EMORY

NELL HODGSON WOODRUFF SCHOOL OF NURSING

The Doctor of Nursing Practice

Program Handbook

2019 - 2020

Dear Student,

Welcome to the Doctor of Nursing Practice program here at Emory University's Nell Hodgson Woodruff School of Nursing!

The DNP faculty is committed to cultivating doctoral-prepared nurse leaders who transform health and health care. Our program is designed to provide you with the knowledge and competencies for leading inter-professional teams, creating innovative solutions to complex issues, and constructing strategic partnerships.

We have developed an infrastructure to sharpen your skills and to guide your professional advancement – including scientific writing, persuasive presentation, peer evaluation, and professional development. The skills gained through collaborating with peers, leading initiatives with clinical practice partners, and networking with preeminent thought leaders will propel your career and empower you to influence health in ways you would have never imagined.

We are very excited to embark on this journey with you!

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Emory University

Nell Hodgson Woodruff School of Nursing Doctor of Nursing Practice Program

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INTRODUCTION

The Doctor of Nursing Practice (DNP) Handbook is designed to assist enrolled DNP Students in understanding key characteristics of the DNP program and how the program links with the mission and vision of Emory University Nell Hodgson Woodruff School of Nursing and the American Association of Colleges of Nurses (AACN) Essentials of DNP Education. Also included are an overview of program outcomes, benchmarks, and processes for progression and graduation. Forms are included at the Appendices and can be downloaded.

For School and University related policies and procedures, the student should refer to the 2019-2020 Nursing Catalog and Student Handbook located at www.nursing.emory.edu/audience.guides/students.html and the University website at http://policies.emory.edu/ . Each student is responsible for reviewing and adhering to the academic and clinical requirements for their program of study.

Due to the dynamic nature of education, it is likely that changes will occur. The program faculty reserve the right to revise handbook information at our discretion and to make reasonable changes in the requirements to enhance the program or improve the quality of education. Program leadership will communicate changes verbally and electronically to students with updates noted in the appropriate handbook.

If you have any questions regarding the information in this DNP Program handbook, please contact the Program Administration.

DESCRIPTION OF THE DNP PROGRAM

The American Association of Colleges of Nursing (AACN) stipulates that the practice-focused doctoral program of nursing (DNP) is a distinct model of doctoral education that provides an additional option for attaining a terminal degree in the discipline distinct from a PhD. Emory's Nell Hodgson Woodruff School of Nursing DNP program prepares graduates for the highest level of nursing practice. There are two entry points into the Emory DNP program: Nurses can enter having completed a master's degree in nursing with an advanced nursing practice focus or after the completion of a BSN, and including APRN preparation in the DNP program. Emory University recognizes the need for nurse leaders in both hospital health systems and in public health settings. The DNP prepares expert practitioners to implement and translate existing knowledge into practice and to lead health and health care improvements within specific contexts such as health systems, organizations, policy, clinics, or populations. Core DNP curricular content follows the eight DNP essentials outlined by the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice AACN (2006).

Mission

The mission of the DNP program is to cultivate the next generation of nurse leaders to transform health by seamlessly integrating analytic depth and breadth with contextual insights to create innovative solutions for the world's most complex health challenges.

Vision

Emory DNP graduates *transform* health

Values

In addition to our School core values, we as members of the Emory DNP learning community, value partnership, innovation, and personalization. We live our values in the following ways.

Partnership
Build 3-way partnerships between students, clinical practice sites, and faculty to create health- transforming doctoral projects.

Innovation
Create practical solutions for complex health challenges by incorporating person-, population-, and health-system insights.
Design innovative strategies that join in-depth analysis with contextual awareness.

Personalization
Harmonize student goals-expertise with practical problem-based learning, peer collaboration, and faculty mentorship.

Program Goals

The program goals contribute to achieving the mission and AACN Essentials by preparing graduates who:

- Achieve advanced practice mastery using the highest caliber of evidence-based practice to enhance and promote the quality of the health of individual, families, and communities;

- Lead delivery, design, and evaluation of health care that is data-based, sensitive and responsive to the ethical, cultural, and psychosocial concerns of individuals, families, communities, and populations; and Develop, implement, and evaluate the efficacy and effectiveness of innovative nursing practice models, health policy, and health care systems.

