



ANDERSON
UNIVERSITY

GRADUATE STUDENT HANDBOOK

2019-2020

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Non Discrimination Statement

Notice of Non-Discrimination

Anderson University does not illegally 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 is exempt from the application of 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, compliance with Title IX of the Education Amendments of 1972 and inquiries or complaints regarding the disability non-discrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973:

Dr. L. Dianne King

Associate Vice President for Student Development/Dean of Student Success/

Title IX Coordinator

Thrift Library Office 203

316 Boulevard, Anderson, SC 29621

(864) 231-2026/(864) 231-2075

ldking@andersonuniversity.edu

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>



Welcome to Anderson University School of Nursing

Welcome to the Graduate Nursing Program at Anderson University! I applaud your decision to advance your nursing education and trust it will be an exciting as well as challenging experience. Our graduate nursing faculty is dedicated, caring professional nursing educators who have a steadfast commitment to prepare nursing leaders who will address the many opportunities facing nursing and health care today. Anderson University is guided by principles that ensure a learning environment that is excellence driven, Christ-centered, people focused and future directed. The goal of graduate faculty in the School of Nursing is to prepare nursing leaders who have advanced knowledge and skills in health care and are empowered to address the many ethical and bioethical dilemmas present in contemporary society. I wish you success in this academic endeavor and pray that you will develop meaningful personal and professional friendships that will be supportive to you for years to come.

Sincerely,

Carol K. Archuleta

Carol Archuleta, DNP, RN, NEA-BC, FCN
Dean
School of Nursing



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 economy of the community.

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

In 2014, a graduate task force committee was assembled for the purposes of researching and planning Master of Science programs in Nursing Education, Executive Leadership, Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Tracts.

Mission Statements

Anderson University

Anderson University is an academic community, affiliated with the South Carolina Baptist Convention, providing a challenging education grounded in the liberal arts, enhanced by 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 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.

MSN Program Outcomes

1. Deliver masters 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.

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 in order 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

