through the many opportunities provided by AUHS. Such activities include but not limited to:

- International Medical Mission Trips
- Acts of Love
- Lamp unto My Feet
- Blood Drives
- Giving Thanks
- Santa Cause
- Health and Wellness Fairs
- Sock Drive
- Book Fair

Preceptor and Site Approval

Students must meet with their faculty to select one or more preceptors who will provide guidance throughout their immersion experience and scholarly project. A wide variety of potential experts are available for DNP immersion experiences from whom the student can choose. The proposed preceptor must complete the AUHS Preceptor Information form, which will then be reviewed by the DNP faculty. Upon approval, the preceptor must complete the AUHS Preceptor and Site Commitment form which stipulates a commitment from the preceptor and organization to support the implementation of the DNP project at the planned practice setting. A statement of commitment to provide on-site guidance for the project initiatives, including securing any needed approvals for data collection and storage per local requirements (IRB approval).

After completing both the AUHS Preceptor and AUHS Preceptor and Site Commitment forms, please return them directly to the student. The AUHS faculty will review preceptor and site qualifications to ensure both meet program learning objectives. Once approved the AUHS clinical placement staff will work directly with the administrator at your facility to establish a Clinical Affiliation Agreement, which is a legal agreement directly with the practice site and university. This is different than the Preceptor Commitment Form. Upon final approval of the student's practicum application, you will receive an email from AUHS faculty.

Preceptor Qualifications and Responsibilities

Preceptor Qualifications:

- Registered Nurse or Advanced Practice Registered Nurse with a minimum master's degree in nursing, DNP, PhD, or EdD in nursing is preferred.
- Hold an active and unencumbered nursing license in the state of California and be employed in a practice setting in California where the student practicum will take place.
- Is a permanent employee of the facility where the practicum will take place.
- Have a minimum of 1 year of post-grad experience and a current job relative to the specialization.
- The ideal preceptor should possess the expertise to provide knowledge and skills for the development of the DNP Project.

- Is NOT the student's supervisor, family member, friend, or any other relationship that would be a conflict of interest.
- A recent CV will be reviewed by AUHS Faculty to assess the candidate's experience in mentoring doctoral students, as well as their involvement in quality improvement (QI) or evidence-based practice (EBP) work.

Preceptor Responsibilities:

- Complete the AUHS Preceptor and Site Commitment Form before the start of the practicum.
- Agree to engage in an onsite preceptor-to-student ratio of 1:1 for direct supervision at any given time.
- Will complete conference meetings with AUHS faculty to assess students' performance during practicum.
- Orient the DNP student to the office/clinical environment, methods of operation of the agency, and practice protocols/guidelines.
- Provide opportunities for role analysis and application of skills and knowledge.
- Offer ongoing feedback about student performance and progress in meeting practicum goals and objectives.
- Facilitate the achievement of the DNP student's clinical learning objectives and clinical project.
- Ensure IRB compliance at the site if applicable.
- Schedule quarterly conference meetings with the faculty to discuss the student's practicum experience and performance.
- Maintain communication with the faculty as necessary throughout the semester. Any problems that could interfere with the student's learning should be brought to the faculty's attention as soon as possible.
- Complete the preceptor section of the AUHS DNP Quarterly Student Progress Review form in CORE® Elms at the end of each quarter, review the form with the student, and return the form to the AUHS School of Nursing.
- Sign off on practicum logs in CORE® Elms to verify attendance and completion of required practicum hours.

Faculty Qualifications and Responsibilities

Faculty Qualifications:

- Faculty from AUHS School of Nursing affiliated with the DNP Program must hold a terminal degree in nursing (DNP, PhD, or EdD).
- A recent CV will be reviewed to assess experience in mentoring DNP students or involvement in quality improvement (QI) or evidence-based practice (EBP) work.

Faculty Responsibilities:

- Evaluate the qualifications of the DNP Preceptor.