Program Outcomes

Program outcomes address the role of leader, scholar, ethical clinician, critical thinker, innovative and collaborative clinician, and effective communicator. Social responsibility is a key thread throughout the program and congruent with the mission of the School of Nursing.

Competency	DNP Outcome The DNP Graduate will:
Systems Leadership	Lead interprofessional teams in the analysis of complex practice and organizational issues. Lead delivery, design, and evaluation of health care that is data-based, sensitive and responsive to the ethical, cultural, and psychosocial concerns of individuals, families, communities, and populations.
Quality Improvement & Safety	Develop, implement and evaluate new approaches to clinical practice and health care delivery using principles of improvement science, business, finance, economics, and policy.
Scholarship & Evidence Based Practice	Translate research into practice and participate in collaborative research to improve health systems and patient outcomes. Generate and disseminate evidence to guide practice.
Information Management	Use information systems/technology resources to evaluate health care and systems outcomes, guide quality improvement initiatives, and support practice and administrative decision-making.
Health Policy, Finance & Advocacy	Improve the health care system and patient care outcomes through engagement in system redesign and health care policy at all levels, including institutional, local, state, regional, federal, and international levels. Analyze the effect of health policy on the organization, financing, and delivery of healthcare and health outcomes.
Interprofessional Collaboration	Partner with members of the healthcare team and patients/families in the delivery, design, and evaluation of health care that is data-based.
Clinical Prevention & Population Health	Assess, plan and evaluate evidence for creation and evaluation of health promotion and prevention programs to optimize health outcomes for individuals, communities and populations.
Professional Identity	Exhibit the judgment and behaviors of the nurse leader and clinical scholar.
Nursing Practice	Practice using evidence based critical reasoning, systematic inquiry, and reflection to analyze health outcomes and health care delivery phenomena to improve health care systems and patient outcomes.

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Program Requirements

Plans of Study
All doctoral students, in collaboration with their DNP Specialty Track Coordinator will complete and submit a Plan of Study prior to enrolling in classes. Post Masters doctoral students may choose a full-time or part-time Plan of Study. All Post-BSN doctoral students will have a full-time Plan of Study. The Plan of Study requires the approval of the student's Specialty Track Coordinator and/or the DNP Program Director before the student can register in OPUS. Refer to the [School of Nursing webpage](#) for specialty-specific example plans of studies.

There are two tracks within the DNP Program, *Health Systems Leadership* and *Population Health*. A total of 38 hours are required for students in the *Health Systems Leadership* track and 39 hours are required for students in the *population Health* track. The course requirements consist of the DNP core courses that all students are required to take and the *Health Systems Leadership* and *Population Health* specialty track courses.

Changing DNP Specialty Tracks
Students requesting a change in their DNP specialty track must first consult with their current Specialty Track Coordinator. After consultation, the student may submit a request to change in the Plan of Study with a "[Change of Specialty Track](#)" form. The form has to be submitted to both Specialty Coordinators, signed, and approved, and returned to the DNP Program Administrator. Approval is based off of class size and clinical placement. Changes in specialty must be made prior to pre-registration registration for each upcoming semester to allow for adjustments in **Please note: Specialty Track Change Requests are not guaranteed.

DNP Coursework

*Note: Descriptions for all courses offered by the School of Nursing can be found in the Course Atlas at http://nursing.emory.edu/audience-guides/students-audience-guide.html

		Course	Credits	Semester(s) Offered	Required? HSL	PH
NRSG	702D*	Analyzing, Evaluating and Translating Health System Evidence	3	Fall	X	X
NRSG	707D	Transforming Health Care: A Systems Approach to Improve Quality & Safety	3	Fall	X	
NRSG	712D*	Analysis of Complex Health Systems for Populations and Organizations	2	Fall	X	X
NRSG	715D*	DNP Project Development I	1-3†	Fall	X	X
NRSG	723D*	Health Policy, Ethics and Law	3	Fall, Spring	X	X
NRSG	713D	Analytic Tools for Evidence-Based Decision Making	3	Spring	X	X
NRSG	714D*	Pathways to Practice	4	Spring	X	X
NRSG	703D	Epidemiology for Advanced Nursing Practice	2	Spring		X
NRSG	718D	Population Adaptive Solutions	1	Summer		X
NRSG	720D	Collaboration and Transformation for Population Health	2	Summer		X
NRSG	722D*	Leadership for Health Profession	2	Summer	X	X
NRSG	724D	Informatics: Leading with Data	3	Summer	X	
NRSG	725D	Social Behavior in Public Health for Advanced Nursing	2	Summer		X
NRSG	716D*	DNP Project Development II	1-6†	All	X	X
NRSG	717D*	DNP Project Development III	1-6†	All	X	X
NRSG	721D*	DNP Project	1-6†	All	X	X
*indicates core DNP course †Minimum 15 DNP Project credits are required for graduation				Total Credits	38	40

Program Delivery

The DNP Program uses a hybrid delivery model that features residential (on-campus) and on-line instruction. The residential DNP sessions are held at the Emory School of Nursing campus up to 2 times each semester. Students are notified by email and on the DNP webpage of the dates of the weekend sessions 8 weeks prior to the start of each semester.

DNP On-Campus/Virtual Sessions are an integral component of the DNP program providing a foundation for professional development, strategic engagement, role socialization and course specific support. Students will summarize outcomes on an individual learning plan (portfolio) reflecting how the integrated learning opportunities address the DNP Essential Competencies and Program Outcomes. Participating in the DNP On-Campus/Virtual Sessions are MANDATORY and students earn 5% course credit for attending and engaging in sessions each semester. Students are required to attend unless prior approval is granted by the DNP Program Director. Students must submit a Written Request for Excused Absence at least six weeks prior to the session that includes a clear rationale and a plan to make up missed content. Students will receive a "0" in each course for unexcused absences from on-campus/virtual sessions.

Completion of the DNP CANVAS Mini-Course training is a requirement for all new students entering the DNP program before formal coursework begins. This course is designed for incoming students to become familiar with the CANVAS online learning environment and other technologies used to deliver the online portion of DNP courses. Students will interact in the online learning environment to complete low-stakes (non-credit bearing) assignments in order to gain first-hand experience and insight about the DNP program and the technologies they will be asked to use. In this way, students learn about the tools by using them before being asked to use them in coursework with the goal of mitigating any misgivings about the online learning environment before beginning the first course. The mini-course is structured also to introduce students to one another providing a mechanism for building relationships and a learning community. Students will not be able to enroll in their first semester of classes until this course is completed

DNP PROJECT DESCRIPTION

DNP Project Overview

The DNP project is the culmination of the synthesis of the student's learning experiences from coursework and experiential learning and serves as the foundation for future scholarly and practice transformation work. The purpose of the project is to address issues related to implementation, evaluation, and sustainability of a particular practice change focused on improving outcomes or health policy.

Since research informs practice and practice informs future discovery the doctoral dissertation and doctorate of nursing practice projects are complimentary. However, the purpose of the research dissertation and the DNP project are distinctive. Through completing the DNP scholarly project DNP advanced practice nurses implement and translate existing knowledge into practice and to lead care improvement within specific contexts such as health systems, organizations, clinics, populations or policy arena. This process generates internal evidence. Conversely, research-oriented doctorate programs prepare nurse scientists to generate new, generalizable evidence.

The DNP Project will interface with the student's professional or clinical practice, using knowledge and competencies derived from coursework to guide focused inquiry related to improving and/or evaluating practice. Students have primary responsibility for their leading the design, implementation and evaluation of the projects; the DNP project team (faculty, and clinical partner) will assist the student with design of the scope and focus of the project, and work together to ensure the project is exemplary, transformational, rigorous and relevant. The DNP Project scope and team will be determined as early as possible in the DNP Project course sequence.

General areas of consideration for DNP Projects include:
- Quality Improvement
- Evidence-based practice
- Policy analysis/development
- Financial analysis to compare models of care delivery
- Program development, implementation, or evaluation
- Implementation of clinical practice guidelines
- Redesign of primary care models
- Scale-up and customization of existing programs or interventions in a new context

Institutional Review Board (IRB)

The DNP project involves a systematic investigation that according to Emory Institutional Review Board (IRB) (http://www.irb.emory.edu) involves: "a methodical exploration of a question or theory; typically includes data collection and analysis; and includes development, design, and testing phases." The intent of the project, design, access to PHI, and local ethical considerations will determine which regulatory agencies must review and approve the project. Students must ensure their DNP Projects meet the Human Subjects Requirements of Emory University IRB and their clinical site. In collaboration with their DNP project team the student will use the IRB Decision Tree, complete the IRB Compliance Checklist and the Emory University IRB Request for Determination of IRB Review form at http://www.irb.emory.edu/forms/review/request.html (see DNP Toolkit).

"Does my project need IRB", is found in the DNP Toolkit. The student will work with the clinical partners to determine and comply with additional human subject requirements of the clinical site where the project is conducted as needed. ***IRB approval by both the healthcare agency and Emory University may be necessary***. In some cases reciprocity of approval is possible. The student has the responsibility to identify and follow the appropriate steps to obtain reciprocity.

Composition of the DNP Project Team

Overview

Each student's DNP project team consists of at least three members. Two members must be faculty from the Nell Hodgson Woodruff School of Nursing, and one member is a Clinical Partner working with the student as they conduct their project. The DNP project team will be established by the student with guidance from the course faculty in collaboration with the Director of the DNP program, DNP specialty track coordinator, and course faculty in the DNP Project Development courses.

The DNP project team is designed to maximize the DNP Student's ability to meaningfully transform practice through the process of designing and implementing a practice-based project. The DNP project is constructed with a 3-way partnership that builds on student interests, faculty expertise, and clinical partner needs. Consequently, the partnership is designed to meet each partner's needs.

The DNP project team assists the student with successful design, implementation, and evaluation of the DNP Project. The team members review expectations and sign an agreement to serve on the project team early in the planning/design phase of the project. In addition the DNP project team conducts the written and oral DNP Project evaluation.

DNP Project Team Roles and Responsibilities

DNP Student – It is the responsibility of the DNP Student to lead efforts in establishing and maintaining a project team that leverages the expertise and priorities of team members in the development, implementation, and evaluation of a project for transforming health. Specific responsibilities include:

1. In collaboration with project course faculty, specialty coordinator, and/or program director identify and recruit faculty team and establish the relationship with the DNP Project faculty and DNP Project Chair.
2. Establish the clinical partnership in collaboration with the DNP Project faculty and DNP Project Chair.
3. Convene bi-monthly team meetings to discuss progress, communicate regularly with the project team members and course faculty; clarify team roles, and develop project management timeline. Create and revise as necessary manuscript authorship activities. Complete project status reports.
4. Obtain and submit DNP Mentoring Agreement for all clinical partners (See DNP Toolkit)
5. Obtain and submit documents required by NHWSN for clinical site partnership (e.g., affiliation agreement)
6. Review and abide by all policies and procedures required by DNP program and the

practice partners at clinical/project site (e.g., HIPAA training, proof of licensure, IRB). (See DNP Toolkit)

7. Submit project deliverables at each phase of development for review and approval by team members to adhere to Project Milestones.

8. Conduct formative evaluation of the project and actively seek early resolution if goals are not being met. (Step required before moving to next Project course.)

9. Maintain log to document clinical hours including time devoted to research, plan, implement, evaluate, and disseminate project. (See DNP Toolkit)

10. Submit intention to graduate form (see DNP Toolkit) to specialty coordinator and team chair by the midterm of the semester prior to anticipated graduation. Develop and obtain approval for timeline for completing final manuscript and oral presentation to Project team.

11. Submit DNP project products for final evaluation to DNP project team AND DNP Program Administrator for archiving in student file.

DNP Project Chair – It is the responsibility of the DNP Project Chair to partner with the DNP Student and guide the development, implementation, and evaluation of a project for transforming health. Specific responsibilities include:

1. Assist the DNP Student with establishing the clinical partnership.
2. Participate in regular team meetings with the DNP Student and project team members.
3. Review and approve project proposal and final manuscript at each phase of development (i.e. at a minimum of completion of each project course.)
4. Provide feedback on the student's project deliverables within 10 business days of submission.
5. Attend DNP student scholarly presentation.
6. Evaluate final DNP project products in collaboration with DNP project faculty.

DNP Project Faculty member – It is the responsibility of the DNP Project Faculty member to support the DNP Project Chair and DNP Student. Specific responsibilities include:

1. Review and provide feedback on drafts of both the written and oral presentation.
2. Provide support including technical, content, or methods expertise.

DNP Project Clinical Partner member – It is the responsibility of the DNP Project Clinical Partner member to serve as a resource for the DNP Student as they develop, implement, and evaluate their project. Specific responsibilities include:

1. Collaborate with the DNP Project team and the DNP Student to ensure the alignment of the DNP Project goals and the strategic clinical initiatives of the Clinical Partner

site/focus. Support the student's completion of project requirements according to the guidelines, including the selection of a clinical sponsor for the DNP Project (outlined in the DNP Toolkit).

2. Direct and facilitate student affiliation and **compliance with policies and procedures required at the clinical practice site** (e.g., HIPAA training, proof of licensure, IRB). See DNP Toolkit.

3. Provide feedback assessing implantation of project and impact at practice site. Attend/participate in evaluating student defense of scholarly project.

   *Note: All DNP Project chairs must have a doctoral degree.*

Replacing DNP Project Team Members

Students may change their DNP project team members as their interests or needs change in consultation with their Chair and with the approval of the Director of the DNP Program and DNP project course faculty.

Similarly, DNP project team members may also step down from the partnership and the DNP Student's project as interests or needs change. The student will submit all requested changes in the DNP project team in writing to the Director of the DNP program or DNP specialty track coordinators and schedule a meeting with them to determine the next steps for selecting a new member.

Progression of the DNP Project

The DNP Project will be developed over at least 4 semesters of academic study. The project's design is supported by the DNP Project Development course series and other DNP courses. Figure 1 provides an illustration of the full- time student's matriculation through the DNP program. Click here to review DNP Project Milestones. (Also found on DNP Toolkit or **see Appendix A**) Update graphic

DNP Degree Completion: Timeline & Project Steps
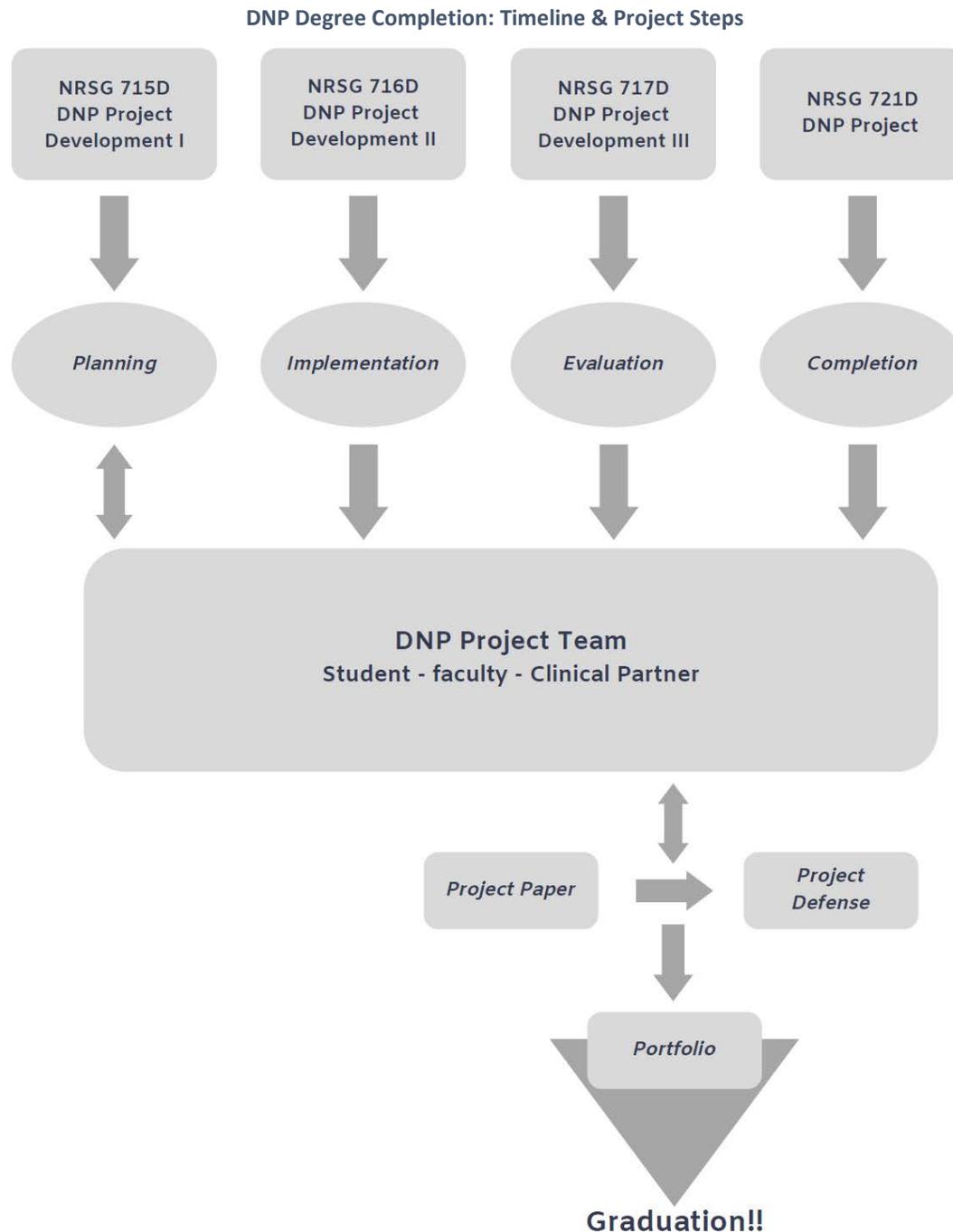
DNP Program Benchmarks

DNP Project – Final Paper

. Students will lead in the development of the final paper with guidance from their DNP Project Team Chair and Team members, and DNP Project course faculty. Attribution of authorship will be guided by the International Committee of Medical Journal Editors (ICMJE) standards. Anti-plagiarism software may be used to review the final paper and executive summary.

Evaluating the final DNP Project Paper

A grading rubric will guide evaluation of the paper and all associated appendices. Students must earn a minimum of 83% (B) to meet the requirement for approval as "Satisfactory". Satisfactory completion of written paper and associated appendices is required prior to final oral defense In situations where additional time is needed to complete the manuscript the DNP Student will be required to enroll for additional DNP Project credit hour for subsequent semesters until the manuscript is approved by the DNP Project Team.
See Appendix B

DNP Project Oral Defense

The DNP project oral defense will be conducted ***at completion of the DNP Project and upon approval of the written paper***. The scholarly defense is broader in scope than the written paper, exemplifying how the student achieved the program outcomes/DNP Essentials in completing the scholarly project.

The student in partnership with the DNP Project Team Chair and members will schedule the student defense either onsite or via Zoom. All DNP project team members must be present, either in person or virtually, during the entire presentation.

The DNP defense will include a 20-30 minute presentation followed by questions first from the DNP Project Team. At the conclusion of the DNP Project presentation, each Project Team member will evaluate the student's performance based upon the grading rubric. Students must earn a minimum score of 83% to successfully pass the project defense.

Portfolio

All students will be required to create and curate a web based portfolio throughout the program. The portfolio must include current drafts of the DNP Project proposal, manuscript, and specific items from coursework as outlined in the ePortfolio Requirements by Semester document. Additionally, personal and professional items should be included that the student feels demonstrate mastery of AACN DNP Essentials, program, and/or course outcomes. All items included should be accompanied by a brief reflective statement the student should use to connect the item with what has been learned as well as specific connections with DNP essentials and/or program. Specialty Track Coordinators in partnership with the student will review the portfolio each semester in order to provide individualized guidance for learning and to determine adequate progression toward degree completion.

Completion of the DNP Portfolio

Students must complete the DNP Portfolio as required throughout the program. The DNP Portfolio is complete when all required documents have been uploaded, including:

1. All DNP Milestones have been met (See Appendix A)
2. Course and practice-related artifacts as directed by the faculty
3. Log of clinical practicum hours
4. The final PDF copy of the student's approved and revised DNP Project proposal, manuscript, and presentation slides"1
5. The DNP Project Defense evaluation results from project team
6. A two-page executive summary that is presented to the clinical partner
7. The 350 word abstract and pdf of either the poster or podium presentation

These steps must be completed in order to satisfy all Emory School of Nursing DNP degree requirements.

All required paper work is to be submitted to the DNP Program Administrator in either digital (PDF) or hardcopy format 5 business days before the end of the semester to ensure graduation. Students are encouraged to submit all documents prior to the deadline to prevent last-minute errors. **Missed deadlines will result in the DNP degree not being conferred until the next term.**

Clinical Hour Requirements

All students are required to have a minimum of 1000 graduate clinical hours by the end of program. Hours must be supervised as part of an academic program in an advanced practice area (degree or certificate) and will include practicum hours from the **APRN degree program** and DNP project practicum hours.

On admission, students must provide documentation of clinical hours earned for their advanced practice degree. For students with a low number of practicum hours (< 500 hours), individualized plans will be developed in conjunction with the Specialty Track Coordinator or DNP Program Director to ensure the practicum hour requirement is fulfilled. (See DNP Toolkit for Verification of Master's Clinical Hours Form)

Based on DNP course work/project requirements, all students must complete approximately 500 project/practicum hours during the program. The student will be responsible for documenting and submitting to project course faculty a log of practicum hours earned each semester as well as for maintaining a record of total hours earned during the program (See DNP Toolkit for Verification form for APRN program clinical hours and Practicum Hour requirements).

DNP practicum hours will enhance synthesis of the DNP Essentials in a focused area of practice and may include: hours for proposal and project development, implementation, evaluation and dissemination; clinical contact hours; hours based on participation in leadership activities and professional committees. The student will set goals and objectives in concert with their faculty and preceptor for clinical practicum experiences. The faculty and/or Specialty Track Coordinator may be contacted to provide further clarity of what constitutes a practicum hour.

Clinical Agency Requirements

The student is responsible for compliance with all rules and regulations of the healthcare agency. At the student's request, the School can provide assistance in compliance requirements for student verification, reporting of immunizations, reporting of background checks, etc. through the Office of Graduate Clinical Placement at graduateclinicalplacements@emory.edu. The student is financially responsible for meeting agency requirements.

Policies

For a complete list of policies, please refer to the 2019 - 2020 Nursing Catalog.

Grading

Please refer to the 2019-2020 Student Handbook for more information.

Grade Requirements

Please refer to the Student Handbook for more information.

Student Professional Behavior

As in all professional settings, several practices create the foundation for a professional, collaborative environment. These include respect, punctuality and academic integrity.

Respect

When in the learning environment, focus your attention, energy and speech on course content, learning assignments, your peers and facilitators. When interacting with peers and facilitators, use mutually respectful and professional approaches to oral and written communication.

Punctuality

Arrive at virtual group meetings, faculty conferences or DNP team meetings on time. Submit assignments punctually.

Criteria for Satisfactory Engagement

The following behaviors align with expectations for DNP students:

- Demonstrate accountability for own learning as demonstrated by regular communication with course faculty when questions arise or needs for alternative assignments/deadlines
- Respond to emails within 72 hours when contacted by DNP faculty or administration
- Submit assignments on time > 85% of the time per semester except for excused delay
- Engage consistently in course learning activities demonstrated by logging onto Canvas each week, responding to VoiceThread/Discussion prompts by stated deadlines, responding to peer comments, and/or providing peer feedback
- Exhibit participation within peer and faculty evaluations, e.g., fall within the median and mean of the group scores
- Contribute meaningfully and thoughtfully to group assignments as assessed by evaluation criteria.
- Attendance is required for Satisfactory Engagement

Partnership Learning Model

DNP learners are the key members in a three-way learning partnership involving faculty-facilitators, DNP learners and the clinical partner (Taylor-Ide & Taylor, 2002). For assignments, faculty provide the structured prompt and feedback while learners customize and apply the course content to their self-identified learning topic area(s).

Customized Learning Plan

Learners are invited to review the course objectives, assignments and key deliverables. If they believe their prior experience or skills enable them to meet course objectives using assignments-deliverables that are higher on Bloom's Learning Taxonomy than those provided in the course, learners should contact faculty by the third day of the term to discuss a customized, learner-generated plan for the course. Faculty will review proposed plans for goodness-of-fit with course objectives. Any formal, written custom assignment plan will be finalized by the first day of week 2. The learner-written custom plan will then become the assignment contract and submission calendar for the learner's work.

Timing

Learners are invited to review course deadlines and map deadlines to their outside professional-personal demands. If there are external circumstances that impact punctual assignment completion and accommodations are desired, learners should contact faculty by the third day of the term to discuss a customized, learner-written calendar for assignment submissions. Any formal, written custom assignment plan will be finalized by the first day of week 2. The student-written custom plan will then become the assignment contract and submission calendar for the learner's work.

Late Assignments

As an expression of professional excellence, <u>all assignments are expected on or before the due date and time posted</u> in course materials (or in learner's custom learning plan if indicated). Except for extenuating circumstances, learners need to contact course faculty in advance of the due date/time if delays in submission anticipated. Delayed assignments will be subject to the following guidelines:

1. An assignment may be submitted late without late penalty if documentation is provided for:
   - Severe personal illness
   - Severe illness or death of a family member (including significant other and their family)
   - Unanticipated birth of child to learner, significant other, or a family member

2. Learners who believe there is a legitimate rationale for an alternative assignment/due

date that is requested after the first week of the term should submit a formal request at least 3 days in advance of the assignment due date. The formal request should be limited to 2 paragraphs and include the following:

- 1 table summarizing the original and proposed due dates
- Situation: summary of the situation that resulted in a delayed submission
- Rationale: rationale for an alternative deadline
- Proposal: concrete, plan summarizing original assignment due date and new requested due date Scoring assignment with "full credit," "no credit," or "reduced credit" will be at the faculty's discretion.

3. Assignments that are received after the deadline but do not meet criterion 1 or 2 will only be accepted for 3 days after the original due date. One letter grade may be deducted for each 24-hour period received after the due date/time.

Incompletes & Withdraw
Refer to [Student Handbook](#).

Program Evaluation
Student evaluation of courses is very important to the faculty of the School of Nursing. Students are in a position to provide informed and useful feedback about the accessibility of the curriculum, the quality of the instruction, and the overall educational experience they have received. Each student is encouraged to take the responsibility seriously.
Comments that students make on evaluation forms may be of assistance in the development of content and course material for future classes.

Course evaluation in the School of Nursing is accomplished electronically and has appropriate safeguards for student confidentiality. Data from student evaluations are provided to faculty as aggregate data.

All DNP Graduates are required to complete an Exit Survey upon program completion and an Exit Interview with DNP Program Director.

Additional Policies and Procedures Located in the 2018-2019 Nursing Catalog and SON Student Handbook
Students should refer to the [2019-2020 School of Nursing Catalog](#) regarding policies for: ADA and Students with Disability, Plagiarism and Academic Dishonesty, Diversity Statement, Academic Integrity, Communication with Faculty, Inclement weather, Student Health Center, NHWSN Grading Policies, Transfer Credit, Medical Leave, Re- Enrollment after Absence and more.

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_____, 2019

I, _____, confirm that I have read the 2019-2020 DNP Student Handbook
and will adhere to the policies stated during my time in the Emory DNP Program.

Signed: _____