PO Box 12367

Columbia, South Carolina 29211-2367

803-896-4550

Accreditation

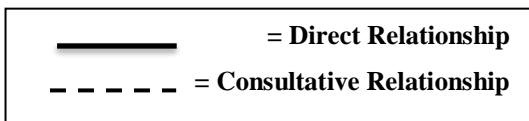
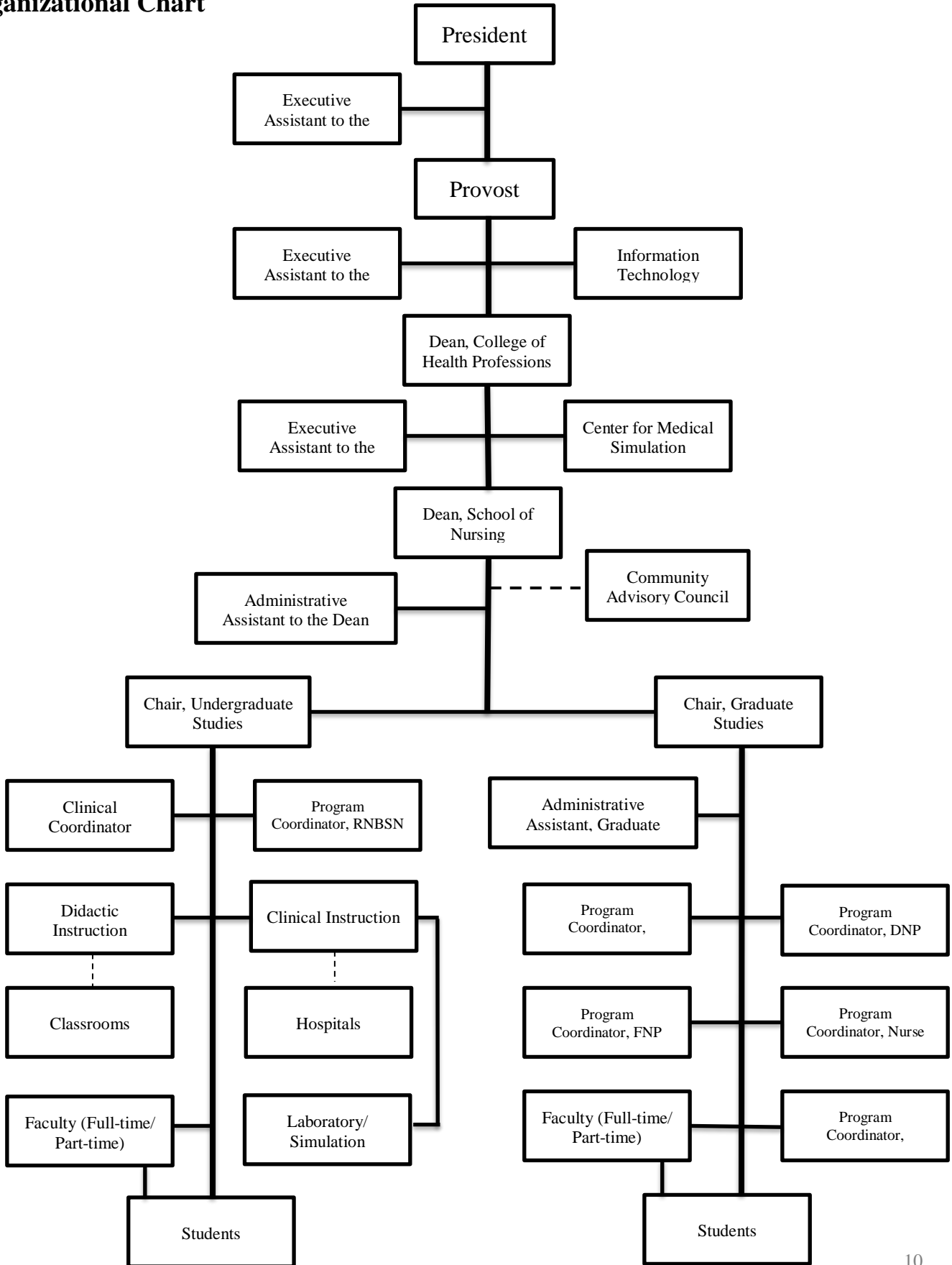
Anderson University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools as a Level V institution, granting baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Anderson University.

Southern Association of Colleges and Schools Commission on Colleges, Anderson University developed a Master of Science in Nursing and a Doctor of Nursing Practice launching these graduate degree programs in fall 2016.

The Baccalaureate degree in nursing at Anderson University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. <http://www.aacn.nche.edu/ccne-accreditation/ActionsForS14.pdf>

The 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.

Organizational Chart





Administration, Faculty, and Staff

Dr. Carol Archuleta, DNP, RN, NEA-BC, FCN
Dean and Professor

Beth Schultz, DNP, MSN, BSN, RN
Undergraduate Chair and Associate Professor

Beth Snyder, DNP, APRN, FNP-BC
Graduate Chair and Assistant Professor

Debra Seegers, PhD, APRN, PMHNP-BC, FNP-BC
PMHNP Program Coordinator and Associate Professor

Jaclyn Gaulden, DNP, APRN, FNP-C
DNP Program Coordinator and Assistant Professor

Catherine Wilson, DNP, APRN, NNP-BC, FNP-BC
FNP Program Coordinator and Assistant Professor

Krystal Beeks, MSN, APRN, NP-C
Assistant Professor

Cindy Cross, DNP, MBA, MSN, RN, NEA-BC
Assistant Professor

Karen Hardin, MSN, RN, CNE, NEA-BC
Assistant Professor

Deanna Hiott, PhD, MSN, RN
Assistant Professor

Casey Hopkins, PhD, APRN, WHNP-BC
Associate Professor

Angie King, MSN, RN
Assistant Professor

Theresa Lawson, PhD, APRN, FNP-BC, CNE
Associate Professor

Angie Moon, MSN, RN
Assistant Professor of Nursing

Andrea Raines, MSN, BSN, RN
Assistant Professor and RN-BSN Program Coordinator



Kimberly Speer, DNP, APRN, NP-C
Assistant Professor

Marie Amma, MSN, BSN, RN
Instructor of Nursing

Sanquinette Brownlee, MSN, APRN, FNP-BC,
Instructor of Nursing

Stephanie Brock, BSN, RNC-OB
Clinical Instructor of Nursing

Heather Caldwell, MSN, BSN, RN, CMSRN, CBN
Instructor of Nursing

Crystal Hooper, MS, BSN, RN, NEA-BC
Instructor of Nursing

Marilyn Kretzmer, BSN, RN, CPN
Clinical Instructor of Nursing

Heidi McCaulley, MSN, MA R-DMT, BS, RN, NCSN
Instructor of Nursing

Monica Morehead, BSN, RN
Clinical Instructor of Nursing

Shelly Walters, MSN, RN, CEN
Instructor of Nursing

Whitney Williams, MSN, APRN, NP-C
Instructor of Nursing

Wanda Reisinger, MSN, RN
Clinical Instructor of Nursing

Allison Peeples, MSN, RN
Clinical Instructor of Nursing

Bailey McCarley, MSN, APRN, FNP-BC
Instructor of Nursing

Dr. Nnenna Igwe,
Associate Professor/Anatomist for the Human Dissection Lab



Kelli Hembree, BBA, CHSOS
Certified Healthcare Simulation Operation Specialist
Coordinator for Center of Medical Simulation

Jean Foltz, BS, CHSOS
Certified Healthcare Simulation Operation Specialist for the Center for Medical Simulation

Krystal McKee
Simulation Technician for the Center for Medical Simulation

Cheryl Pease, BS
Administrative Assistant, Graduate Programs

Katherine Davenport, MA
Administrative Assistant and Program Coordinator for Undergraduate School of Nursing

Leah Sustar
Undergraduate Clinical Coordinator

Jenni Knowles
Journey Coach for Graduate Programs and ABSN students, School of Nursing

Deanna Burns, M.Ed.
Journey Coach for RN-BSN program

Conceptual Framework

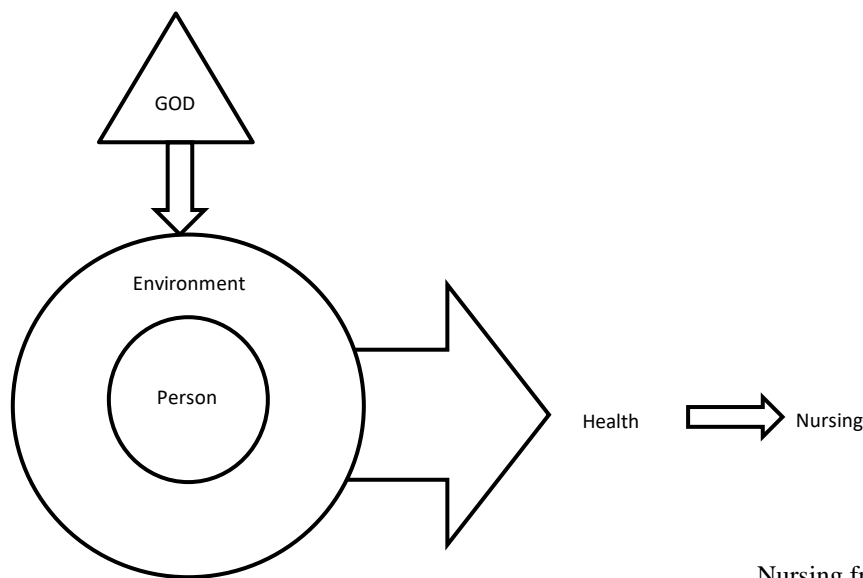
The philosophy of the Anderson University School of Nursing revolves around developing nurses who are grounded in professionalism, clinical competence and spiritual maturity. As a part of Anderson University we support the mission statement of the university, which states: Anderson University is an academic community, affiliated with the South Carolina Baptist Convention, providing a challenging education grounded in the liberal arts, enhanced by 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 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 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 wholeness of the person and the community.



Nursing from a
 Christian Worldview
 (Shelly & Miller, 2006)

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 life-cycle 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 which 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, 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 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 a 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

Currently Anderson University does not have an organized graduate student nurse's 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 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.

Academic Policies

Academic policies that apply to all Anderson University students found in the [Anderson University Academic Catalog](http://catalog.andersonuniversity.edu/index.php) accessible online at <http://catalog.andersonuniversity.edu/index.php>. The policies in this Graduate Nursing Handbook supersede the Anderson University Academic Catalog in areas where policies are different.

Program Information, Policies and Procedures

These policies are specific to the School of Nursing Graduate program and may differ from the University Policies. The student is held for progression in the School of Nursing to these policies.

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 aids 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 safely perform as a competent generalist nurse.

Americans with Disabilities Act (“ADA”) Guidelines

Definitions:

Title III of the Americans with Disabilities Act provides comprehensive civil rights protections for “qualified individuals with disabilities.” An “individual with a disability” is a person who:

- has a physical or mental impairment that substantially limits a “major life activity,” or
- has a record of such an impairment, or
- is regarded as having such an impairment.

Federal regulations state that “physical or mental impairments” include, **but are not limited to** “such contagious and non-contagious diseases and conditions as orthopedic, visual, speech, and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.”

“Major life activities” include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, eating, standing, lifting/bending, thinking, concentrating, reading, communicating, sleeping, and working. “Major life activities” also include “major bodily functions” which include, without limitation functions of the immune system; digestive, bladder and bowel functions; respiratory and circulatory functions; reproductive functions; cell growth; neurological and brain functions; and endocrine functions. Individuals who currently engage in the illegal use of drugs are not protected by the ADA when an action is taken on the basis of the recurrent illegal use of drugs.

“Qualified” individuals are defined as follows:

- A “qualified” individual with a disability is one who meets the essential eligibility requirements of the program or activity offered.
- The “essential eligibility requirements” will depend on the type of service or activity involved.

Transfer of Credits from Other Graduate Level Programs

Students admitted to AU's graduate nursing program may transfer in up to 9 credit hours of graduate coursework. For the course to be considered the student must have earned at least a B in the class(es), the student's overall GPA was at least a 3.0, the student left in "good standing," the university was regionally accredited, and the credits are less than six years old. Some core classes such as **Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology** are not eligible for transfer. Other classes are up the discretion of the Graduate ARG committee. If the student would like to have a class considered for approval the student must submit the course description and/or syllabi from the former graduate program for review. The Journey Coach compiles the information and presents it to the Graduate ARG committee for review. The committee reviews the previous work to ensure it aligns with the AU curriculum and the AACN Master and/or Doctoral Essentials. The ARG committee then make a recommendation to the Dean. If all parties agree with accepting the courses, the Journey Coach submits the proper University form for the Dean of the School of Nursing's signature before returning to the Registrar's office. A student in the MSN program must complete all degree requirements within five (5) years. A student in the DNP program must complete all degree requirements within a seven (7) year period.

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.

The faculty reserve the right to grade assignments once they are turned even if they are turned in ahead of the due date.

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 or academic probation notice from the Graduate Chair based on the resulting cumulative GPA.

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 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 an unsatisfactory academic progress, the Graduate Chair or an academic advisor 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 next two semesters after being placed

on academic probation will be academically dismissed. Academic probations are reported to the Registrar 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**), but are eligible to apply for readmission to the program with the next cohort. Students earning an initial grade of “D,” “F” or “Unsatisfactory” will receive an academic dismissal (**not in good standing**) from the program, but are invited to appeal to return with a new cohort. A remediation plan is necessary to show how the student plans to be successful if allowed to return to the program. Application is not a guarantee of acceptance. (See the appeal process below).

Limitation in Completion of Requirements

A student in the MSN program must complete all degree requirements within a period of five (5) years. A student in the DNP program must complete all degree requirements within seven 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) 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 are evaluated for readmission/admission under the following circumstances:

1. Make a formal reapplication/application to the School.
2. At the time of reapplication/application, submit a statement that addresses the reason for the withdrawal or transfer, outlines what she/he has done to ensure success in the School of Nursing and why she/he should be readmitted/admitted. The statement must be written by the student.
3. Have a personal interview with the Admission, Retention and Graduation Sub-Committee (ARG) and Dean. In addition, 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.
5. The requirements for completion of program/major requirements within five (5) years of initial enrollment will be in effect for readmitted students.
6. All 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 re-enrollment by the following process. Students must not have made more than two (2) C’s or lower to be considered for appeal. Dismissals due to or grades of “D” or “F” are not normally eligible for readmission, but the student is invited to appeal with a well-formatted remediation plan. Dismissals due to Academic Misconduct are not eligible for appeal for readmission.

- a. Upon dismissal, the student must gain approval from the Graduate Chair to reapply for the next cohort of the same track.

- b. 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.
- c. The Admission, Retention, and Graduation Sub-Committee (ARG) will meet to review the student's request and application status.
- d. Readmission is not automatic. Students will be considered as part of the total application pool.
- e. The student will need to retake at least one of the courses that a "C, D, or F" was previously earned. The course to be retaken will be at the discretion of the Graduate Chair and the Chair of the ARG committee.
- f. 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.
- g. The requirements for completion of program/major requirements within (5) years of initial enrollment will be in effect for readmitted students.
- h. 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 5 years as stated above.
- i. All policies in place at the time of readmission/admission will apply.
- j. Readmission may also be hindered by the student faculty ratio. Per CCNE guidelines the ideal ratio is one clinical prepared faculty (ie FNP for FNP students, PMHNP for PMHNP students) per six students.

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 prior to adding/dropping or withdrawing from courses.

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

Graduate nursing programs are cohort based. The student will be allowed to finish the rest of their semester, but in order to progress they will need to sit out of the program until the class is offered again and retake the class before they can progress with the next cohort. The student will need to notify in writing the Journey Coach and the Graduate Chair of their intentions and complete the necessary forms to ensure there is adequate space for them in the next cohort. In FNP and PMHNP clinical courses, there is usually a 6:1 faculty student ratio and that needs to be taken into consideration when requesting to be a part of a new cohort.

Administrative Withdrawal

Faculty may administratively withdraw the student for failure to log into an online Canvas class shell by the posted date for initial response and introduction to the course. Also, if there is a period of 14 consecutive days in which the student fails to log into the class and actively participate in their Canvas class the faculty can send an administrative withdraw 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 Dean of the College if they are considering a full withdrawal, and then the student should contact the Center for Student Success to initiate ~~where~~ 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 or MSN-PMHNP track to the DNP-PMHNP track after their first semester going into their second semester. No other track changes are considered. If the student wishes to change tracks, they must contact the Graduate 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 upon the instructor's plan for the course. Some assignments may be a 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 syllabus or their professor.**

Incomplete Coursework

In the event a student or professor feels a student is going to be unable to complete a course by the end of the semester, a grade of "I" (incomplete) must be requested by a student when some circumstance beyond the student's control prevents the completion of all course requirements on time. The student makes the request in writing to the instructor, who must approve the request before a grade of "I" can be assigned. The request for an incomplete grade form noted on the Registrar home page must be completed and turned into the Office of the University Registrar prior to the end of the last day of classes for the term or semester. 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 they can do the work to be considered for an incomplete status. Students must turn in assignments and document clinical hours in Canvas in order to show evidence of work.

Late Assignments

Late assignments will be assessed 10% off for each day late. For example, 1 day 10%, 2 days 20%, 3 days 30% up to 7 days late or 70%. Assignments will not be accepted if more than 7 days late. If you have extenuating circumstances **and** you communicate with your professor **before** the assignment is late, your case will be reviewed individually by the professor to consider if there will be a late penalty. Working, vacation, and other planned events like weddings are not extenuating circumstances.

Academic Integrity

This policy was copied from the Student Development Handbook.

Anderson University encourages the imposition of strict penalties for academic dishonesty and does so in order to protect the integrity of the grading system and to affirm the importance of honesty, integrity, and accountability in the University community.

I. ASSUMPTIONS

1. Inherent in a Christian approach to higher education, and as espoused by the University, a concern for the whole person is foundational to its educational philosophy, and the University recognizes academic dishonesty as the antithesis of this philosophy.
2. Academic dishonesty, in any form, corrupts the essential process by which knowledge is advanced.
3. Apparent tolerance of academic dishonesty may encourage cheating, plagiarism and fraud.
4. Lack of concern for and inattention to the issue of academic dishonesty suggests that the values of integrity and honesty are not important and therefore, will not be encouraged.
5. Dishonesty in academic matters deceives and threatens not only the individual institution of higher education, but also the larger society.
6. Students and faculty alike are alarmed, concerned, and justifiably disappointed and outraged by acts of academic dishonesty.
7. Standardization of the University's policy addressing academic dishonesty, and the expectation that all students and instructors will adhere to it, will ensure equity, justice, and fairness in academic matters related to academic honesty and dishonesty.

II. FORMS OF ACADEMIC DISHONESTY

It should be assumed that improper and/or illegal uses of information technology, including the Internet and its sources, fall within the forms of academic dishonesty cited below

- A. **PLAGIARISM**- Plagiarism is the presentation of someone else's words, ideas or data as one's own work. When a student submits work for credit that includes the words, ideas or data belonging to or produced by others, the source of that information must be acknowledged through complete, accurate, and specific footnote or "in-text" references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. Students can avoid being charged with plagiarism if there is an acknowledgement of indebtedness:

1. Whenever one quotes another person's actual words;
 2. Whenever one uses another person's idea, opinion or theory, even if it is completely paraphrased in one's own words; and
 3. Whenever one borrows facts, statistics, or other illustrative material (unless the information is common knowledge which is information not common to you but to the average person).
- B. **FABRICATION** - Fabrication is the intentional use of invented information or the falsification of research or other findings with the intent to deceive.

Examples:

1. Citation of information not taken from the source indicated
 2. Listing sources in a bibliography not used in the academic exercise, unless directed by the instructor to list references consulted even if not cited.
 3. Inventing data or source information for research or other academic exercise.
 4. Submitting as one's own any academic exercise (e.g. written work, printing, sculpture, etc.) prepared totally or in part by another, including purchased essays or research papers.
 5. Taking a test for someone else or permitting someone else to take a test in one's place.
- C. **CHEATING** - Cheating is an act of deception by which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered.

Examples:

1. Copying from another student's test paper.
 2. Allowing another student to copy from a test paper.
 3. Using the course textbook or other material such as a notebook brought to a class meeting but not authorized for use during a test.
 4. Collaborating during a test with any other person by receiving information without authority.
 5. Using specifically prepared materials during a test (e.g. notes, formula lists, notes written on the student's clothing, body, or other objects, etc.).
 6. Using the same or similar paper for meeting the requirements for multiple courses (unless permission is given in writing by the instructors involved).
- D. **ACADEMIC MISCONDUCT** - Academic misconduct is the intentional violation of Anderson University policies by tampering with grades, or taking part in obtaining or distributing any part of an un-administered test or other restricted educational materials, whether from Anderson University or other institutions

Examples:

1. Stealing, buying, or otherwise obtaining all or part of an unadministered test or any other material produced by faculty.
2. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
3. Bribing any other person to obtain an unadministered test or any information about the test.
4. Entering a building or office for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
5. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, in a learning management system, a "change of grade" form, or other official academic records of the University which relate to grades.
6. Entering a building or office for the purpose of obtaining an unadministered test.
7. Changing, altering, or being an accessory to changing and/or altering any Anderson University form or document for the purpose of fabrication of information.

III. PROCEDURES - Individual faculty members have the responsibility for determining the action, within the guidelines provided below, to be taken in cases of academic dishonesty relating to their courses. Acts of academic dishonesty are never to be ignored or overlooked for any reason.

- A. When, in the opinion of an instructor, a student has committed an act of academic dishonesty, the following procedure must be followed:
 1. The instructor will inform the student in private, direct conversation or by an individual email to the student's AU email account, of the nature of the charge of alleged academic dishonesty. It is at this point that the student may respond verbally to the instructor's charge by denial or admission of guilt. The instructor will simultaneously request in writing that the Vice Provost verify the incident's being a first offense. (NOTE: This contact with the Vice Provost is not intended to circumvent the levels of the process of appeal; rather, it is to ensure the tracking and record keeping related to repeat offenses of academic dishonesty.)
 2. When the incident has been verified as a first offense, the instructor will notify the student in writing of the charge of academic dishonesty and the action or penalty imposed by the instructor.
 3. When a student is accused of academic dishonesty, the faculty member must be prepared to provide evidence and/or support for the accusation upon which the decision rests.
 4. A student may appeal the decision/penalty if he or she feels there are extenuating circumstances that warrant a reconsideration of the decision or action or if he/she feels that he/she has been treated unfairly or arbitrarily. All appeals by students must be initiated within five (5) working days after the student is notified by the instructor of the alleged violation (see #2 above).
 5. All student appeals must be presented **IN WRITING** by the student to the individuals in the order listed.
 - a. Instructor;
 - b. Dean of the College/School (unless this is also the instructor);
 - c. Vice Provost. Each person to whom an appeal is made has five working days in which to communicate the decision to the student.
 6. If the alleged violation occurs during the final examination period of a semester, the Vice Provost may authorize the assignment of an "I" grade to show incomplete work. The grade will remain until the alleged violation is adjudicated.

IV. PENALTIES

- A. A student guilty of the first offense of academic dishonesty will receive as a maximum penalty a grade of "F" for the course. Lesser penalties will be left to the discretion of the instructor. (As outlined under Academic dishonesty Graduate Program). Allowing a student accused of a violation to withdraw from or drop the course is not an appropriate action.
- B. A student guilty of the second offense of academic dishonesty will receive a grade of "F" for the course, may be suspended for one semester and may be permanently dismissed from Anderson University.
- C. A student guilty of the third offense of academic dishonesty will be required to meet with the Vice Provost, and will be subject to dismissal from Anderson University.

V. CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974, any information related to an alleged violation of the University's Policy on Academic Honesty and

Dishonesty must be treated as strictly confidential by members of the faculty and administrative staff.

What can students do to protect themselves from being charged with academic dishonesty?

1. Use information technology sources as directed by professors.
2. Prepare thoroughly for examinations and assignments.
3. Take the initiative to prevent other students from copying your exam or assignments, (e.g. shield your answer sheet during examinations, do not lend to other students assignments to be turned in).
4. Check your faculty member's course syllabus for a section dealing with academic dishonesty for that course. There may be special requirements. If you cannot find a written section in the syllabus, ask the faculty member to outline expectations.
5. Do not look in the direction of other students' papers during examinations.
6. Utilize a recognized handbook, see AU Library website, for instruction on citing source materials in papers. Consult with individual faculty or academic departments when in doubt.
7. Discourage dishonesty among other students.
8. Refuse to assist students who cheat.

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 instructor materials (test banks associated with texts utilized in the course)
- To turn in assignments which are the result of another's work (fabrication)
- 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, 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: <https://www.andersonuniversity.edu/campus/complaint-procedure>

Students and other interested parties who have complaints regarding institutional policies and practices, or who wish to request deviation or release from the requirements of University programs or policies, must submit written statements summarizing their concerns to the following offices:

1. Enrollment Management and Marketing- matters pertaining to admissions, financial aid, and Registrar functions and policies.

2. Academic Affairs- matters related to academic programs and policies
3. Student Development- matters related to student development programs and policies including residence life.
4. Administration- matters relating to food service, bookstore operations, physical facilities, and grounds including buildings, programs and policies.
5. Financial Operations- matters relating to financial and business operations
6. Athletics- matters relating to athletic programs and policies.

This policy requires the above offices to maintain records of complaints and how they are processed. Each office named above will maintain a “log” in each area recording names of complaints, date of complaints, the nature of complaints, and a supporting file reflecting actions taken in response to complaints. Each office must provide a simple written procedure statement which states the steps in the complaint process to each complaint.

The SC Commission for Higher Education responds to formal complaints against public, independent non-profit and proprietary institutions of higher education in South Carolina.

For Complaint Information, Procedures, Form and Authorization contact the South Carolina Commission on Higher Education, [please click here](#).

Academic Affairs and Licensing

1122 Lady Street, Suite 300, Columbia, SC 29201

Telephone (803) 737-2260; Fax (803) 737-2297; Web site www.che.sc.gov

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) concern a single course, the student should make contact with the course instructor (appointment, email or phone), clinical instructor 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 Chair of Nursing. 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 Dean of the School of Nursing who has the authority to respond. However, first a student must initiate the course/clinical grievance with the specific course and/or clinical instructor and then proceed to the Graduate Chair of Nursing for resolution prior to filing a formal complaint in writing to the Dean. 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 Anderson University Academic Catalog <http://catalog.andersonuniversity.edu/index.php>. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. If the issue(s) cannot be resolved through the procedures described above in Course/Clinical Grievances, a formal complaint may be filed as described above in the section above titled Formal Complaint. In the current Anderson University Academic Catalog, the process is described and states that after addressing a formal complaint with the Dean of Nursing, then a written appeal is submitted to the Office of the Provost. A response will be returned to the student within five working days. The Office of the Provost renders a final response.

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) of the faculty. 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
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 5 working days in which to communicate the decision to the student.

Graduation and Licensure Information

Application for Graduation

Students nearing completion of their degree must complete an Application for Graduate Studies Graduation. Applications are accepted in the fall for spring graduation and in the spring for summer and fall graduation. Deadlines for application are set by the University Registrar and distributed to students. Failure to meet the stated deadline may result in a delay in time of graduation. Students must complete the Application for Graduate Studies Graduation and submit the form for review and signature from the Dean of the College of their program. The application and all supporting documents will then be reviewed by the University Registrar, and a degree audit will be performed. Official degree audits are sent to the student's Anderson University email account. All students applying for spring and fall graduation are expected to participate in the commencement ceremony at the end of the semester. Students applying for summer graduation are invited to participate in the December commencement. During ceremonial proceedings family, friends, significant others and children are expected to remain in the audience and are not permitted in the student section or to walk across the stage with the graduate. The Graduate Studies application fee is \$100 for those applying by the stated deadline. The fee for applications submitted after the stated deadline is \$125. Caps and gowns are ordered through the University Bookstore.

Licensure and National Certification

Just prior to graduation, MSN students will need to decide which national certification organization they wish to apply. For PMHNP, the only option is the American Nurses Credentialing Center (ANCC). <http://www.nursecredentialing.org/>

ANCC requires an APRN validation form the student initiates and provides to the program director of the school to fill in and sign in order to register for testing. <http://www.nursecredentialing.org/APRN-Validation-Form>. Once the student completes eligibility requirements to take the certification examination and successfully pass 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 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.

For FNPs can also choose ANCC or the American Academy of Nurse Practitioners certification. <https://www.aanpcert.org/ptistore/control/certs/program>. AANPCP applicants must create an **Online Profile** to apply for certification. Paper applications* are available on the AANPCP website for use by individuals who are unable to utilize the web-based application. <https://www.aanpcert.org/ptistore/control/certs/process>. Candidates will be notified when they are eligible to test and will receive an email from AANPCP notifying them of their eligibility status. AANPCP 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, 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 eligibility requirements to take the certification examination and successfully pass the exam, they are awarded the credential: Family Nurse Practitioner-Certified (FNP-C)

The South Carolina Labor Licensing and Regulation (LLR) has information regarding "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 meet all eligibility criteria noted on the LLR requirements page.

According to ANCC and AANPCP, after successful completion of MSN core curriculum classes and evidence of completion of 500 clinical hours, students can submit a transcript and Validation of Advanced Practice Nursing Education Form be eligible to sit for the board certification exam while they continue in the DNP curriculum. Students receive unofficial results of "pass/fail" after taking the exam. The official results are released when the degree is conferred. If the student fails the exam before graduation from the DNP program they cannot retake the exam until they graduate.

Honors and Awards

The School of Nursing honors their students with several awards.

Sigma Theta Tau (STTI) is an International Honor Society of Nursing serves to advance world health and celebrate nursing excellence in scholarship, leadership, and service. STTI membership is by invitation only, to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Each year students are invited to participate in an induction ceremony along with nurses from Clemson University as a part of the Sigma Theta Tau-Gamma Mu chapter. To qualify, graduate students (Master's and Doctoral students) enrolled in graduate programs at accredited institutions of higher education must have completed at least ