

ANDERSON[®]

U N I V E R S I T Y

Knowledge for *your* Journey

GRADUATE NURSING STUDENT HANDBOOK

2025-2026

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Welcome to Anderson University School of Nursing

Welcome,

It is with great pleasure that I welcome you to Anderson University and to our School of Nursing Graduate degree program. I am honored to serve as your dean of the College of Health Professions. It is my pleasure to work with students, faculty, and staff to assist you in realizing your dreams.

By now, you know that graduate nursing education at Anderson University provides the opportunity for you to experience academic preparation and a skillset to meet your needs for development as an advance practice nurse. It is our mission to provide you with excellence in education in your professional graduate degree discipline of nursing with a co-curricular focus that develops character, servant leadership, and cultural engagement. Our graduate nursing faculty are dedicated, caring professional nursing educators who have a steadfast commitment to preparing nursing leaders who will address the many opportunities facing nursing and health care today and for tomorrow. In your time at Anderson University, I hope that you will find AU to be a very special place where we focus our students to be persons who are devoted to be collaborative and scholarly practitioners.

You have been selected from a competitive pool of applicants to enter our academic program in the School of Nursing. You will find our education to be rigorous, otherwise, you would not want to be here. I know that you will meet your needs at Anderson University and look forward to having a part in your education.

Again, welcome. All of us, your faculty, staff, and Administration, are proud of your choice of university and pledge to serve you as our student. I look forward to seeing you when you are on campus for your Intensive experiences.

Sincerely,

Donald M. Peace, Ph.D., FACHE
Dean, College of Health Professions

Program Handbook Disclaimer and Policy Overview

The Graduate Nursing Student handbook is intended to provide program-specific information to students to serve as a supplemental resource. **THIS HANDBOOK IS SUBJECT TO REVIEW AND REVISION. UPDATES MAY BE MADE AT ANY TIME TO REFLECT CHANGES IN POLICIES, PROCEDURES, OR PROGRAM REQUIREMENTS. STUDENTS WILL BE NOTIFIED OF CHANGES, AND IT IS THEIR RESPONSIBILITY TO REMAIN INFORMED AND CONSULT WITH THE MOST CURRENT VERSION OF THE HANDBOOK.**

This handbook does not replace the official policies outlined in the [Anderson University Academic Catalog](#). Students are expected to review and adhere to all applicable university policies. For the most current and comprehensive institutional policies, please refer to the [2025–2026 Academic Catalog](#).

The Academic Catalog details the official policies governing both undergraduate and graduate studies at Anderson University, including but not limited to:

- Admission
- Financial Aid & Scholarships
- Tuition & Fees
- Academic Programs & Courses
- Academic Policies & Calendars
- FERPA and Student Rights

The Academic Catalog contains a range of academic policies regarding educational experiences and expectations. These policies include, but are not limited to:

- Transfer Credit
- Grade Treatment Policies
- Academic Standing and Progress
- Course Completion
- Grading
- Enrollment Adjustments
- Academic Integrity
- Accessibility
- Graduation

STATEMENT OF COMPLIANCE WITH TITLE IX

As part of the Higher Education Act Amendments of 1972, included was Title IX, which states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance....” Other federal and state laws also address discrimination and harassment based on sex and gender for students, staff, faculty, and third parties in higher education. Anderson University is firmly committed to establishing an environment free from such discrimination and prohibits acts including sexual harassment, sexual harassment including sexual violence (i.e., sexual assault and nonconsensual sexual touching, forcible or not), relationship abuse (including domestic and dating violence), and stalking. It is the policy of Anderson University to comply with all applicable provisions of Title IX, which prohibit discrimination (including sexual harassment and sexual misconduct or

violence) based on sex in the University's educational programs and activities. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination, harassment, or misconduct. Anderson University affirms the right of reporting parties to determine whether they wish to be involved in the University's Title IX processes to address harassment or discrimination. It should be noted, however, that we cannot take corrective action toward behavior about which we are unaware. Regardless, the University is committed to supporting reporting parties through numerous available support services. The University encourages those who wish to receive confidential support services regarding harassment and discrimination to seek assistance from the AU Counseling Center, Thrive Wellness Center, the Campus Ministries staff, designated athletic trainers, and/or First Light. The University will also provide support to any reporting party who wishes to file a complaint of illegal behavior to Campus Safety or other local law enforcement.

For Questions or Concerns Related to Title IX, harassment or discrimination based on sex or gender, contact:

Robyn H. Sanderson

Title IX Coordinator

Associate Vice President for Student Development & Dean of Student Development

Office: G. Ross Anderson Jr. Student Center, Office 157

Phone: 864.231.5514

Mail: 316 Boulevard

Anderson, SC 29621

title9@andersonuniversity.edu

<https://andersonuniversity.edu/title-ix/>

[Title IX Policy](#)

[Title IX Brochure](#)

Notice of Non-Discrimination

Anderson University does not unlawfully discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran or military status, or any other basis on which the University is prohibited from discrimination under local, state, or federal law, in its employment or in the provision of its services, including but not limited to its programs and activities, admissions, educational policies, scholarship and loan programs, and athletic and other University-administered programs. In order to fulfill its purpose, the University may legally discriminate on the basis of religion in employment. The University has been granted exemption from certain regulations promulgated under Title IX of the Education Amendments of 1972 which conflict with the University's religious tenets.

The following person has been designated to handle inquiries or complaints regarding the non-discrimination policy including compliance with Title IX of the Education Amendments of 1972 and inquires or complaints regarding the disability non-discrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973:

For student related concerns, please contact:

Associate Vice President/Dean of Students

Office: Student Center 321
Phone: 864.622.6014

For employee related concerns, please contact:

Director of Human Resources

Office: 316 Kingsley Road
Phone: 864.231.2061

A report may also be made to the U.S. Department of Education, Office of Civil Rights:

U.S. Department of Education

Office of Civil Rights

400 Maryland Ave., SW

Washington, D.C. 20202-1328

1-800-421-3481

Email Address: ocr@ed.gov

Web: <http://www.ed.gov/ocr>

2025-2026 Anderson University Academic Calendar

History

Anderson University was one of the first institutions for higher learning for women in the United States. The Johnson Female Seminary opened in Anderson in 1848. The founder was the Reverend William B. Johnson, a Baptist minister who was the first president of the South Baptist Convention. The school was forced to close during the Civil War and did not reopen. A group of Anderson residents, wanting an institution of higher learning in Anderson, offered 32 acres of land and \$100,000 to the South Carolina Baptist Convention at their meeting in 1910. The convention nominated a group of trustees, and Anderson College was granted a charter in 1911 by the South Carolina General Assembly. In 1912, the College opened its doors and operated as a four-year college for women until 1930. In 1929, the South Carolina Baptist Convention approved the institution's transition to a junior college, the first in the state. The College became a coeducational institution in 1930.

In December 1989, the Board of Trust voted to return the College to its status as a four-year institution, beginning with the fall semester of 1991. This decision was subsequently affirmed by a unanimous vote of the General Board of the South Carolina Baptist Convention. The first four-year class since 1930 graduated in May 1993.

In the spring of 2005, Anderson's Board of Trust voted to change the College to University status to reflect the addition of graduate programs and a reorganization of the academic divisions into colleges. On January 1, 2006, Anderson College became Anderson University.

The community of Anderson has nurtured and supported the institution throughout the University's history. In turn, the University has provided intellectual, cultural, and recreational opportunities for the citizens of the Anderson area and has made a significant contribution to the community's economy.

The first class of students to the nursing program in the fall of 2012 marks a return of nurses to Anderson University since 1959. In the 1950s, Anderson College partnered with Anderson Memorial Hospital to provide classes to Freshmen Nursing Students.

In 2014, a graduate task force committee was assembled to research and plan Master of Science programs in Nursing Education, Executive Leadership, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner Tracks. In the fall 2017 semester, our first cohort of graduate students began with students in both the MSN and DNP programs in Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, and Executive Leadership tracks.

Mission Statements

Anderson University

Anderson University is an academic community affiliated with the South Carolina Baptist Convention. It provides a competitive education in the liberal arts, professional, and graduate disciplines, and a co-curricular focus on the development of character, servant leadership, and cultural engagement. This is a diverse community that is intentionally Christ-centered, people-focused, student-oriented, quality-driven, and future-directed.

School of Nursing

The mission of the School of Nursing is to be Christ-centered, people-focused, student-oriented, quality-driven, and future-directed in preparing qualified persons to provide holistic therapeutic interventions with care, competence, and safety for a culturally diverse population.

Vision Statement

School of Nursing

The vision of the School of Nursing is to be a leading university where learners combine the foundational knowledge of science and the historical art of nursing, while examining and synthesizing current evidence shaping professional practice in a distinctively Christian community dedicated to Christ's call to service.

Goals

The goals listed reflect the program's primary educational mission to prepare nurse practitioners and nurse leaders who are experts, advocates for healthy living and physical wellness, and scholar-practitioners who advance the practice of nursing. This mission is accomplished by faculty who mentor and engage students in learning that are grounded in Christian principles, guided by professional values and ethics, focused on quality outcomes, and driven by innovative thinking. The goals also, specifically address the ongoing development and retention of the core faculty.

The first goal is specific to the master's and doctorate level nurse practitioner programs. The other goals relate to all the graduate-level programs.

Goal 1:

- The Graduate Program of the School of Nursing (SON) will
 - prepare competent entry-level nurse practitioners who are clinical experts in the diagnosis and treatment of chronic and acute illness.

Goal 2:

- The Graduate Program of the SON will prepare all graduates to be
 - advocates for healthy living and physical wellness; and
 - scholar-practitioners who advance the practice of nurses

Goal 3:

- Students enrolled in the Graduate Program of the SON will exhibit
 - the core values and ethics of the nursing profession; and
 - advocacy for healthy living and physical wellness.

Goal 4:

- The Graduate Program of the SON will promote and support the development of its core faculty members by:
 - providing opportunities for clinical practice;
 - facilitating the design, completion, and dissemination of scholarly projects;
 - supporting continuing education to maintain licensure and enhance teaching and/or content expertise;
 - encouraging involvement in professional service at the local, state, or national level; and

- providing opportunities to participate in shared governance and leadership within the university and/or school.

Goal 5:

- The Graduate Program of the SON will systematically assess its processes and outcomes to ensure fulfillment of its mission and continuous quality improvement by:
 - collecting and analyzing internal data from students, graduates, faculty, staff, and campus administrators on an annual basis;
 - collecting and analyzing external data from preceptors and the program advisory group on an annual basis;
 - holding an annual faculty summit to review analyzed data and recommend any needed action;
 - reviewing and updating publicized program information, policies, and procedures on an annual basis or as needed; and
 - maintaining compliance with standards established by the *Commission on Collegiate Nursing Education (CCNE)*, *American Association of College of Nursing (AACN)*, and the National Taskforce on Quality Nurse Practitioner Education (NTF).

MSN Program Outcomes

1. Deliver master's nursing education that builds on one's previous nursing foundation.
2. Prepare the graduate to integrate advanced knowledge from nursing and related disciplines into professional nursing practice in a variety of healthcare and community settings.
3. Prepare professional nurses academically for further graduate or doctoral studies in nursing.

MSN Student Outcomes

The graduate of the MSN program will be able to:

1. Integrate professional integrity through the perspective of the Christian Worldview to demonstrate servant leadership in guiding behaviors and decision-making in advanced nursing roles.
2. Employ scientific knowledge from nursing and other disciplines to integrate evidence-based findings into nursing practice to contribute to the improvement of healthcare and the advancement of culturally competent nursing practice within diverse settings.
3. Intervene within organizational systems to advocate for health policy change and collaborate interprofessionally to prevent disease and improve population outcomes across the lifespan.
4. Deliver safe, quality healthcare through the ethical management of data and informatics to enhance and coordinate care.
5. Utilize leadership principles in promoting quality improvement and safety in healthcare delivery for individuals, populations, and systems.

PMHNP Post Master's Certificate Program Outcomes

1. Deliver post-masters nursing education that builds on one's previous advanced practice nursing foundation.

2. Prepare the graduate to integrate advanced knowledge from nursing and related disciplines into professional advanced psychiatric and mental health nursing practice in a variety of healthcare and community settings.
3. Continue to prepare advanced practice nurses academically for further graduate or doctoral studies.

PMHNP Post Master's Certificate Student Outcomes

1. Integrate professional integrity through the perspective of the Christian Worldview to demonstrate servant leadership in guiding behaviors and decision making in the advanced practice of psychiatric mental health nursing.
2. Employ scientific knowledge from nursing and other disciplines to integrate evidence-based findings into nursing practice to contribute to the improvement of healthcare and the advancement of culturally competent psychiatric and mental health nursing practice within diverse settings.
3. Intervene within organizational systems to advocate for health policy change and collaborate inter-professionally to prevent disease and improve mental health population outcomes across the life span.
4. Deliver safe, quality healthcare through the ethical management of data and informatics to enhance and coordinate care.
5. Utilize leadership principles in promoting quality improvement and safety in psychiatric and mental healthcare delivery for individuals, populations, and systems.

DNP Program Outcomes

1. Deliver doctoral nursing education that builds on one's previous nursing practice and educational preparation.
2. Equip the graduate to assume leadership roles within advanced nursing and to integrate enhanced knowledge and skills in a variety of healthcare delivery systems.
3. Prepare the graduate to function in full partnership with other healthcare professionals at the highest scope of practice in redesigning and improving global healthcare.

DNP Student Outcomes

The graduate of the DNP program will be able to:

1. Assimilate the values of emotional intelligence, servant leadership, and intelligent design through the lens of the Christian Worldview to guide and enrich professional practice.
2. Formulate organizational and systems components for leadership and quality improvement to enhance patient outcomes.
3. Promote transformation of health care through interprofessional collaboration, policy development and technology utilization within one's area of specialization.
4. Evaluate outcomes of evidence-based research and design appropriate interventions for one's area of specialization to improve the health of individuals, aggregates, and populations.

Approval

Approval is granted by:
South Carolina Board of Nursing
110 Centerview Drive
Columbia, SC 29210
Mailing Address: PO Box 12367
Columbia, South Carolina 29211-2367
803-896-4550

Accreditation

Anderson University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, educational specialist, and doctoral degrees. Anderson University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Anderson University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 697-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The baccalaureate degree program in nursing, master's degree in nursing, the Doctor of Nursing Practice degree, and the post-graduate APRN certificate program at Anderson University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Administration, Faculty, and Staff

Please refer to the Anderson University website under the College of Health Professions/School of Nursing/ Graduate Programs for a current list of administration, faculty, and staff.

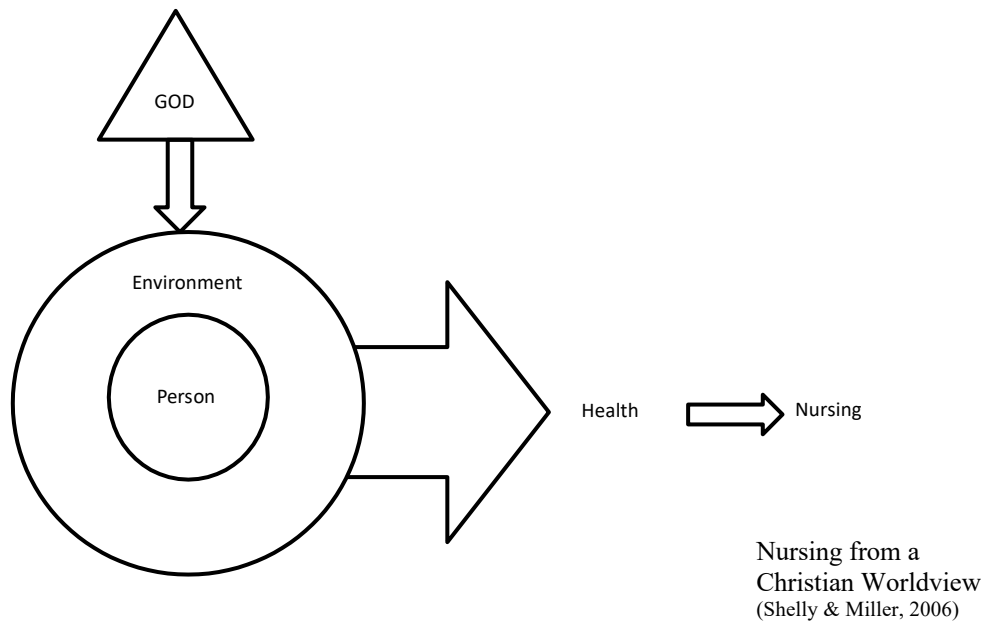
Conceptual Framework

The philosophy of the Anderson University School of Nursing revolves around developing nurses who are grounded in professionalism, clinical competence, and spiritual maturity. As a part of Anderson University, we support the mission statement of the university, which states: Anderson University is an academic community, affiliated with the South Carolina Baptist Convention, providing a competitive education grounded in the liberal arts, professional and graduate programs and a co- curricular focus on the development of character, servant leadership, and cultural engagement. This is a diverse community that is intentionally Christ-centered, people-focused, student-oriented, quality-driven, and future-directed.

The faculty of the Anderson University School of Nursing is an integral part of the Anderson University community. The faculty strives to enhance student academic excellence and character in a Christian environment. The faculty prepares graduates with an increased level of clinical reasoning skills for personal and professional decision-making. These skills enable graduates to provide care to individuals, families, groups, communities, and populations in response to rapidly changing and complex health systems and technologically advancing global environments within a culture of safety.

The conceptual framework for the School of Nursing at Anderson University is built upon the truth that God is the loving, sovereign creator of all that is. God is triune: Father, Son, and Holy Spirit, continually seeking a restorative relationship with His creation. The understanding of God's nature and His desire to be in a relationship with man is developed through studying scripture, the word of God. Genesis 1:27 reveals, "And God created man in His own image, in the image of God He created him; male and female He created them" (NAS). This illustrates *imago Dei*, the Latin term for "Image of God." We believe that man was created in the image and likeness of God. We also believe that all humanity is created in the image of God (*imago Dei*) and thus has intrinsic value. We see this demonstrated for us in the reality of Jesus Christ's incarnation, becoming a man, and His willingness to die for humanity.

The nursing metaparadigm from a Christian worldview as described by Shelly and Miller in *Called to Care*, begins with God creating the world (environment) and all that is included within it. Man (person) was created by God and placed within this environment to live in balance and wholeness (health). Achieving health allows the person to live at peace in a God-centered community with a sense of physical, psychosocial, and spiritual wellness. Nursing works toward the wholeness of the person and the community.



Person

Person is defined as the recipient of nursing, including individuals, families, communities, and other groups (Shelly & Miller, 2016). A Christian worldview emphasizes that all persons are created in the image of God to live in a loving relationship with Him and others. The holistic individual encompasses body, mind, and spirit: (1) the body, anatomy and physiology; (2) the mind/psyche, emotion/affect, intellect/cognition, and will; and (3) spirit, the soul, which expresses itself in relationships with God and with others. While it is helpful to separately conceive body, mind and spirit, in reality, they are indivisible and interrelated. The dynamic nature of the individual undergirds a developmental focus on the lifecycle as a series of phases. During each phase of development, from conception through maturity, there is a changing priority of need fulfillment as perceived by the individual.

The whole individual is in constant interaction with the environment, and therefore, yields a broader society and culture. This sociocultural outgrowth incorporates ethnicity, beliefs, values/ethics, and interpersonal and intersocietal relationships which are developed through communication. Family can be defined as individuals who join together to contribute to the physical, psychosocial, and spiritual needs of each other within an environment of love and affection. Functional family dynamics incorporate caring relationships. Individuals and families build and maintain constructive and responsible community relationships.

Community is an aggregate of people who share common characteristics such as geographical, cultural, religious or relational characteristics. Community connotes an interdependency that is a means for the production, distribution, and consumption of goods and services; for socialization; for social control; for social relationships; and for mutual support (Berman, Snyder, & Frandsen, 2016). Communities are responsible for building and maintaining constructive and productive relationships in the broader societal and global contexts.

Environment

Environment includes the person, those with whom they interact, their physical surroundings, and the variety of settings in which nursing occurs. Environment is the internal and external conditions,

circumstances, and influences affecting persons. The internal environment of the individual encompasses the body, mind, and spirit. The external environment is all of the outer influences that impact upon the person, such as climate, ecology, economy, politics and history, technology, geology, society and culture. The extent of environment ranges from the interpersonal and local to intersocietal and global.

The person's internal and external environments are in constant interaction and change, requiring adaptation, thus influencing health.

Health

The goal of attaining health is the ultimate outcome of nursing care. Health is viewed through a lens that varies from culture to culture and its definition may differ and will impact how care is delivered. Health is a dynamic process and reflects the integrated wholeness of the person's body, mind and spirit; choices; and environmental factors. Health exists on a wellness• illness continuum. The right to seek opportunities for wellness belongs to each person, regardless of social or economic status, personal qualities, or nature of the health need. Usually, the person makes decisions about seeking assistance within the health care system relative to his/her perceived health status on the wellness• illness continuum.

Wellness is maximum health potential which is reached when each, the body, mind, and spirit, is at its highest level of wholeness. This means that wellness consists of: (1) the individual, family, or community making responsible choices according to knowledge and an ethical framework. Choices may be influenced by lifestyle, genetic predisposition, and family and cultural belief systems; (2) environmental factors such as healthcare access, financial resources, food sources, climate, etc.; (3) the interaction between choices and environmental factors. For example, choices about the level of wellness the person wishes to achieve or maintain may be limited by society if, by the choices made, a threat is posed to self and/or others.

As the level of wellness decreases, the possibility for illness, suffering, and death increases. Illness is an absence of integrated wholeness or disintegration of wholeness. Both wellness and illness are abstract constructs that are personal and subjective but may be objectively discernible because of common experience and symptom manifestation. Subjective and objective data may be used to discern the quality and quantity of wellness or illness.

When one or more of the means to wellness is not attained or is flawed, suffering may occur. Suffering is the conscious endurance of pain and distress which occur because of a loss or illness. When health is insufficient to sustain life, death occurs. Death is the end of physical life.

Nursing

As a response to God's grace and love, nursing is a ministry of compassionate care that affects the physical, psychosocial, and spiritual spheres of the individual, family, groups, and communities.

Christ-centered nursing is unique because its emphasis is on caring for and respecting the whole person, the imago Dei, as embodied by God. While this represents both the science and the art of nursing, more importantly, it represents God's grace and is a reflection of His character and love for us.

In congruence with the mission, vision, purpose, and outcomes of the School of Nursing, the concepts nursing, environment, health, and person have been defined, clarified, and described in relation to God

and imago Dei. The structure for the School of Nursing from which the outcome criteria are established, the curriculum is designed, and courses are developed is based upon this conceptualization.

Nursing is an applied discipline, which expresses itself in nursing practice and has its foundation in scientific/empirical knowledge, theory, and research. Nursing in its fullest sense is also a caring, therapeutic, and teaching discipline. The body of nursing knowledge is ever expanding through future-directed research and theory development. The research process is one means for developing scientific problem-solving skills, and research findings are utilized to guide nursing practice. Nursing theories are tested and supported by knowledge gained through research.

Theoretical and empirical knowledge from the nursing, biological and social sciences and the humanities are synthesized in utilization of the nursing process. The nursing process is a science-based series of activities employed by the nurse as a methodical, ongoing effort toward achieving desired outcomes for person, environment, and health. The steps of the nursing process include assessment, nursing diagnosis, planning, implementation, and evaluation. The process occurs dynamically and in a back-and-forth fashion.

The caring component of nursing reflects the nurse's concern, empathy, and love for others. The caring role is best fulfilled as the nurse demonstrates the Christ-centered ethic of service in relation to God and to person.

The therapeutic component of nursing is realized by providing health care or knowledge of health care practices to enhance the person's level of wellness. The teaching component of nursing includes providing information to make health care decisions, acquire skills, and change behavior. When it is not possible to promote wellness, nursing seeks to enable persons to adjust to illness and/or relieve suffering. When it is not possible to promote life, nursing seeks to enable persons to adjust to loss and peaceful death.

American Nurses Association Nursing Code of Ethics

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Graduate Student Nurse Resources

Anderson University does not have an organized graduate student nurse organization. Below is information provided to help students connect with outside student organizations.

AACN Launches New Graduate Nursing Student Academy to Enhance Services and Programs for Future Nursing Leaders

WASHINGTON, D.C., August 1, 2012 – The American Association of Colleges of Nursing (AACN) is pleased to announce the formation of the new [Graduate Nursing Student Academy](#) (GNSA) created to provide high value programs, services, and resources to nursing students enrolled in master's and doctoral programs. Through the GNSA, AACN will focus on meeting the professional development needs of graduate nursing students who are poised to assume leadership roles within the profession, including service as future faculty members and researchers.

“Preparing the next generation of nurses to lead change and foster innovation in academic, research, and practice settings is a priority for the association,” said former AACN President Jane Kirschling. “AACN stands ready to leverage its resources and work collaboratively with stakeholders to move more nursing students into graduate programs and to offer enrichment opportunities for this important student population.”

AACN has a long history of providing services and guidance for undergraduate and graduate students enrolled in schools of nursing. This support manifests in the form of scholarships, Webinars, conference discounts, an online collaboration community, information sharing, advocacy engagement, internships, and most recently, the annual Student Policy Summit and Nursing CAS. Within the larger nursing student population, AACN has a strong interest in serving the unique needs of the more than 110,000 students pursuing master's, PhD, and Doctor of Nursing Practice (DNP) degrees. Since future faculty and researchers will be drawn from this group, AACN is looking to expand efforts to provide information and resources to encourage graduate students to complete their formal study and consider careers in academia.

Student Disability Services

Anderson University provides accommodations to enable students with disabilities to access the University community in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and their amendments. Reasonable accommodations are determined based on current documentation and are made on a case-by-case basis. Adherence to academic standards that are essential to a course of study is generally considered non-discriminatory.

Students requesting academic adjustments and/or auxiliary aid accommodations from Anderson University must self-identify by contacting the Center for Student Success. Application for accommodations does not ensure that the student qualifies to receive accommodations.

Accommodations are not retroactive.

Students requesting academic adjustments and/or auxiliary aids accommodations must have a documented disability as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All documentation is evaluated on a case-by-case basis. If provided documentation is deemed insufficient, the student may be required to provide additional documentation. Complete guidelines for documentation are available from the Center for Student Success.

The Center for Student Success determines the student's eligibility for accommodations and, for eligible students, determines appropriate accommodation. If a student cannot demonstrate the following skills and abilities, it is the responsibility of the student to request appropriate accommodation. Anderson University will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program. ***In the event a student is unable to fulfill these admission and progression standards, with or without reasonable accommodation, the student will not be admitted into or allowed to progress through the program.***

The nursing program at Anderson University is a rigorous mental and physical program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings. These employment settings require a broad spectrum of mental and physical demands on the nurse.

The stated mission of the nursing program at Anderson University is to be Christ-centered, people-focused, student-oriented, quality-driven, and future-directed in preparing qualified persons to serve a diverse population through the holistic profession of nursing. Potential nurses are expected to complete all the academic and clinical requirements of the graduate program in nursing before they are eligible to graduate and/or test with a national credentialing agency such as the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). The purpose of this document is to define the cognitive, affective, and psychomotor skills that are essential to the completion of this program and to perform safely as a competent generalist nurse.

Admission, Retention, and Graduate (ARG) policies

Transfer of Credits from Other Graduate Level Programs

Students admitted to Anderson University's graduate nursing program may transfer up to nine credit hours of graduate coursework. For the course to be considered, the student must have earned at least a B in the course with an overall GPA was at least a 3.0, the student left in "good standing," the university was regionally accredited, and the credit from the previous university is less than six years old. Some core courses, such as **Advanced Pathophysiology, Advanced Health Assessment, Advanced Pharmacology, and clinical courses, are not** eligible for transfer. Other courses are up to the discretion of the Graduate Admission, Retention, and Graduation (ARG) committee. If the student would like to have a course considered for approval, the student must submit reach out to the Enrollment Counselor or Academic Success Advisor to be informed of the process.

Progression and Dismissal

Graduate Academic Standards

Students enrolled in a graduate nursing program at Anderson University are required to maintain a cumulative grade point average (GPA) of 3.0 in all courses taken toward the degree. Students not

meeting the minimum academic standard will be placed on academic probation.

Grades of “C” or Below

In addition to meeting the 3.0 GPA requirement for graduation, graduate students must have no more than one (1) grade of “C” in the entire graduate work. Students earning a grade of “C” will receive an academic warning from the Graduate Nursing Chair or an academic probation notice from the provost's office based on the cumulative GPA. A student cannot earn a grade of a “C” or below in a 3P course (Advanced Pathophysiology, Advanced Health Assessment, Advanced Pharmacology) or a major didactic course (Primary Care Across the Lifespan, Care of Special Populations, Care of Aging Adults, Integrated Care of Individuals and Communities, Advanced Assessment Processes in Mental Health Across the Lifespan, Management of Behavioral Health Populations Across the Lifespan, Psychopharmacological Therapies Across the Lifespan, and Management of the Complex Mental Health Client Across the Lifespan). A “C” in a 3P or major didactic course will result in automatic dismissal.

Academic Warning

A student will be placed on academic warning upon receiving a grade of “C” while maintaining a cumulative GPA of 3.0 or greater. The Graduate Nursing Chair is responsible for notifying the student of academic warning status. A copy of the warning is placed in the advisors’ and the student’s files.

Academic Probation

Academic probation occurs when the cumulative grade point average is below 3.0 (**not in good standing**). To improve the academic standing of a student with unsatisfactory academic progress, the Graduate Nursing Chair and faculty may specify conditions with which a student must comply to be able to register for subsequent semesters. Specifications may include additional courses, a change in total semester hours, the attainment of a specific semester grade point average, and/or a suggestion of counseling. Students who do not achieve a GPA of 3.0 within the following two semesters after being placed on academic probation will be academically dismissed. Academic probations are reported to the Registrar's office.

Academic Dismissal

Students earning a second grade of “C” or below in a concurrent or subsequent course will be academically dismissed (**not in good standing**) or earning an initial grade of “D,” “F,” “Fail” or “Unsatisfactory” will receive an academic dismissal (**not in good standing**) from the program. A student cannot earn a grade of a “C” or below in a 3P course (Advanced Pathophysiology, Advanced Health Assessment, Advanced Pharmacology) or a major didactic course (Primary Care Across the Lifespan, Care of Special Populations, Care of Aging Adults, Integrated Care of Individuals and Communities, Advanced Assessment Processes in Mental Health Across the Lifespan, Management of Behavioral Health Populations Across the Lifespan, Psychopharmacological Therapies Across the Lifespan, and Management of the Complex Mental Health Client Across the Lifespan). A “C” in a 3P or major didactic course will result in automatic dismissal.

An appeal of an academic dismissal must be completed within 30 days of the dismissal. A letter of appeal should be sent to the Admission, Retention, and Graduation (ARG) Subcommittee chair. The ARG committee will consider the appeal, and the student will be notified of the final decision. The appeal letter should include the following:

- Your full name, AU student ID# and telephone number
- The name of the degree program from which you are being dismissed

- An outline of why the ARG committee and School of Nursing should consider your re-enrollment with the next cohort. A description of any extraordinary situations or unusual difficulties that you encountered that should be considered in this appeal
- Your strategies for future success if allowed to re-enter this degree program

Professional, ethical, or illegal dismissal

Any action deemed unprofessional, unethical, or illegal will be sanctioned up to and including dismissal from the program and not eligible for readmission.

Limitation in Completion of Requirements

A student in the full-time MSN program must complete all degree requirements within five (5) years. A student in the part-time MSN or DNP program must complete all degree requirements within seven (7) years. Time limits are computed from and include the first semester of credit applied to the degree program. Students who do not enroll for three (3) consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment. This guideline does not mean the student has the option of taking five (5) or seven (7) years to complete the degree if their track is a full-time cohort model.

Readmission/Admission after Voluntary Withdrawal or Transfer

A student who leaves the university and/or School of Nursing in “good standing” through voluntary withdrawal or a student from another nursing program who left that program in good standing and desires to transfer to the Anderson University nursing programs is evaluated for readmission/admission under the following guidelines:

1. Make a formal reapplication/application to the School of Nursing.
2. At the time of reapplication/application, submit a statement that addresses the reason for the withdrawal or transfer, outline what she/he has done to ensure success in the School of Nursing and why she/he should be readmitted/admitted.
3. The student’s complete academic record, including all clinical evaluations, will be reviewed.
4. Readmission/admission is not automatic. Students will be considered as part of the total applicant pool and reviewed by the ARG committee.
5. The requirements for completion of program/major requirements within five or seven years (depending on the track) of initial enrollment will be in effect for readmitted students.
6. All new or changed policies in place at the time of readmission/admission will apply.

Readmission after Dismissal/Appeal

A student who is dismissed from the program “**not in good standing**” due to grades may be reevaluated for readmission by the following process. Readmission will be granted on a case-by-case basis after a detailed review and ARG consensus. The student must include a well-formatted remediation plan. Dismissals due to professional, ethical, or illegal misconduct are not eligible for readmission.

1. At the time of reapplication, submit a statement addressing the reasons they wish to reapply to the program and how circumstances have changed that would now make them more successful in the program.
2. The Admission, Retention, and Graduation Sub-Committee (ARG) will meet to review the student’s request and application status.
3. **Readmission is not automatic.** Students will be considered as part of the total application pool.
4. The student will need to retake courses in which a “D or F” was previously earned and one of

the courses if two “C’s” were previously earned. The course to be retaken will be at the discretion of the Graduate Nursing Chair and the Chair of the ARG committee.

5. The student will be placed on academic probation upon re-admission to the graduate nursing program and will remain on academic probation for at least one semester and will be required to maintain at least a cumulative GPA of 3.0. Failure to maintain a cumulative GPA of 3.0 after two semesters upon readmission will result in academic dismissal and permanent exclusion from the graduate nursing program.
6. The requirements for completion of program/major requirements within five or seven years (depending on the track) of initial enrollment will be in effect for readmitted students.
7. Classes that were satisfactorily completed with a grade of “A” or “B” will not need to be repeated, provided all course work is completed within the five or seven years as stated above.
8. All new or changed policies in place at the time of readmission will apply.

Withdrawal Procedures

Important: Please note any changes in enrollment during the add/drop period of course withdrawal at any point of the semester may result in revisions to your financial and/or billing for the semester. The student should contact the Office of Financial Aid Planning to determine the impact of such changes on their aid eligibility before adding/dropping or withdrawing from courses.

Students who wish to withdraw from a course must notify the Academic Success Advisor and the Graduate Nursing Chair. If the notification to withdraw occurs before the first class begins in a semester, the student will be removed from the class roster. Students who withdraw between the first class and the mid-point of the semester may receive a “W” for the course. Students who withdraw after the mid-point of the class will receive a grade of “WF” for the course. In some instances, students with a medical hardship can be granted a W if they withdraw after the set last date to withdraw. These cases will be evaluated individually by the Graduate Nursing Chair and the Director of The Center for Student Success.

Administrative Withdrawal

Faculty may administratively withdraw the student for failure to log into an online Canvas class shell by the posted date for an initial response and introduction to the course. Also, if there is a period of 25% of the semester in which the student fails to actively participate in their Canvas class, the faculty can submit an administrative withdrawal request to the Registrar’s office.

Withdrawing from the University

Under certain situations, it may be necessary for a student to withdraw from the University. A student should notify the Academic Success Advisor (ASA) and Graduate Nursing Chair in writing. The ASA will initiate the withdrawal process. Depending on the date of the official withdrawal request, a grade of “W” or “F” is assigned. Students failing to follow the procedures of official withdrawal are awarded a grade of “F” for all courses in which they remain registered.

Changing Tracks

The student may only change from the MSN-FNP to the DNP-FNP track, the MSN-PMHNP track to the DNP-PMHNP track, or the full-time MSN to the part-time MSN **before the second semester. No other track changes are considered.** If the student wishes to change tracks, they must contact the Graduate Nursing Chair in writing before the end of the first semester of course work.

Grades

The Anderson University School of Nursing Graduate Program grade scale is as follows:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 or below

Course grades are earned by the student based on an accumulation of total possible points in a course. This is individualized based on the faculty's plan for the course. Some assignments may be recorded as a percentage of the total grade. **In the event the total points and grade totals in Canvas do not match the syllabus, the syllabus will stand as the final source. If the student has a question about a grade, they need to consult the faculty.**

Incomplete Coursework

If a student cannot complete a course by the end of the semester due to circumstances beyond the student's control, a grade of "I" (incomplete) must be requested by the student prior to the last day of class. The student makes the request in writing to the faculty, who must approve the request before a grade of "I" can be assigned. If a grade of "I" is granted, the work must be completed within 30 days following the end of the academic term in which the "I" was requested. Otherwise, a failing grade will be recorded.

Students must have completed at least 50% of the coursework and shown a reasonable effort to do the work to be considered for an incomplete status. Students must turn in assignments and document clinical hours in Canvas to show evidence of work.

Late Assignments

Late assignments will be assessed 10% off for each day late. For example, one day 10%, two days 20%, three days 30%, up to seven days late or 70%. Assignments will not be accepted if more than seven (7) days late. If a student has extenuating circumstances **and** communicates with faculty **before** the assignment is late, extensions may be granted. Each case will be reviewed individually by the faculty to decide if there will be a late penalty. Working, vacations, and other planned events like weddings are **not** extenuating circumstances.

Academic Integrity

The graduate nursing program adheres to the formal academic integrity policy as outlined in the Academic Catalog. **Academic Dishonesty Additions for the Graduate Nursing Program**

Academic misconduct is very serious. Academic misconduct could result in a zero for an assignment, a zero in the class, or expulsion from the university. In addition to the already stated academic misconduct, the graduate program also considers such acts as:

- To give or receive information ***before, during or after examinations*** – including previous test information, copying actual exams or quizzes, or possession and use of unauthorized faculty materials (test banks associated with texts utilized in the course)
- To turn in assignments that are the result of another's work (fabrication) including artificial intelligence programs
- Acting in a disrespectful manner toward patients, visitors, fellow students, program faculty, or clinical faculty
- Falsifying clinical documents, including but not limited to, the number of patients seen, or hours spent at the clinical site

- Duplicating and disbursing in any format copyrighted national certification exam questions or any exams, or quizzes utilized by the nursing program
- Sharing or discussing information or details regarding simulation scenarios/clinical experiences that represent a HIPAA violation

Student Grievance, Complaint, and Right of Appeal Guidelines

The graduate nursing program adheres to the formal complaint procedures for the University as outlined in the [graduate handbook- Complaint Procedure](#):

The following are discipline-specific grievance processes followed in the graduate program:

Course/Clinical Grievance (SON)

Course/Clinical Grievances Issues/Concerns in a single course, such as the quality of instruction, fairness, and equity in awarding grades or evaluations, should use the following procedures:

1. If the issue(s) concerns a single course, the student should contact the course faculty (appointment, email, or phone), clinical faculty, and/or the course coordinator (as appropriate), provide a written explanation, and attempt to come to an amicable resolution. A written response will be given to the student within five working days.
2. If the issue cannot be settled at the course level, an appointment should be made to provide a written explanation and discuss the issue(s) with the Graduate Nursing Chair. A written response will be given to the student within five working days.

Formal Complaint (SON)

The School of Nursing defines a formal complaint as a concern about a specific aspect of the nursing program expressed by the individual affected and communicated in writing to the Chief Nursing Administrator, who has the authority to respond. However, first, a student must initiate the course/clinical grievance with the specific course and/or clinical faculty and then proceed to the Graduate Nursing Chair for resolution prior to filing a formal complaint in writing to the Chief Nursing Administrator. Once receiving a formal complaint, a written response will be given to the nursing student within five working days.

Right of Appeal (AU)

The School of Nursing adheres to the Anderson University Right of Appeal process as outlined in the Academic Catalog.

In the School of Nursing, issues/concerns related to deviations from the prescribed admission policies, progression policies, program of study, and graduation policies should be submitted to the Graduate Admission, Retention, and Graduation Subcommittee (ARG).

Admission, Retention, and Graduation Subcommittee (ARG) Procedures:

1. Requests to the Committee must be in writing and received no later than five (5) days prior to the scheduled Committee meeting. The committee chair will inform the student of the meeting date.
2. The student will receive a letter from the Committee regarding its decision.
3. The student's request and the Committee's decision will be placed in the student's academic file in the School of Nursing.

Grade Appeals/Changes

1. If a student files an appeal within a course, it must be in writing, and the student may continue to progress while the appeal is in process until a resolution is determined.
2. An appeal must be filed within 30 days of the incident or end of course.
3. Each person to whom an appeal is made has five (5) working days in which to communicate the decision to the student.

Student Representation

Cohort Representative

Student feedback is obtained from each nursing cohort through a representative, chosen by their peers who serve to facilitate communication from the entire cohort to the Graduate Nursing Chair or faculty liaison on matters such as changes in the course calendar, clarification of course requirements, recommendations for change in didactic or clinical activities or student concerns, issues, and suggestions/ideas. [See job description.](#)

Faculty Liaison

The faculty nominates one student to serve as faculty liaison. The faculty liaison will be invited to attend at least one graduate subcommittee meeting each semester and will communicate faculty concerns, updates, or news back to all graduate students through each class/cohort representative. [See job description.](#)

Licensure Information

Licensure and National Certification

Students may choose to take either ANCC or AANP. AANP offers both the FNP and PMHNP certifications exams (the PMHNP exam option began in Spring 2024).

ANCC

ANCC (American Nurse Credentialing Center) requires a Validation of APRN Education Form that the student initiates and provides to the program director of the school to fill in and sign in order to register for testing.

Once the student completes the eligibility requirements to take the certification examination and successfully passes the exam, they are awarded the credential: Family Nurse Practitioner- Board Certified (FNP-BC) or Psychiatric Mental Health Nurse Practitioner-Board Certified (PMHNP- BC). This credential is valid for five (5) years. They can continue to use this credential by maintaining their license to practice and meeting the renewal requirements in place at the time of certification renewal. The National Commission for Certifying Agencies and the Accreditation Board for Specialty Nursing Certification accredits this ANCC certification.

AANPCB

AANPCB applicants must create an **Online Profile** to apply for certification <https://www.aanpcert.org/ptistore/control/certs/program>. Paper applications are available on the AANPCB website for use by individuals who are unable to utilize the web-based application. Candidates will be notified when they are eligible to test and will receive an email from AANPCB notifying them of their eligibility status. AANPCB will also notify **PSI Services LLC (PSI)** of the candidate's eligibility to test. PSI will send

the candidate a registration eligibility confirmation email within 24 hours. This email grants the 120-day window to test and provides the candidate with their **Eligibility Identification Number** and a link with instructions for registering to schedule the examination in the PSI system online at www.psiexams.com. Once the student completes the eligibility requirements to take the certification examination and successfully passes the exam, they are awarded the credential: Nurse Practitioner-Certified (NP-C).

SCLLR

The South Carolina Labor Licensing and Regulation (LLR) has information regarding the “Instructions and Requirements for Advanced Practice Registered Nurse (APRN) Application,” as noted in the following link. <http://www.llr.state.sc.us/POL/Nursing/pdf/RNtoAPRN.pdf>. Prior to applying for an Advanced Practice license in South Carolina or your state, the student must meet all eligibility criteria noted on the LLR requirements page.

Honors and Awards

Sigma is an International Honor Society of Nursing that serves to advance world health and celebrate nursing excellence in scholarship, leadership, and service. Sigma membership is by invitation only to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and nurse leaders exhibiting exceptional nursing achievements. To qualify, graduate students (Master’s and Doctoral students) enrolled in graduate programs at accredited higher education institutions must have completed at least $\frac{1}{4}$ of the nursing curriculum and achieved academic excellence, as evidenced by a GPA of 3.5 or higher on a 4.0 grading scale.

The Dean's Award is voted on by all graduate faculty of the School of Nursing. It is given to one student from each of the MSN and DNP cohorts who best exemplifies the mission and vision of the School of Nursing and has exhibited a servant’s heart.

Internet Postings and Social Media Policy

It is never appropriate to share comments, updates, or critiques regarding other students, patients, clinical agencies, or other aspects of the clinical experience on any public forum (e.g., Facebook, Instagram, Snapchat, X, TikTok, YouTube, etc.). Items, photos, and comments shared on these sites are available to the public, and any that are in direct violation of our values guided by Christian principles of love of God, neighbor, and self may result in disciplinary action (e.g., probation, suspension, and/or dismissal). It is the policy of the School of Nursing that faculty and staff will not interact with students on social media sites.

For your convenience, below is a portion of the code of behavior from the student development and campus life portion of the Academic Catalog:

“Respect for others, by acting in a manner respectful of the rights and privileges of others and upholding that every member of the campus community, regardless of race, sex, age, disability, or religion, as the right to grow and learn in an atmosphere of respect and support.”

Violations of this policy are considered very serious because they not only reflect upon your character but reflect upon the School of Nursing and the University, and individuals will be disciplined as appropriate.

These social media sites (e.g., Facebook, Instagram, Snapchat, X, TikTok, YouTube, etc.) are not to be utilized to address items such as clinical concerns, clinical sites, or concerns with the nursing faculty or coursework at Anderson University. Direct violation of this policy may result in disciplinary action as listed above. (e.g., probation, suspension, and/or dismissal)

Assistance with SON Technology

The student must have a reliable computer with current software, sufficient memory, and speed to function in testing situations and Canvas. Also, **it is the student's responsibility to contact tech support** whenever problems are encountered, either with the technological products or access to the system.

Advising

Advising for graduate students is handled by an Academic Success Advisor. The Enrollment Counselor will assist the student in the admission and first semester registration process. After the first semester of study drop/add date, the Academic Success Advisor will assist the student in the registration process and guide the student each semester in course selection. Students are required to discuss their progress and classes they plan to take with the Academic Success Advisor. During advisement, students are approved to take courses if they have had the specified prerequisites. Students will not add courses if they are not approved. Failure to register may result in desired classes being closed and may necessitate a delay in completing program requirements. It is the student's responsibility to register for their classes each semester through Workday. Failure to register by the "Last Day to Register and Add Courses" will result in automatic withdrawal from the graduate nursing program.

Email

It is crucial and mandatory that students check their Anderson University email at least once every 24 hours. The university and faculty often send important information via email that should not be missed.

Writing

Students are required to format papers and cite sources according to the most recent APA (American Psychological Association) guidelines. Information can be found online at www.apastyle.org. The Graduate Writing Hub is committed to supporting graduate students across Anderson University's graduate programs as they become participants in their discipline or profession. Writing is a community endeavor, not just an individual one, so students are invited to schedule one-on-one appointments with our writing coaches to receive feedback on their writing, learn to manage their writing projects, become familiar with academic writing conventions, and develop writing practices that work for them. The Graduate Writing Hub also collaborates with other campus entities to host learning and community building activities through writing throughout the year. You can make appointments and connect with the Graduate Writing Hub via their website (<https://online.andersonuniversity.edu/graduate-writing-hub>) or email at gradwriting@andersonuniversity.edu

NetTutor is a free online tutoring program available to our online AU students. Tutoring is available in a variety of subjects, and you do not have to be on campus to access it. You can access the NetTutor resources from within any of your Canvas courses by clicking on the NetTutor button located in the course's main menu on the

left.

On-Campus Intensive Policies

On-campus intensive dates are provided at the beginning of each semester, and students are required to attend all scheduled intensives. Intensive experiences are 1-3 days. The student is expected to arrive on time for the Intensive experience and stay for the duration of the Intensive.

Failure to attend all sessions organized for the appropriate cohort will result in a grade adjustment in the student's clinical or didactic classes. Students are required to dress in professional attire with an appropriate short-collared white lab coat (FNP students) and to bring all necessary and required equipment. Family, friends, significant others, and children are not allowed at the Intensives or in clinical under any circumstances, as this is a safety concern and distraction.

In the case of emergency, the student may Zoom the intensive sessions at the discretion of faculty after submission of proof of emergency. The student must be present on camera and dressed professionally for all sessions. The student must complete any required presentations and will be graded the same as a student in person. The student must submit, within one week of the last day of intensives, a one-page synopsis of each intensive session. The synopsis will be graded by faculty who will decide if pertinent information was included to ensure knowledge gained from the session. The student will also be required to come to the University Center in Greenville for all checkoffs after the intensive at a date convenient for faculty. Only one intensive can be completed virtually or the student could be at risk of dismissal.

Clinical, Clinical Evaluations, and Completion of Clinical Hours

The student is responsible for obtaining preceptors and clinical sites. However, at Anderson University, the student is not alone, and the Clinical Placement Coordinator will assist the student with placements if the student is unable to find a placement. It is the student's responsibility to reach out to the Clinical Placement Coordinator prior to contacting any preceptors or facilities. The Clinical Placement Coordinator is knowledgeable about clinical availability and site requirements. A student can only go to clinical sites with a Clinical Rotation Agreement/Memorandum of Agree (MOA) with Anderson University. Students are responsible for reading and responding to the Clinical Placement Coordinator's emails. Please see the Graduate Clinical Student Packet for more information about clinical site regulations and guidelines. Failure to comply with the guidelines and the Clinical Placement Coordinator's instructions could put the student in jeopardy of losing clinical sites. Students may be asked to commute two or more hours for a clinical site if the site is found by the Clinical Placement Coordinator. The student is responsible for turning all documents needed for clinical. The student cannot start clinical until the Clinical Placement Coordinator has cleared student for clinical placement. If the student starts clinical without any required documents turned into the Clinical Placement Coordinator, the student's clinical hours will not count and will be deleted. The Clinical Placement Clearance Document must be signed by Program Chair, Clinical Placement Coordinator, and student. Student must upload the Clinical Placement Clearance Document into their Canvas Clinical Course in order to start clinical. You must have the signed form uploaded before starting clinical or the clinical hours will not count and will be deleted.

In the event the student is unable to find a preceptor for their respective clinical rotation or does not accept provided clinical site (FNP or PMHNP clinical rotations) by the fourth week of the semester, the student may request a grade of "IP" for "In Progress." The student may reenter the program with the

next cohort when that clinical rotation is again available. The student should discuss this process with the *Clinical Placement Coordinator* and complete the necessary paperwork.

Students can “bank” a maximum of 50 clinical hours upon approval from the program coordinator and clinical placement coordinator. The program coordinator and clinical placement coordinator do hold the right to advise the student to proceed with continuing clinical after receiving the total hours needed for the program if competency is not met.

Students in the PMHNP post-master’s Certificate program are held to the same clinical guidelines as the other PMHNP students. Even though the PMHNP Certificate students have a valid FNP license, they are operating in a student role and cannot write prescriptions or operate under their APRN license.

DNP students require a clinical preceptor for their DNP Scholarly Project. They must secure their preceptor within the first four weeks of their initial Residency course. If a student cannot secure a preceptor by that time, they may request an “IP” or “In Progress” grade.

Clinical packets (FNP, PMHNP, and DNP Scholarly Project) are provided in each clinical or residency class and explain the expectations of the student and the clinical advisor. Evaluation tools are provided within the course via Canvas. Students must have a midterm and final evaluation completed by their clinical preceptor for FNP and PMHNP clinical rotations and the option for phone conferences or on-site evaluations by clinical faculty. In rotations where the student is at a clinical site for less than 100 hours, a midterm and final evaluation are still required. DNP student preceptors for students working on their Scholarly Project will complete one evaluation at the end of each clinical rotation.

Regulations for Student/Faculty Data Entry and Deletion of Practice Materials

The policy written here is a procedural method for the entry and deletion of practice data by students and/or faculty from the Anderson University School of Nursing.

Entering Data

Students are encouraged to practice documenting when in the clinical setting to learn the basic concepts of documentation in an Electronic Medical Record (EMR). Clinical preceptors are required to review the data, and critique it for accuracy, completeness, and legality. The student should not sign any medical records in their names only.

To comply with federal regulators, such as HIPAA and organizational guidelines for the healthcare organization where students attend clinicals, **no student is to record any patient identifier of any kind, whether intentional or unintentional.** Patient identifiers include but are not limited to Account Number, Medical Record Number, Patient Name, Date of Birth, Actual Age, Gender, Patient Initials, Room Number, and Provider Name.

Once a student has completed their clinical day, the student will submit de-identified patient data into the *eValue* documentation system. The clinical faculty will assess the entries not only for accuracy and completeness of documentation but also to assure no patient identifiers, such as those listed above, are recognizable in any part of the record.

Penalties

If a student does identify the patient in any way, in any part of the entry, the clinical faculty will delete the record immediately. The student will be counseled, and there may be actions taken by the clinical site where the violation occurred.

Further violations may constitute corrective action from the clinical faculty involved regarding the education of students about HIPAA guidelines and regulations. Students who violate the policy a second time may be subject to immediate expulsion from the nursing program.

Faculty Responsibilities

The faculty will review student entries in eValue (FNP and PMHNP clinical notes) and Canvas.

Occupational Health and Blood-borne Pathogens

Take care to prevent injuries when using:

- Needles, scalpels, and other sharp instruments or devices.
- When handling sharp instruments after procedures.
- When cleaning used instruments and when disposing of used needles.

Never recap used needles, manipulate them with both hands, or use any other technique that involves directing the point of a needle toward any part of the body. Instead, use either a one-handed scoop technique or a mechanical device designed for holding the needle sheath. Do not remove used needles from disposable syringes by hand, and do not bend, break, or manipulate used needles by hand. Place used disposable syringes and needles, scalpel blades, and other sharp items in appropriate puncture-resistant containers located as close as practical to the area in which the items were used. Place reusable syringes and needles in a puncture-resistant container for transport to the reprocessing area.

Use mouthpieces, resuscitation bags, or other ventilation devices as an alternative to mouth-to-mouth resuscitation methods in areas where the need for resuscitation is predictable.

Student Occurrence

Any student involved in a clinical occurrence (e.g., needle stick, patient or student fall/injury, medication error, etc.) must adhere to the following protocol for reporting the occurrence:

1. Notify the nurse or provider responsible for the patient immediately.
2. Notify the clinical preceptor and/or faculty member as quickly as possible after the occurrence happens. The clinical preceptor and faculty will provide information on appropriate actions to be taken.
3. If exposure occurs, complete the Anderson University Exposure Incident Report, and provide a copy to the School of Nursing Graduate Chair and Anderson University Health Services.
4. Meet any facility policy regarding occurrences. [See Exposure Reporting.](#)

Any medical services provided to the nursing student in a clinical facility will be billed against the health insurance of the student. Any financial obligations (e.g., copay, balance due) will be the sole responsibility of the student.

Extended Illness

Students who are absent due to an extended illness are required to bring the *Fitness for Duty-Return to Classroom and Clinical Courses* medical clearance form signed by their physician when they return to coursework. As changes to student health status occur (i.e., hospitalization, surgery, pregnancy, etc.), the student is required to inform the Graduate Nursing Chair so that changes may be made to the health record. Full healthcare provider clearance is required. [See Fitness for Duty-Return.](#)

A student who appears ill for clinical may be asked by the preceptor to leave and consult a health care provider.

Program Requirements

Admission to all graduate nursing programs is provisional based on submission of required admission documents. All required documents must be turned in 60 days before the start of the program. If documents are not turned in, the student may not start classes. For late admits (admitted from day 60 to 30 before the start of the program), the student must turn in all required documents prior to the add/drop date.

All documents must be updated when they expire, or the student may not go to clinical. To ensure all documents are up to date, students must check eValue each semester.

Orientation Course

The Graduate Nursing Orientation course must be successfully completed prior to the first day of classes. Students may not begin classes until this is complete.

Nursing License

All students must obtain and continue to maintain an unencumbered registered nursing license. Proof of licensure is required prior to admission and 60 days before starting the program. If you do not live in South Carolina and cannot find clinical placement in your state, you will be required to obtain a South Carolina nursing license to complete clinical in South Carolina.

Background Check

In compliance with the affiliation agreements between Anderson University, the School of Nursing, and practice facilities/agencies, a criminal background check is required for all nursing students participating in clinical education/ learning experiences. The background check must be completed prior to the first day of class. The enforcement of this policy is in conjunction with the facilities'/agencies' compliance with Joint Commission on Accreditation of Healthcare Organizations (JCAHO) Standards that require criminal background checks on anyone providing care, treatment, or services.

The purpose of this policy is to:

1. Promote and protect patient/client safety;
2. Comply with clinical affiliates that may require a student and faculty background check as a condition of their contract;
3. Promote the adequate opportunity for the student to petition or review the convictions to continue in the nursing program; and,
4. Provide early identification of students who may have difficulty meeting eligibility for licensure requirements.

Results of the criminal background checks will be made available to the Clinical Placement Coordinator, the Graduate Nursing Chair and the Chief Nursing Administrator by the designated agency/company selected to perform the criminal background check. The Graduate Nursing Chair and Chief Nursing Administrator will make the results available to the individual student if requested. The Graduate Nursing Chair or Chief Nursing Administrator will validate to the clinical facilities/agencies that the student has passed a criminal background check.

New students must complete the criminal background check, and the School of Nursing must receive the results before starting the program. Part of the application process is a signed student acknowledgment that they do not have any criminal history that would disqualify them from clinical practice and/or licensure to the best of their knowledge. A background check that does show a record of criminal activity may prevent a student from enrolling and/or continuing in the nursing program.

A significant criminal background screen means a conviction for any matter (a) listed in the *Laws Governing Nursing in South Carolina*, published by the South Carolina Department of Labor, Licensing and Regulation, Board of Nursing, that would prohibit licensure; (b) noted by the program accrediting agency; and/or (c) identified by a clinical affiliate as unacceptable for clinical practice. The Graduate Nursing Chair and Chief Nursing Administrator have the discretion to require the applicant to provide an explanation for any item that is positive and may consult legal counsel if they feel the results would in any way hamper clinical relations.

All criminal background information will be kept in confidential electronic files by the investigating agency and archived for at least seven years. The Graduate Nursing Chair and Chief Nursing Administrator will have access to these files. A copy of the criminal background check will be kept in a secured cabinet in the School of Nursing.

If a student believes her/his background information is incorrect, she/he will have an opportunity to demonstrate the inaccuracy of the information to the investigating agency. The search of court records and documents is the responsibility of the student in question. The student will not be able to enroll in the nursing program until the matter is resolved.

The background check consists of:

- Criminal History Investigation (7 years)
- Sexual Offender Registry/Predator Registry
- Social Security Number Verification
- Positive Identification National Locator with Previous Address
- Maiden/AKA Name Search
- Medicare/Medicaid Sanctioned, Excluded Individuals Report
- Office of Research Integrity (ORI) Search
- Office of Regulatory Affairs (ORA) Search
- FDA Debarment Check
- National Wants & Warrants Submission
- Investigative Application Review (by Licensed Investigator)
- National Healthcare Data Bank (NHDB) Sanction Report
- Misconduct Registry Search
- Executive Order 13224 Terrorism Sanctions Regulations
- Employment Verification (3 most recent employers)

Confidentiality, Security, and HIPAA

The faculty and staff of Anderson University School of Nursing recognize the importance of protecting the private and confidential information regarding clients, their families, employees, staff, and peers, as well as the operation(s) of agencies within which the faculty and students practice.

It is the legal and ethical responsibility of every faculty member and student to maintain and abide by laws relative to privacy, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) guidelines. This policy includes materials discussed in both the classroom, simulation lab, and clinical settings. Information pertinent to clients may be relayed only to those individuals who have the authority to have that information. All information pertaining to clients is confidential, regardless of form (verbal, hard copy, film, or computerized form). Unauthorized access, use, or disclosure is illegal.

The faculty and students agree to:

- Follow the HIPAA guidelines.
- Read, understand, and follow confidentiality and privacy policies in each clinical experience. Policies vary from healthcare agency to agency; students and faculty are responsible for reviewing them at the beginning of every clinical experience;
- Protect the confidentiality of clients, families, employees, peers, and agency at all times;
- Access, use, or share confidential information only as it is essential and allowed by law;
- Never release protected health information to any unidentified source; know the person you are talking to;
- Never talk about clients in public; never discuss confidential information where other clients, visitors, or other employees might overhear, including elevators, dining facilities, and telephones;
- Never leave client records or information where unauthorized persons might see them;
- Never copy information nor remove any part of the client's record from the agency;
- Never use client's names. Safeguards that exist to protect client data include institutional systems of passwords that identify users and their access to privileges in the computer system. The ability to use an electronic signature is a privilege that is granted in accordance with agency policies. It is not a right to have passwords and computer access.

Data Security

Faculty and students agree:

- Never lend or share his or her password with anyone else;
- Never use another individual's login, ID, or password;
- To report breaches or suspected breaches of security to the appropriate agency authority immediately;
- To realize that email is not private or secure and therefore does not communicate information via this system.

HIPAA for Student Records

In compliance with HIPAA regulations and privacy of health information, students' health information submitted to the School of Nursing as a requirement for enrollment and participation in clinical learning experiences will be secured in the individual student's records in locked cabinets or in a secure online repository such as eValue.

The Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule provides a federal law to protect privacy and confidentiality by preventing a release of an individual's (client's) individually identifiable health information (i.e., the information in a medical record).

The faculty of the Department of Nursing at Anderson University recognizes the importance of protecting health information and understands the responsibility to educate the students as to the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). HIPAA protects all health care information generated by a healthcare provider, health plan, or facility. This information is protected whether it is verbal, written, or electronic. The following information is a description of the HIPAA guidelines as they apply to students and faculty.

A graduate nursing student who has access to individually identifiable health information must complete HIPAA Privacy Rule training. Typically, this Privacy Rule training must be completed prior

to the student beginning clinical. Records of the training sessions are maintained in the Department of Nursing.

Graduate nursing students may view individually identifiable health information for treatment purposes ONLY. In other words, Anderson University graduate students must be involved in the care of the client to view a client's individually identifiable health information (i.e., the contents of a medical record).

Individually identifiable health information may be stored in a variety of formats, including paper, electronic (computers), video, audio, and photographs. Regardless of the format, all individually identifiable health information must be protected. **Under no circumstances should any of this information be copied and/or removed from the clinical agency.**

Drug Screening

The use of substances that interfere with the judgment and/or motor coordination of nursing students poses an unacceptable risk for clients, Anderson University, the faculty, and clinical agencies. Drug screening will be completed before the start of the program and annually on-site. Some clinical facilities will require an additional drug screening prior to entering the facility. Additionally, upon reasonable suspicion of drug and/or alcohol use in the clinical, classroom, or laboratory settings, Anderson University School of Nursing has the right to require a student to submit to testing for substance abuse at the student's expense. Refusal by a student to submit to screening will result in that student's dismissal from Anderson University School of Nursing.

Procedure for Drug Screening

Before participation in clinical experiences, students will be required to follow the drug screening procedures established by Anderson University School of Nursing. Screens will be conducted by a qualified laboratory using established methods and procedures selected by the School of Nursing through a selected outside vendor. The initial screening must be completed before starting classes using LabCorp. If the screen is not completed within 14 days of receipt of paperwork, the student will be responsible for the cost. The student may be screened for amphetamines, cocaine metabolites, marijuana metabolite, opiates, phencyclidine (PCP), propoxyphene, barbiturates, benzodiazepines, methadone, alcohol, and other chemicals as required by clinical agencies. A drug screen will be presumed positive if any of the drugs tested are found. Presumed positives will be confirmed by a second test from the original urine sample. If the screen is positive, the available evidence, including health history, will be used to determine the presence or absence of drug abuse. The School of Nursing will ensure confidentiality of results by making the information available only to the student and appropriate administrators. Random screens will be completed while the student is in the program.

All positive tests, whether a student has a prescription or not, will be sent by the investigating agency to a Medical Review Officer (MRO) who will contact the student. The student must provide prescription to both the MRO and undergraduate clinical coordinator. The MRO will submit results to a third-party lab who will determine if the levels of medication fall within set boundaries. The lab will send results to MRO who will then be able to make a decision to change a positive screening to a negative screening if criteria is met.

Refusal to Test

Refusal by a student to submit to testing will result in that student's dismissal from Anderson University School of Nursing.

Positive results

Positive drug screens shall be reviewed by the School of Nursing. If the student tests positive for one or

more of the above drugs and asserts that the positive test is a result of taking a drug prescribed to them by a health care provider, the School of Nursing will review, with the student, the actual prescription, the amount taken daily, the time and amount of the last dose, and the reasons for the prescribed drug. Additionally, the student will be required to contact the prescriber and/or pharmacy and authorize the release of medical information to indicate the illness for which the drug was prescribed, the length of time the student will have to take the drug, and other relevant information.

A violation of the drug screening policy consists of the following:

- A student cannot provide a valid and current prescription that explains a positive drug screen;
- A positive result for illegal substances or alcohol; or
- Refusal to provide a drug screen sample for testing upon request

These instances may result in dismissal from the School of Nursing. A recommendation will be provided to the student for community resources in the event of a positive drug screen for illegal substances or alcohol.

- It is possible for CBD products to show up on a drug screen as THC. If THC is found on the drug screen, this is considered a positive drug screen, and the student will be dismissed from the program. Therefore, the student is encouraged not to use any CBD products.
- Anderson University School of Nursing does not make exceptions for marijuana use, even for medical purposes. Marijuana is still an illegal substance under federal law. The federal *Controlled Substances Act* includes marijuana as an illegal drug. Under the federal *Drug-Free Schools and Communities Act* and its implementing regulations, any college or university that receives funding from any federal program must have a program to prohibit the unlawful possession and use of illegal drugs, including marijuana. Anderson University's stated policy prohibiting the possession or use of controlled substances includes marijuana, regardless of the marijuana's form or method of consumption, and regardless of whether it is for medical use.

Reasonable Suspicion of Drug/Alcohol Use

In addition to the pre-clinical screening process for substance abuse, for the protection of patients, faculty, staff, and students, the School of Nursing has the right to require a student to submit to testing for substance use at the student's expense when a faculty member has reasonable cause to believe that a student is under the influence of alcohol and other drugs including:

1. Observable phenomena, such as direct observation of drug use or the physical symptoms or manifestations of being under the influence of a drug or alcohol, such as, but not limited to, slurred speech, impaired physical coordination, inappropriate comments or behaviors, pupillary changes, noticeable change in grooming habits or odor of alcohol or other drugs;
2. Abnormal conduct or erratic behavior, absenteeism, tardiness, or deterioration in performance;
3. A report of drug use provided by credible sources;
4. Evidence of tampering with a drug test;
5. Information that the individual has caused or contributed to the harm of self, visitors, other staff, or patient while under the influence of drugs; or
6. Evidence of involvement in the use, possession, sale, solicitation, or transfer of drugs.

If a faculty member observes such behavior, and if such behavior is observed or validated by another

faculty member or clinical agency staff member, the faculty member must excuse or remove the student from the educational or patient setting immediately and contact the Chief Nursing Administrator to review the situation and authorize the faculty member to make arrangements for testing. The faculty member is to plan to have the testing performed immediately. If a drug use/abuse incident occurs while on a clinical unit, the student will be responsible for obtaining transportation to the designated lab or other testing agency. The student will not be allowed to drive from the clinical facility. The student will be requested to sign an informed consent to be tested before the specimen is collected at the designated testing agency.

Cardiopulmonary Resuscitation (CPR) Certification

All Anderson University graduate nursing students must be American Heart Association CPR certified. New students must provide documentation of their certification prior to the start of the program to begin classes. Continuing students should provide documentation of recertification at the beginning of each academic year. Students failing to provide documentation will be prohibited from attending clinical experiences and progressing in the graduate nursing program.

Professional Liability Insurance

Students enrolled in Anderson University School of Nursing will be covered by a general liability umbrella policy maintained by Anderson University, which does not cover students for professional liability. Students are *required* to have their own professional liability insurance policy. Details and sample organizations that provide this service will be included in the admission packet for the graduate nursing program.

Health Insurance

Health insurance is required for all Anderson University nursing students throughout the nursing program to participate in clinical courses. Students must show evidence of having insurance annually. Students are required to sign a statement indicating their understanding of always maintaining personal health insurance, and failure to do so will result in dismissal from the program. Students are personally liable for health/medical costs incurred while attending the University.

Health Screening

Before starting the program, students must provide documentation of current immunizations. [See Immunization form](#) in the admissions packet. Immunizations must be updated prior to expiration date to continue clinical (i.e. flu vaccine).

Tuberculosis screening

Students must complete an initial two-step PPD series (i.e., two tests administered one to three weeks apart). One-step PPD yearly screenings are required after that. Students may also choose to have the QuantiFERON-TB Gold blood test. Tuberculosis screening must be completed 60 days prior to the start of the clinical. If the student has a positive result, a chest x-ray no more than three (3) months prior to the first clinical experience is required. Students with prior positive PPD will need a clear chest x-ray within six (6) months of the first semester with updates every 3-5 years, depending on the level of exposure or risk.

Verification of Masters Clinical Hours

For students entering the MSN-DNP program, verification of clinical hours in their prior program must be completed and submitted with other admission information. The DNP Residency faculty may also ask for this at the beginning of the Residency program. Even if the student comes into the program with more than 500 hours, they will still be required to fulfill the total number of Residency hours. Anderson University requires 500 hours for the Advanced Practice Residency and 800 hours for the Executive

Leadership Residency.

Unsafe/Unethical Student Practice

The faculty of the School of Nursing has an academic, legal, and ethical responsibility to protect the public and health care community from unsafe nursing practice. It is within this context that students can be disciplined or dismissed from the Nursing Program for practice, which threatens or has the potential to threaten the safety or well-being of a client, family member, another student, a faculty member, or other health care provider.

An unsafe/ unethical practice is defined as:

- An act or behavior of the type which violates the South Carolina Nursing Practice Act;
- An act or behavior which violates the Code of Ethics for Nurses of the American Nurses' Association;
- An act or behavior which violates the objectives and/or policies of the School of Nursing;
- An act or behavior which violates the objectives and/or policies of each Nursing Course;
- An act or behavior which violates the objectives and/or policies of the Health Care Agency; or
- An act or behavior which constitutes nursing practice for which a student is not authorized or educated at the time of the incident.

When an incident occurs which a faculty member believes may constitute an unsafe/unethical practice, the faculty member shall immediately notify the student and instruct the student to leave the clinical setting; the faculty member will inform the Graduate Nursing Chair, who will inform the Chief Nursing Administrator. The student may receive a course failure.

The program coordinator, Graduate Nursing Chair, and Chief Nursing Administrator review all of the written documentation involved in the incident to determine whether there are grounds that unsafe/unethical practice has occurred. If it is determined at this point that critically unsafe/unethical practice and/or behavior has occurred, the Graduate Nursing Chair will meet with the Chief Nursing Administrator to review all the written documentation and for providing recommendations regarding the status of the student.

After a gravely unsafe incident, a recommendation for dismissal from the nursing course and/or program is made, the Chief Nursing Administrator will refer the matter to the ARG (Admission, Retention, and Graduation) Subcommittee. The student has the right of due process and will be notified in writing at least three days prior to the scheduled meeting and provided an opportunity to respond to the allegations. The student will be notified in writing of the ARG Subcommittee's decision. The student has the right to appeal the ARG's decision. Refer to the Anderson University Graduate Academic Catalog.

Transportation

Students are required to provide their own transportation to clinical agencies. Students are reminded that if they transport other classmates, they are assuming personal liability in the event of an accident.

Emergency Contact Policy

Students will be required to provide the School of Nursing with the name and telephone number of someone close to the student who could be contacted in case of an emergency. Students should provide the School of Nursing Graduate Programs telephone number (864-622-6088) to family members who may need to contact the student in case of an emergency. Should this event occur, the student's location

in class or clinical will be determined. The faculty will be contacted by the School of Nursing and will then inform the student.

Student Records

Student records will be maintained in secure electronic databases, and certain documents may be left in a secure physical location for accreditation purposes. The Enrollment Coordinator will keep documents related to admissions, such as transcripts and application materials. eValue will serve as a repository for clinical documents only and not contain other grades or sensitive information related to counseling. The nursing school's policy is based on three record-keeping processes. These are:

- Active student records
- Graduated student records
 - A file will be kept in the secure electronic database pertaining to the prior academic processing and progress notes, the academic success of the student, student health records, and materials noting the eligibility for taking board certification exam and applying for an Advance Practice license. These records will be kept for three years after graduation and then moved to a secured storage environment.
- Dismissed/withdrawn student records
 - A file will be kept in the secure electronic database pertaining to the student's academic progress, academic advising and progress notes, and the rationale and grievance process noted in the student being dismissed from the nursing school.

The individuals having access to these files include administration, faculty, and staff serving in the nursing school. If the student files a verbal or written request to obtain any of his/her academic records, the university process of sharing the records will be implemented.

Dress Code

The School of Nursing requires the students to wear the official Anderson University white coat and picture name badge while in the clinical facility. Dress should be professional and adhere to the policies of the agency. In the PMHNP clinical settings, white coats may or may not be appropriate. Please refer to your agency policy.

Jewelry:

Only the following jewelry may be worn:

- Watch
 - Medic Alert necklaces or bracelets
 - Smooth wedding bands with no stones
- One pair of small stud-style earrings - silver, gold, or white. Only one earring per ear should be worn, and the size should not exceed 8mm. No dangle or loop earrings with stones may be worn. No other visible piercings are permitted.

Piercings and Body Art:

- No oral or facial jewelry is permitted.
- Body art of a permanent or temporary nature (i.e., tattoos, branding) must be covered or concealed.

Personal Hygiene:

Personal cleanliness is a prerequisite for client care. Regular bathing, hair washing, and use of deodorant

are part of personal cleanliness. Perfume, cologne, scented lotion, or body spray is not allowed.

Hair:

Hair must be neat at all times. Long hair must be pulled back or neatly restrained. Extreme hairstyles and/or colors are to be avoided. Devices used to restrain the hair are to be unobtrusive and of color consistent with the hair color. Hair color is to be that typically occurring naturally in humans, i.e. black, brown, blonde, natural shades of red and gray. The final determination of appropriate appearance of hair for any given clinical experience will be made by the faculty member responsible for each course. Beards and mustaches should be kept trim and neat.

Fingernails:

Nails should be kept clean and short enough to avoid scratching the patient. They should be even with the end of the fingers. No artificial nails, acrylic nails, or gel nails are allowed. Only clear, unchipped nail polish is allowed.

Gum Chewing:

Chewing gum will NOT be permitted in the clinical facility.

Smoking:

Anderson University is a smoke-free, tobacco-free campus. The use of tobacco products is prohibited on campus grounds. Smoking and vaping are not permitted while in student uniform/professional dress before or during any clinical/laboratory activity. Should the odor of tobacco or vaping products be detected by the faculty or clinical facilitator, the student will be asked to leave, and the student will receive an unexcused absence for that day.

Facilities and Services

The main campus for the Undergraduate programs in the School of Nursing is a state-of-the-art facility within a 3-level structure containing approximately 26,000 square feet connected to Vandiver Hall. The building has an elevator to access the 2nd floor. The building has wireless access to the internet, all classrooms, offices, debriefing rooms, simulation bays, and Nursing Skills and Health Assessment Labs. All labs and classrooms have AV equipment to support the learning environment.

The first floor of this building contains the following:

- Reception area
- Administrative offices (College of Health Professions Dean and administrative assistant, Chief Nursing Administrator and administrative assistant, and Undergraduate Chair)
- Conference room seating up to 20 guests with kitchen facility
- Small conference room seating six guests
- Secured records storage
- Copier and mail room
- Student lounge (400 square feet)
- Classroom (40-student capacity)
- Health assessment lab
- Faculty lounge
- Faculty offices (6)

- Clinical instructor office
- Restroom facilities

The second floor contains:

- Two amphitheater-style classrooms (48 student capacity each)
- Nursing skills lab
- State of the art human simulation environment
- Two debriefing rooms (6 student capacity each)
- Simulation Coordinator office
- Human cadaver dissection lab
- Restroom facilities
- Equipment storage space

Health Assessment Laboratory

The health assessment lab contains 10 exam tables (with equipment storage)

Nursing Skills Laboratory

The nursing skill lab contains 10 hospital beds (with equipment storage)

- Full body low-fidelity manikins
- Task trainers (IV arms, ostomy training, blood pressure, upper torsos)

Simulation Learning Environment

The Simulation lab contains 5 simulation rooms at the Anderson campus and 2 Simulation rooms at the University Center in Greenville (UCG). Combined resources include:

- Labor and delivery (birthing simulator and infant simulator), Pediatric simulator, Adult medical-surgical simulator, Adult ICU simulator, Trauma/ED simulator, and a pelvic model for GYN exams.
- Simulators are wireless for portability
- Plasma screens on the walls in the Anderson simulation environment can provide information to students (vital signs, power points, etc.)
- Each simulation room in Anderson has audio-video recording capability and a control room. Rooms at UCG have intercom ability but no recording.
- Electronic medication dispensing cart
- Defibrillator
- 12 lead EKG
- Emergency airway cart
- Ventilator
- IV and feeding tube pumps

Human Cadaver Dissection Laboratory

The human cadaver dissection lab contains 4 dissection tables and cooler with racks for specimen storage. Anderson University generally has nine cadavers available for teaching purposes. Both graduates and undergraduates are able to utilize this resource.

Student Lounge

In Anderson, the student lounge provides students a place to study, relax and fellowship with other nursing students. It includes refrigerator and microwave access. At the UCG campus, a similar student

lounge is available as well as common areas for student fellowship.

Graduate Program Facilities

The Graduate Programs for the School of Nursing are housed at the University Center of Greenville (UCG). In July of 2017, the School of Nursing moved into an 8750 square foot space along with the Physical Therapy program in a combined College of Health Professions space. Approximately 5000 square feet is office space, 1,100 is common/hall areas, a 400 square feet lounge area, a 400 square feet restroom space, a 400 square feet conference room space, and 300 square feet for a faculty workroom. In addition, a portion of the office space was designed to accommodate two simulation rooms set up as provider offices with a control room between them, a procedure room for suturing or similar procedures, and a debriefing room, all to enhance the on-campus intensive experience for graduate students. In 2021, additional space was acquired for the Physical Therapy program and can be used by Graduate Nursing. This space (2347 square feet) includes a treatment room, a lounge, and a small work room.

The University Center Greenville offers/provides:

- 150,000 square feet of total space.
- 50,000 square feet of the 150,000 is space dedicated to a particular Member University for staff, faculty, and dedicated classrooms.
- 100,000 square feet of shared space for dozens of classrooms, computer labs, 7,000 square foot library with computers and student meeting rooms, a 3,000 square foot auditorium, conference rooms, a boardroom, and common areas.
- Technology Infrastructure (high speed research university "internet 2", Charter Business/Commercial, and campus wide state of the art Aerohive wireless.
- State of the art instructional technology in classrooms consisting of multiple large LCD displays, mid-range Dell computers, Dell touchscreen monitors, instructional software, and stereo sound.
- Extensive internal and external technical support staff/resources.
- Staff and senior leadership focused on regional higher education needs and academic program alignment, Member University service/support, operations, marketing/advertising, and community engagement.
- Availability from 8:00am to 9:00pm Monday through Thursday, 8:00am to 5:00pm Friday and Saturday, and 1:00pm to 5:00pm Sunday.

Library

In 2007, the university opened the new Thrift Library on the AU main campus containing a computer lab, café, curriculum lab, special collections, music technology lab, 100-seat multimedia center, conference room and 10 group study rooms. The library's 150,000+ volume collection includes traditional books and media as well as 50,000+ eBooks, 100+ databases and more than 50,000 full text periodicals. The library supports the University's educational mission through its resources and services by teaching information literacy and by encouraging its users to be self-directed, lifelong learners. Additional References and Journals have been purchased by the School of Nursing to provide the most current and up-to-date resources necessary for the program. Thrift Library was renovated in fall 2017 to make it into a Learning Commons environment. In summer 2020, Thrift library migrated to a new library catalog and discovery service, OneSearch. OneSearch is a search platform that aggregates the electronic and print resources and allows for searching in one central location.

Bookstore

The bookstore is located on the AU main campus in the Student Center and carries a wide variety of required and optional reading, course supplies, clothing, and other merchandise.

Financial Aid

Making a college education affordable and accessible is a vital part of our mission at Anderson University. There are many different sources of financial aid available to qualified students. See the Office of Financial Aid for details.

Human Subjects Committee (HSC)

The Human Subjects Committee (HSC) at Anderson University is established pursuant to federal regulations. The HSC is a committee composed of faculty from multiple disciplines who review all proposed AU human subjects research to ensure that the safety and welfare of subjects are protected. All human subject research requires review and approval by the HSC prior to subject recruitment and data collection and prior to the use of data or private information. The AU HSC members have the responsibility for reviewing all research involving human subjects conducted by AU faculty, students, or staff, regardless of the source of funding.

Anderson University encourages the conduct of research in the various colleges and in collaboration with other educational institutions, agencies, and organizations. While respecting the right of faculty to full academic freedom in research, the university is firmly committed to adhering to basic ethical principles underlying the acceptable conduct of research involving human subjects.

There are three categories of HSC review of research involving human participants. A complete description of each category and further information regarding the Human Subjects Committee and paperwork will be included in the appropriate classes where the student will be developing the scholarly project. The three categories are:

1. Exempt from review
2. Expedited review
3. Full review

All research using human participants, regardless of the category, must be submitted to the HSC **PRIOR** to beginning a research project. Use the criteria in the appendices to determine which category of review is needed. The HSC committee meets on the second Monday of the month September to April. The DNP Program Coordinator will obtain the Chief Nursing Administrator's signature and submit the forms to HSC. **ALL** required forms need to be submitted via email to the Human Subjects Committee Chair one week prior to the meeting day.

DNP Scholarly Project

The purpose of a DNP scholarly project is to provide a program deliverable that allows the student to demonstrate the eight Essentials of Doctoral Education by the American Association of Colleges of Nursing (AACN) while also demonstrating mastery with advanced knowledge. The student will be guided through the process of successful completion of an evidence-based practice project, starting with proposal development, Institutional Review Board (IRB)/Human Subject Committee (HSC) submission, implementation, evaluation, and dissemination of the findings.

Students will be given the opportunity to partner with a clinical advisor who is an expert in the field of study and will help guide and supervise their projects. Also, a faculty member will review their work and assist with the completion of the project. The expectations of a clinical advisor, faculty advisor, and the student are included in the **Clinical Advisor Packet for DNP Scholarly Project**; see your faculty or Canvas shell for this packet.

Examples of Anderson University DNP Scholarly Projects Titles

- The Impact of Congestive Heart Failure Guidelines on Telemetry Floor Nurse Knowledge Levels and 30-Day Readmission Rates
- Heart Failure Education for Improving Documentation of Intake and Output by Cardiovascular Nurses: A Quality Improvement Project
- Increasing the Utilization of the Pediatric Asthma Score in a Pediatric Emergency Department
- Standardized Rounding on Patients Within an Emergency Department Setting: A Feasibility Study
- Utilization of a Real-Time Polling System to Increase College Student Awareness of Binge Drinking
- Exploration of the Link Between Exercise and Quality of Life in Parkinson's Disease
- Improving the Knowledge and Self-Efficacy of Palliative Care Among Oncology Nurses
- Implementing Pediatric Fluoride Varnish Application in a Rural Primary Care Medical Office: A Feasibility Study
- Pediatric Obesity: Is There Value in Video-Based Education in Primary Care?
- Diabetes Self-Management Education Support (DSMES), Provider Attitude and Referral Rates
- PHQ-9 Scores Relative to Hospital Length of Stay in Adults with Depression: A Correlational Study
- Team Building Exercises in a State Funded Psychiatric Hospital: Can They Increase Job Satisfaction?
- Increase Perioperative Nurses' Engagement with use of a Stoplight Tool: A Feasibility Study
- Atrial Fibrillation: Finding Evidence-based Practice Solutions using Established Treatment Pathways
- Weekend Diversional Activities in the Psychiatric Setting: A Nurse Driven Protocol
- Pre-surgical Education to Improve Self-efficacy and Pain Perception in Lumbar Fusion Patients: A Quality Improvement Project
- Measuring the Impact of Palliative Care Education in the Primary Care Setting
- Empowerment Teaching Approach with Peer Support to Improve Patient Self-Efficacy in the Clinical Management of Atrial Fibrillation: A DNP Pilot Study
- Implementing Mindfulness Training to Reduce Nurse Burnout: A Feasibility Study
- A Quality Improvement DNP Initiative to Decrease 30-day Readmission Rates in a Long-Term Care Facility
- Improved Communication using SNAPPI: A DNP Pilot Study
- Improving Health Eating Knowledge in Low Income Type 2 Diabetic Patients
- Simulation and Education in Nursing to Decrease Obesity Bias
- A Structured Plan to Address Obesity in Family Practice: A Quality Improvement

Study

- Watchful Waiting in Acute Sinusitis: A Feasibility Study
- Increasing Cultural Competence: A Feasibility Study
- Educational Initiative to Improve Knowledge of the Importance of Influenza Vaccine in Pregnancy
- Effects of Mindfulness on Nursing Student's Stress Levels
- Using the Theory of Planned Behavior to Guide a Feasibility Study to Increase African American Organ Donation Intentions within a University Setting
- Using the Health Promotion Model to Guide Skin Cancer Education in the School System
- Screening of Obstructive Sleep Apnea in Type 1 and Type 2 Diabetes Mellitus Patients in an Endocrinology Practice: A Feasibility Study
- Addressing Social Determinants of Health in the Outpatient Setting using Virginia Henderson's Need Theory
- Dimension of Wellness: Increasing Awareness of Compassion Fatigue in Emergency Room Nurses
- Implementing a Peer Breast Health Initiative for Rural African American Women using the Health Belief Model: A Feasibility Study
- Using the Middle Range Theory of Self Care of Chronic Illness to Implement a Self-Help Checklist for Heart Failure Patients
- Increasing Identification of Patients at Risk for Opioid Abuse: A Feasibility Study for Palliative Care Providers
- Knowledge is Power: A Feasibility Study on Ergonomics and Injury Prevention and Reporting for Blue Collar Workers
- Depression Screening at Transitional Periods in Elderly Home Health Patients
- Improving Provider Knowledge on the Psychological Impact of Infertility and Miscarriage
- Using the Seize the Awkward Campus Toolkit in a University Setting to Increase Depression Awareness, Knowledge, Safety, and Peer Support: Is it Feasible?
- Addressing the Stigma and Assessing Health Promotion Dissemination Using QR Code Patient Education for Patients with Sexually Transmitted Infections
- SMART Training to Improve Resiliency for Psychiatric Nurses in a Geriatric Setting

Curriculum Plans

Family Nurse Practitioner Tracks

BSN-MSN

Course Number	FAMILY NURSE PRACTITIONER TRACK (FNP)	Semester Credit Hours
Semester 1 (Fall)		
NUR 591	Advanced Pathophysiology	3
NUR 592	Advanced Physical Assessment (diagnostics)	3
NUR 593	Advanced Pharmacology	3
		Total Semester hours: 9
Semester 2 (Spring)		
NUR 510	Faith & Learning Worldviews	2
NUR 540	APRN Procedures in Primary Care	1
NUR 541	Primary Care Across the Lifespan	3
NUR 610	Applied Informatics in Healthcare Delivery	3
NUR 627	FNP Clinical I (150 clinical hours)	2
		Total Semester hours: 11
Semester 3 (Summer)		
NUR 601	Organizational & Systems Leadership	3
NUR 637	FNP Clinical II (150 clinical hours)	2
NUR 640	Care of Special Populations	3
		Total Semester hours: 8
Semester 4 (Fall)		
NUR 602	Interprofessional Collaboration in Health Promotion	3

NUR 603	Care of Aging Adults	3
NUR 616	Advocacy and Healthcare Policy	2
NUR 647	FNP Clinical III (225 clinical hours)	3
		Total Semester hours: 11
Semester 5 (Spring)		
NUR 507	Integration of Scholarship into Practice	3
NUR 643	Integrated Care of Individuals and Communities	3
NUR 645	FNP Certification Review	1
NUR 657	FNP Clinical IV (225 clinical hours)	3
		Total Semester hours: 10
		Total program credit hours 49

BSN-MSN Part-time

Course Number	FAMILY NURSE PRACTITIONER TRACK (FNP)	Semester Credit Hours
Semester 1 (Fall)		
NUR 591	Advanced Pathophysiology	3
NUR 592	Advanced Physical Assessment (diagnostics)	3
		Total Semester hours: 6
Semester 2 (Spring)		
NUR 593	Advanced Pharmacology	3
NUR 610	Applied Informatics in Healthcare Delivery	3
		Total Semester hours: 6
Semester 3 (Summer)		
NUR 510	Faith and Learning Worldviews	2
NUR 601	Organizational & Systems Leadership	3
NUR 616	Advocacy and Healthcare Policy	2
		Total Semester hours: 7
Semester 4 (Fall)		
NUR 507	Integration of Scholarship into Practice	3
NUR 602	Interprofessional Collaboration in Health Promotion	3
		Total Semester hours: 6
Semester 5 (Spring)		
NUR 540	APRN Procedures in Primary Care	1
NUR 541	Primary Care Across the Lifespan	3
NUR 627	FNP Clinical I (150 clinical hours)	2
		Total Semester hours: 6

Semester 6 (Summer)		
NUR 637	FNP Clinical II (150 clinical hours)	2
NUR 640	Care of Special Populations	3
Total Semester hours: 5		
Semester 7 (Fall)		
NUR 603	Care of Aging Adults	3
NUR 647	FNP Clinical III (225 clinical hours)	3
Total Semester hours: 6		
Semester 8 (Spring)		
NUR 643	Integrated Care of Individuals and Communities	3
NUR 645	FNP Certification Review	1
NUR 657	FNP Clinical IV (225 clinical hours)	3
Total Semester hours: 7		
Total program credit hours 49		

BSN-DNP

Course Number	FAMILY NURSE PRACTITIONER TRACK (FNP)	Semester Credit Hours
Semester 1 (Fall)		
NUR 591	Advanced Pathophysiology	3
NUR 592	Advanced Physical Assessment (diagnostics)	3
Total Semester hours: 6		
Semester 2 (Spring)		
NUR 507	Integration of Scholarship into Practice	3
NUR 593	Advanced Pharmacology	3
NUR 703	Clinical Epidemiology and Analytical Methods	3
Total Semester hours: 9		
Semester 3 (Summer)		
NUR 510	Faith & Learning Worldviews	2
NUR 616	Advocacy and Healthcare Policy	2
NUR 715	Scholarly Writing	2
Total Semester hours: 6		
Semester 4 (Fall)		
NUR 540	APRN Procedures in Primary Care	1
NUR 701	Scientific Underpinning for Nursing Practice	3
NUR 707	Interprofessional Collaboration for Improving Health Outcomes	3
NUR 780	DNP Residency I – Advance Practice (100 clinical hours)	1
Total Semester hours: 8		
Semester 5 (Spring)		
NUR 541	Primary Care Across the Lifespan	3

NUR 627	FNP Clinical I (150 clinical hours)	2
NUR 704	Clinical Scholarship for Evidence-Based Practice	3
NUR 781	DNP Residency II – Advanced Practice (100 clinical hours)	1
		Total Semester hours: 9
Semester 6 (Summer)		
NUR 637	FNP Clinical II (150 clinical hours)	2
NUR 640	Care of Special Populations	3
NUR 702	DNP Project I- IRB	3
NUR 782	DNP Residency III- Advanced Practice (100 clinical hours)	1
		Total Semester hours: 9
Semester 7 (Fall)		
NUR 603	Care of Aging Adults	3
NUR 647	FNP Clinical III (225 clinical hours)	3
NUR 705	DNP Project II- Implementation	3
NUR 783	DNP Residency IV- Advanced Practice	1
		Total Semester hours: 10
Semester 8 (Spring)		
NUR 643	Integrated Care of Individuals and Communities	3
NUR 657	FNP Clinical IV (225 clinical hours)	3
NUR 708	DNP Project III - Dissemination	3
NUR 790	DNP Transition to Practice (200 Clinical Hours)	2
		Total Semester hours: 11
Semester 9 (Summer)		
NUR 645	FNP Certification Review	1
NUR 610	Applied Informatics in Healthcare Delivery	3
NUR 709	Organizational & Systems Leadership- Role Development	3
		Total Semester hours: 7
		Total program credit hours 75

BSN-MSN

Course Number	PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER TRACK (PMHNP)	Semester Credit Hours
Semester 1 (Fall)		
NUR 591	Advanced Pathophysiology	3
NUR 592	Advanced Physical Assessment (diagnostics)	3
NUR 593	Advanced Pharmacology	3
		9
Semester 2 (Spring)		
NUR 551	PMHNP Clinical I (150 clinical hours)	2
NUR 610	Applied Informatics in Healthcare Delivery	3
NUR 650	Advanced Assessment Processes in Mental Healthcare Across the Lifespan	3
NUR 652	Psychopharmacological Therapies Across the Lifespan	3
		11
Semester 3 (Summer)		
NUR 510	Faith & Learning Worldviews	2
NUR 555	PMHNP Clinical II (150 clinical hours)	2
NUR 601	Organizational & Systems Leadership	3
NUR 651	Management of Behavioral Health Populations Across the Lifespan	3
		10
Semester 4 (Fall)		

NUR 602	Interprofessional Collaboration in Health Promotion	3
NUR 603	Care of Aging Adults	3
NUR 616	Advocacy and Healthcare Policy	2
NUR 661	PMHNP Clinical III (225 clinical hours)	3
		11
Semester 5 (Spring)		
NUR 507	Integration of Scholarship into Practice	3
NUR 653	Management of the Complex Mental Health Client Across the Lifespan	3
NUR 655	PMHNP Certification Review	1
NUR 665	PMHNP Clinical IV (225 clinical hours)	3
		10
Total program credit hours 51		

BSN-MSN Part-time

Course Number	PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER TRACK (PMHNP)	Semester Credit Hours
Semester 1 (Fall)		
NUR 591	Advanced Pathophysiology	3
NUR 592	Advanced Physical Assessment (diagnostics)	3
		Total Semester hours: 6
Semester 2 (Spring)		
NUR 593	Advanced Pharmacology	3
NUR 610	Applied Informatics in Healthcare Delivery	3
		Total Semester hours: 6
Semester 3 (Summer)		
NUR 510	Faith and Learning Worldviews	2
NUR 601	Organizational & Systems Leadership	3
NUR 616	Advocacy and Healthcare Policy	2
		Total Semester hours: 7
Semester 4 (Fall)		
NUR 507	Integration of Scholarship into Practice	3
NUR 602	Interprofessional Collaboration in Health Promotion	3
		Total Semester hours: 6
Semester 5 (Spring)		
NUR 551	PMHNP Clinical I (150 clinical hours)	2

NUR 650	Advanced Assessment Processes in Mental Healthcare Across the Lifespan	3
NUR 652	Psychopharmacological Therapies Across the Lifespan	3
Total Semester hours: 8		
Semester 6 (Summer)		
NUR 555	PMHNP Clinical II (150 clinical hours)	2
NUR 651	Management of Behavioral Health Populations Across the Lifespan	3
Total Semester hours: 5		
Semester 7 (Fall)		
NUR 603	Care of Aging Adults	3
NUR 661	PMHNP Clinical III (225 clinical hours)	3
Total Semester hours: 6		
Semester 8 (Spring)		
NUR 653	Management of the Complex Mental Health Client Across the Lifespan	3
NUR 655	PMHNP Certification Review	1
NUR 665	PMHNP Clinical IV (225 clinical hours)	3
Total Semester hours: 7		
Total program credit hours 51		

BSN-DNP

Course Number	PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMHNP)	Semester Credit Hours
Semester 1 (Fall)		
NUR 591	Advanced Pathophysiology	3
NUR 592	Advanced Physical Assessment	3
Total Semester hours: 6		
Semester 2 (Spring)		
NUR 507	Integration of Scholarship into Practice	3
NUR 593	Advanced Pharmacology	3
NUR 703	Clinical Epidemiology and Analytical Methods	3
Total Semester hours: 9		
Semester 3 (Summer)		
NUR 510	Faith & Learning Worldviews	2
NUR 616	Advocacy and Healthcare Policy	2
NUR 715	Scholarly Writing	2
Total Semester hours: 6		
Semester 4 (Fall)		
NUR 652	Psychopharmacological Therapies Across the Lifespan	3
NUR 701	Scientific Underpinnings for Nursing Practice	3
NUR 707	Interprofessional Collaboration for Improving Health Outcomes	3
NUR 780	DNP Residency I – Advanced Practice (100 clinical hours)	1
Total Semester hours: 10		

Semester 5 (Spring)		
NUR 551	PMHNP Clinical I (150 clinical hours)	2
NUR 650	Advanced Assessment Processes in Mental Healthcare Across the Lifespan	3
NUR 704	Clinical Scholarship for Evidence-Based Practice	3
NUR 781	DNP Residency II – Advanced Practice (100 clinical hours)	1
Total Semester hours: 9		
Semester 6 (Summer)		
NUR 555	PMHNP Clinical II (150 clinical hours)	2
NUR 651	Management of Behavioral Health Populations Across the Lifespan	3
NUR 702	DNP Project I-IRB	3
NUR 782	DNP Residency III – Advanced Practice (100 Clinical Hours)	1
Total Semester hours: 9		
Semester 7 (Fall)		
NUR 603	Care of Aging Adults	3
NUR 661	PMHNP Clinical III (225 clinical hours)	3
NUR 705	DNP Project II – Implementation	3
NUR 783	DNP Residency IV – Advanced Practice (100 Clinical Hours)	1
Total Semester hours: 10		
Semester 8 (Spring)		
NUR 653	Management of the Complex Mental Health Client Across the Lifespan	3
NUR 665	PMHNP Clinical IV (225 clinical hours)	3
NUR 708	DNP Project III – Dissemination	3
NUR 790	DNP Transition to Practice (200 Clinical Hours)	2
Total Semester hours: 11		
Semester 9 (Summer)		
NUR 655	PMHNP Certification Review	1
NUR 709	Organizational & Systems Leadership-Role Development	3
NUR 710	Applied Informatics and Change Systems	3
Total Semester hours: 7		
Total program credit hours 77		

MSN-DNP

Course Number	Advanced Practice	Semester Credit Hours
Semester 1 (Fall)		
NUR 701	Scientific Underpinnings for Nursing Practice	3
NUR 707	Interprofessional Collaboration for Improving Health Outcomes	3
NUR 715	Scholarly Writing	2
NUR 780	DNP Residency I – Advanced Practice (100 clinical hours)	1
		Total Semester hours: 9
Semester 2 (Spring)		
NUR 610	Applied Informatics in Healthcare Delivery	3
NUR 703	Clinical Epidemiology and Analytical Methods	3
NUR 704	Clinical Scholarship for Evidence-Based Practice	3
NUR 781	DNP Residency II – Advanced Practice (100 clinical hours)	1
		Total Semester hours: 10
Semester 3 (Summer)		
NUR 702	DNP Project I- IRB	3
NUR 709	Organizational & Systems Leadership-Role Development	3
NUR 782	DNP Residency III – Advanced Practice (100 clinical hours)	1
		Total Semester hours: 7
Semester 4 (Fall)		
NUR 616	Advocacy and Healthcare Policy	2
NUR 705	DNP Project II-Implementation	3

NUR 783	DNP Residency IV- Advanced Practice (100 clinical hours)	1
		Total Semester hours: 6
Semester 5 (Spring)		
NUR 510	Faith & Learning Worldviews	2
NUR 708	DNP Project III- Dissemination	3
NUR 790	DNP Transition to Practice (200 clinical hours)	2
		Total Semester hours: 7
Total Semester Credit Hours 39		

MSN-DNP

Course Number	EXECUTIVE LEADERSHIP	Semester Credit Hours
Semester 1 (Fall)		
NUR 701	Scientific Underpinnings for Nursing Practice	3
NUR 707	Interprofessional Collaboration for Improving Health Outcomes	3
NUR 715	Scholarly Writing	2
NUR 730	DNP Residency I – Executive Leadership (200 clinical hours)	2
Total Semester hours: 10		
Semester 2 (Spring)		
NUR 610	Applied Informatics in Healthcare Delivery	3
NUR 703	Clinical Epidemiology and Analytical Methods	3
NUR 704	Clinical Scholarship for Evidence-Based Practice	3
NUR 731	DNP Residency II- Executive Leadership (200 clinical hours)	2
Total Semester hours: 11		
Semester 3 (Summer)		
NUR 702	DNP Project I-IRB	3
NUR 709	Organizational & Systems Leadership - Role Development	3
NUR 732	DNP Residency III – Executive Leadership (200 Clinical Hours)	2
Total Semester hours: 8		
Semester 4 (Fall)		
NUR 616	Advocacy and Healthcare Policy	2

NUR 705	DNP Project II - Implementation	3
NUR 734	DNP Residency IV – Executive Leadership (100 Clinical Hours)	1
Total Semester hours: 6		
Semester 5 (Spring)		
NUR 510	Faith & Learning Worldviews	2
NUR 708	DNP Project III - Dissemination	3
NUR 733	DNP Transition to Practice for the Executive Leader (200 clinical hours)	2
Total Semester hours: 7		
Total program credit hours 42		

FNP to PMHNP- Certificate

Course Number	PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMHNP)	Semester Credit Hours
Semester 1 (Spring)		
NUR 551	PMHNP Clinical I (150 clinical hours)	2
NUR 650	Advanced Assessment Processes in Mental Health Care Across the Lifespan	3
NUR 652	Psychopharmacological Treatment Across the Lifespan	3
Total Semester hours: 8		
Semester 2 (Summer)		
NUR 505	Faith & Learning Overview	1
NUR 555	PMHNP Clinical II (150 clinical hour)	2
NUR 651	Management of Behavioral Health Populations Across the Lifespan	3
Total Semester hours: 6		
Semester 3 (Fall)		
NUR 661	PMHNP Clinical III (225 clinical hours)	3
NUR 653	Management of the Complex Mental Health Client Across the Lifespan	3
Total Semester hours:		
Semester 24 (Spring)		
NUR 655	PMHNP Certification Review	1
NUR 665	PMHNP Clinical IV (225 clinical hours)	3

Total Semester hours: 4
Total program credit hours 24

Appendices

Fitness for Duty-Return to Classroom and Clinical Courses

Exposure Incident Report

Nursing Student Acknowledgement of Policies and Expectations

School of Nursing, Graduate Program Immunization Form

Graduate Student Cohort Representative Job Description

Graduate Faculty Liaison Job Description

SCHOOL OF NURSING

Fitness for Duty – Return to Classroom and Clinical Courses

Student Name: _____ Student ID: _____

Absence Dates: _____

This form is required for all students who have experienced an illness, injury, pregnancy, hospitalization or other circumstance which resulted in either a physical or psychological limitation(s) or an absence from the program of more than 3 days consecutively.

As the healthcare provider completing this form, please use the following information to determine if this student is prepared to physically and emotionally handle returning to the classroom and clinical setting, which includes:

- Each clinical day is 8-12 hours in length
- Students are expected to complete nursing care activities comparable to that of a staff nurse with the supervision of their clinical instructor
- Physical demands in the nursing program include duties that frequently require squatting, bending, kneeling, reaching, and stair climbing, lifting and carrying up to 50 pounds; frequently pushing and pulling up to 200 pounds with assistance; occasionally lifting up to 200 pounds with assistance and occasional carrying up to 51 to 74 pounds. Duties also require constant use of sense of sight, hearing, touch, and speech. Environmental conditions include procedures that involve handling blood and body fluids using standard (universal) precautions.

Please indicate your recommendation regarding this student's ability to return to the classroom/clinical setting. The student must be free of any restrictions or limitations which may endanger the student's health or a client's safety in the clinical setting.

_____ I find the above named student fit for duty with NO restrictions or limitations in the classroom or clinical setting.

_____ I find the above named student fit for duty only WITH the following restrictions or limitations for the specified time period:

_____ I find the above named student NOT fit for duty; may reconsider after _____ (date)

Healthcare Provider Signature/Title _____

Date _____

Healthcare Provider Printed Name/Title _____

UPIN# _____

Address _____

Office phone number/email address _____

6.12.14

Exposure Incident Report

Student: _____ Date Completed: _____

Date of Exposure/Incident: _____ Time of Exposure/Incident: _____

Where did the exposure/incident occur? _____

Describe the task you were performing at the time of exposure/incident? _____

What was the nature of the exposure/incident? _____

List the part of the body that was exposed? _____

Did the foreign object penetrate your body? _____ Yes _____ No

If yes, what was the exposure? _____

Was any liquid injected into your body? _____ Yes _____ No

If yes, what was the liquid? _____

Were you wearing personal protective equipment at the time of exposure? _____ Yes _____ No

If yes, what type were you wearing? _____

Did you receive medical treatment? _____ Yes _____ No

If yes, where? _____

Date: _____ Doctor's name providing treatment: _____

Additional Information about the incident: _____

Student Signature: _____ Date: _____

Instructor's Signature: _____ Date: _____

A copy must be provided to the School of Nursing Graduate Chair and Anderson University Health Services

Nursing Student Acknowledgement of Policies and Expectations

I have read and understand the Anderson University School of Nursing Graduate Student Handbook and I agree to abide by the terms therein.

The Graduate Nursing Student Handbook includes policies unique to the nursing program which may differ from the Anderson University Academic Catalog, in these instances, the policies unique to the nursing program in the Graduate Nursing Student Handbook will supersede.

If any updates or changes are made to the Graduate Nursing Student Handbook for my academic year I understand I will be held responsible to those updated policies and procedures as well.

Student's Full Name (please print)

AU ID Number

Student Signature

Date

Immunization Form

**This form must be completed and signed by a physician, physician assistant, or advanced practice registered nurse (NP).
You must include titer results where applicable and may include other supporting immunization documentation.*

Name _____ Date _____

Immunization	Dates	Dates	Dates	Dates
	Dose 1	Dose 2	Dose 3	
Tdap (DPT series and TD/Tdap booster in last 10 years)				Required Tdap
Meningococcal Vaccine (1 dose) <i>Strongly recommended but not required</i>		NA	NA	NA
Varicella (2 doses) *1			NA	NA
MMR (2 doses) *2,3			NA	NA
Flu Vaccine <i>Attach most recent documentation</i>		NA	NA	NA

*1 Evidence of immunity required. Varicella titer date _____ (attach lab report). If no evidence of immunity, 2 doses of Varicella required.

*2 If born after 1957, >1 MMR after 1980 is required.

*3 If no documentation of MMR, complete the following:

	Dates	Dates	Dates	Dates
	Dose 1	Dose 2	Dose 3	Booster
Measles				
Mumps				
Rubella *4				

*4 If no documentation of Rubella immunization, complete Rubella titer (attach lab report).

	Dates	Dates	Dates
	Dose 1	Dose 2	Dose 3 (4-6 months after Dose 1)
Hepatitis B (the series must be started at least prior to the first clinical day)*5			

*5 If no documentation of Hepatitis B immunization, complete Hepatitis B titer (attach lab report).

Note: Students who are pregnant or lactating should postpone Hepatitis B vaccination until completion of pregnancy or lactation.

Signature of Physician, Physician Assistant, or Nurse Practitioner

Date

Job Title: Graduate Cohort Representative**Department: Nursing, Graduate****Position Overview:**

The Cohort representatives are positions of honor elected by their peers. They will serve until graduation under normal circumstances. To serve as an official representative of the students in each cohort of the Master of Science in Nursing Program and Doctor of Nursing Practice Program in expressing student opinions, concerns, interests, and suggestions/ideas to Graduate Nursing Chair and faculty liaison.

Essential Job Functions:

- Serve as a liaison between the graduate student body and faculty.
- Ensure that the students are properly represented and informed.
- Ensure and maintain availability to graduate student body and faculty.
- Demonstrate ability to communicate and present information in an organized, constructive and effective manner.
- Will meet with the Faculty liaison at least once a semester prior to a Graduate Subcommittee meeting to share concerns and ideas.

Requirements

- Must be in good academic standing according to School of Nursing standards.
- Possess ability to show initiative and motivation.
- Possess excellent communication and listening skills.
- Maintain open line of communication and availability to faculty and graduate student body.

Job Title: Graduate Faculty Liaison**Department: Nursing, Graduate****Position Overview:**

The graduate faculty liaison is a position of honor. The liaison is nominated by the faculty and will serve for one year as an official liaison for the students in the Graduate Nursing Program in sharing faculty concerns, interests, suggestions/ideas and news to the graduate class cohort representatives. Also, serve as the official liaison for the cohort representatives to the faculty during at least one Graduate Faculty Subcommittee meeting per semester.

Essential Job Functions:

- Serve as a liaison between the faculty and the graduate student body.
- Ensure that the students are properly represented and informed.
- Ensure and maintain availability to faculty and graduate student body.
- Demonstrate ability to communicate and present information in an organized, constructive and effective manner.

Requirements

- Must be in good academic standing according to School of Nursing standards.
- Possess ability to show initiative and motivation.
- Possess excellent communication and listening skills.
- Maintain open line of communication and availability to faculty and graduate student body.

References

- American Association of Colleges of Nursing (AACN). (2012). *AACN launches new graduate nursing student academy*. Retrieved from <http://www.aacn.nche.edu/news/articles/2012/gnsa>
- Berman, A.T., Snyder, S., and Frandsen, G. (2016). *Kozer & Erb's Fundamentals of nursing concepts, process, and practice*, 10th ed. Essex, England: Pearson Education Limited.
- Shelly, Judith A. & Miller, Arlene, B. (2006). *Called to care: A Christian worldview for nursing*. Downers Grove, IL: InterVarsity Press.