- Ensure compliance with IRB regulations.
- Maintain communication with the preceptor regarding the student's performance, progress, and learning needs.
- Conduct a site visit, either virtually or onsite, to assess the student's practicum experience.
- Mentor the student through the development of the DNP Project proposal. Guide the student in developing the final written DNP Project manuscript and presentation.
- Approve the final written DNP Project manuscript and oral presentation.
- Provide timely feedback to the student on written manuscript drafts and oral presentations.
- Document the student's progress toward fulfilling DNP Project requirements.
- Work with the student to schedule Team meetings, including the final presentation.
- Confirm student completion of IRB training: Responsible Conduct of Research and Social and Behavioral Education (SBE) Foundations.
- Complete the faculty section of the "AUHS DNP Quarterly Student Progress Review" form in CORE Elms at the end of the student's scholarly practice, review the form with the student, and return the form to the AUHS School of Nursing.
- Validate the practicum logs in CORE Elms to verify completion of required practicum hours.

Ethical Performance

You are expected to present a professional demeanor, behavior, appearance, and communication at all times. You must comply with the policies in the AUHS Student Handbook which can be found on the AUHS website. You should practice within the American Nurses Association Code of Ethics. You must also agree to abide by all requirements, policies, and procedures of the practicum site.

When at a practicum site, you are required to follow the facility dress code in addition to wearing an AUHS student identification badge and white AUHS lab coat. You should introduce yourself to all members at the practicum site as an AUHS DNP student. A positive, open, professional communication style, willingness, and eagerness to learn, and the ability to accept and act on constructive feedback in clinical sites are paramount to a successful practicum learning experience.

Any situation where the student places the client's life in danger or shows severe behavioral misconduct toward the client and family, practicum site, staff, faculty, or peers, may result in immediate administrative action.

Preceptor Qualifications and Responsibilities

Preceptor Qualifications:

- Registered Nurse or Advanced Practice Registered Nurse with a minimum master's degree in nursing, DNP, PhD, or EdD in nursing is preferred.
- Hold an active and unencumbered nursing license in the state of California and be employed in a practice setting in California where the student practicum will take place.
- Is a permanent employee of the facility where the practicum will take place.

- Have a minimum of 1 year of post-grad experience and a current job relative to the specialization.
- The ideal preceptor should possess the expertise to provide knowledge and skills for the development of the DNP Project.
- Is NOT the student's supervisor, family member, friend, or any other relationship that would be a conflict of interest.
- A recent CV will be reviewed by AUHS Faculty to assess the candidate's experience in mentoring doctoral students, as well as their involvement in quality improvement (QI) or evidence-based practice (EBP) work.

Responsibilities:

- Complete the AUHS Preceptor and Site Commitment Form before the start of the practicum.
- Agree to engage in an onsite preceptor-to-student ratio of 1: for direct supervision at any given time.
- Will complete conference meetings with AUHS faculty to assess students' performance during practicum.
- Orient the DNP student to the office/clinical environment, methods of operation of the agency, and practice protocols/guidelines.
- Provide opportunities for role analysis and application of skills and knowledge.
- Offer ongoing feedback about student performance and progress in meeting practicum goals and objectives.
- Facilitate the achievement of the DNP student's clinical learning objectives and clinical project.
- Ensure IRB compliance at the site if applicable.
- Schedule quarterly conference meetings with the faculty to discuss the student's practicum experience and performance.
- Maintain communication with the faculty as necessary throughout the semester. Any problems that could interfere with the student's learning should be brought to the faculty's attention as soon as possible.
- Complete the preceptor section of the AUHS DNP Quarterly Student Progress Review form in CORE® Elms at the end of each quarter, review the form with the student, and return the form to the AUHS School of Nursing.
- Sign off on practicum logs in CORE® Elms to verify attendance and completion of required practicum hours.

Faculty Qualifications and Responsibilities

Faculty Qualifications:

- Faculty from AUHS School of Nursing affiliated with the DNP Program must hold a terminal degree in nursing (DNP, PhD, or EdD).

- A recent CV will be reviewed to assess experience in mentoring DNP students or involvement in quality improvement (QI) or evidence-based practice (EBP) work.

Responsibilities:

- Evaluate the qualifications of the DNP Preceptor.
- Ensure compliance with IRB regulations.
- Maintain communication with the preceptor regarding the student's performance, progress, and learning needs.
- Conduct a site visit, either virtually or onsite, to assess the student's practicum experience.
- Mentor the student through the development of the DNP Project proposal. Guide the student in developing the final written DNP Project manuscript and presentation.
- Approve the final written DNP Project manuscript and oral presentation.
- Provide timely feedback to the student on written manuscript drafts and oral presentations.
- Document the student's progress toward fulfilling DNP Project requirements.
- Work with the student to schedule Team meetings, including the final presentation.
- Confirm student completion of IRB training: Responsible Conduct of Research and Social and Behavioral Education (SBE) Foundations.
- Complete the faculty section of the "AUHS DNP Quarterly Student Progress Review" form in CORE Elms at the end of the student's scholarly practice, review the form with the student, and return the form to the AUHS School of Nursing.
- Validate the practicum logs in CORE Elms to verify completion of required practicum hours.

Ethical Performance

You are expected to present a professional demeanor, behavior, appearance, and communication at all times. You must comply with the policies in the AUHS Student Handbook which can be found on the AUHS website. You should practice within the American Nurses Association Code of Ethics. You must also agree to abide by all requirements, policies, and procedures of the practicum site.

When at a practicum site, you are required to follow the facility dress code in addition to wearing an AUHS student identification badge and white AUHS lab coat. You should introduce yourself to all members at the practicum site as an AUHS DNP student. A positive, open, professional communication style, willingness and eagerness to learn, and the ability to accept and act on constructive feedback in clinical sites are paramount to a successful practicum learning experience.

Any situation where the student places the client's life in danger or shows severe behavioral misconduct toward the client and family, practicum site, staff, faculty, or peers, may result in immediate Administrative Dismissal of the student from the program. Incidents of these types of behaviors include:

- Positive drug or alcohol test
- Evidence of academic dishonesty
- HIPAA Violation

- Falsifying information related to patient care or condition
- Sexual harassment
- Grossly unprofessional behavior
- Pattern of patient endangerment
- Incivility
- Criminal, drug, or alcohol-related misconduct as described by the California Board of Registered Nursing

Student Performance Issues

The following are some examples of unsatisfactory and unacceptable behaviors in the practicum setting. Preceptors are asked to report any unsatisfactory behavior to the course faculty immediately.

- Failure to notify preceptor of inability to attend planned practicum experience.
- Failure to notify preceptor of late attendance to practicum experience.
- Leaving the practicum experience early without the preceptor's approval.
- Failure to be prepared for the practicum experience.
- Failure to dress appropriately for the practicum experience. The student should follow the facility dress code.
- Failure to possess equipment needed for the practicum experience.
- Failure to follow practicum site policy, procedures, and guidelines.
- Failure to follow IRB practices.
- Violation of patient confidentiality.
- Failure to keep the environment and patients safe.
- Failure to meet moral and ethical standards.
- Failure to protect self from contact with the body fluids of others.
- Inappropriate use of social media.

Academic Integrity

Turn-it-In (TII) is plagiarism detection software integrated with the Canvas learning management system. TII compares submitted student assignments with a database of academic papers to identify any similarities with existing works. The purpose of TII is to prevent plagiarism and to help students understand how to properly cite sources instead of just paraphrasing. AUHS strongly encourages students to aim for TII scores of less than 20%. Faculty will assess the level of matched content, including the use of quoted or paraphrased material. Students can submit assignments, including SOAP notes, to Canvas to check their TII score multiple times until the due date. However, after the due date and time pass, only the last submission will be considered for grading, and the TII score from that submission will be final. If a student's TII score is above 20%, the faculty will reach out to the student to discuss remediation or a referral to the Dean for an academic integrity violation meeting.

Evaluation Forms

Preceptor

All forms related to preceptor and student progress/evaluation will be stored in CORE® ELMS. Once a preceptor is approved, they will receive a welcome email from AUHS faculty which includes this handbook and instructions on how to access CORE® ELMS. All evaluation forms and validation hours will be sent to the preceptor via email as a link that takes you directly to the task. No login or password is required in CORE® ELMS for preceptors.

Student

All forms related to preceptor and student progress/evaluation will be stored in CORE® ELMS. An orientation for students will be held before the start of the program. The orientation will cover topics such as course requirements, student expectations, experiential learning hours, examples of scholarly projects, university support services, and how to access and use CORE® ELMS.

Graduation Requirements

A student will be recommended for the degree of Doctor of Nurse Practitioner upon completion of the following requirements:

1. Documentation of a total of 1,000 clinical hours under the supervision of a clinical preceptor.
2. Completion of all prescribed courses with a grade of B or higher and no incomplete (I) grades.
3. A minimum cumulative grade point average of 3.0 (on a 4.0 scale) must be maintained throughout the program.
4. Has satisfactorily passed prescribed exams.
5. Has completed 50 hours of community service.
6. Has completed all degree requirements within 22 months following initiation of the matriculation process.

All requirements are due before matriculation unless indicated in university policy. All proof/documentation must be on file.

AUHS PRECEPTOR INFORMATION

Doctor of Nursing Practice Program

(to be completed before start of practicum)

Preceptor's Name: _____

Preceptor's Phone Number: _____ Employer Issued Email: _____

Practicum Site: _____

Name of the site where the student will complete the practicum: _____

Physical address of site where student will complete the practicum: _____

Administrative contact and email for legal agreements: _____

Employment

Current position title: _____

Current employer: _____

Length of employment at current position: _____

Employment status (full/part-time/contract): _____

I have approval for this preceptorship through my employer (yes or no):

Education

Highest education degree: _____

Major/Degree concentration: _____

College/University: _____

Month and year of graduation: _____

Licensure: highest licensure related to this preceptorship

Type of license: _____

License State & license number: _____ License exp date (MM/YYYY): _____

Length of time practicing at current level of licensure: _____

Certifications or specialization: _____

Please describe your job responsibilities and primary focus of your current position: ***Please include a copy of your most recent CV with this form.***

AUHS PRECEPTOR AND SITE COMMITMENT FORM

Doctor of Nursing Practice Program

(to be completed before start of practicum)

PRACTICUM PURPOSE

A practicum is a supervised onsite experience where students develop applied skills and integrate professional knowledge. It does not involve direct patient care. Students must complete practicum experiences onsite at the practice site with a preceptor. Practicum courses are project-based.

This form confirms that [Preceptor's Full Name] _____ as a representative of [Agency Name] _____ agrees to allow the following DNP Student [Student's Name] _____ access to conduct a quality improvement or evidence-based project at the agency listed above, as discussed with the DNP student. These project activities may only commence after the DNP student has received IRB and DNP Faculty approval. The agency and preceptor agree to provide on-site guidance from a site organizational sponsor for the project initiatives, including securing any needed approvals for data collection and storage per local requirements. It is understood that all DNP project-related activities must cease if directed by the IRB. It is also understood that any activities that involve Personal Private Information or Protected Health Information must comply with HIPAA Laws and Institutional Policies.

Your organization agrees to the terms and conditions stated above. If there are any concerns related to this project, you should contact the DNP student named above or the DNP Faculty.

Preceptor's Full Name/Title: _____

Preceptor Signature: _____ **Date:** _____

NEXT STEPS:

After completing this Preceptor Commitment form, please return it directly to the student. The clinical placement staff at AUHS will work directly with the administrator at your facility to establish a **Clinical Affiliation Agreement**, which is a legal agreement directly with the practice site and University. This is different than the Preceptor Commitment Form. Upon final approval of the student's practicum application, you **will receive an email from AUHS faculty/administration.**

AUHS DNP Quarterly Student Progress Review

This progress review strengthens the relationship between the preceptor, faculty, and student and supports the student as they progress through the program. The student should start by completing the self-assessment and sending it to their preceptor, followed by the faculty. Each team member will then complete their section in that order. The faculty will review the completed assessment and use it to plan for the upcoming academic term.

Student Name: _____ **Date:** _____

Date of Admission: _____

Preceptor Name: _____ **Faculty Name:** _____

Student Self-Assessment:

Current term: _____ **Total practicum hours to date:** _____

List any training experiences in which you participated beyond your coursework: _____

Check any progress on your scholarly project proposal:

Have not started proposal writing Proposal under revision Proposal was approved

Describe any major accomplishments/strengths this quarter: _____

Describe areas where you may need additional growth or development: _____

To what degree has advising/mentoring with your preceptor and or faculty been congruent with your needs:

Highly congruent good/adequate not congruent with my needs

What other types of advising/mentoring/assistance would enhance your progression? _____

What are your goals for the coming quarter? _____

Student Signature: _____ **Date:** _____

Preceptor Assessment of Student:

Please describe the student's performance to date. Include organization, professional development, engagement, leadership, and planning for scholarly project to date.

Preceptor Signature: _____ **Date:** _____

Faculty Assessment of Student:

Please describe the student's performance to date. Include organization, professional development, engagement, leadership, and planning for scholarly project to date.

Faculty Signature: _____ **Date:** _____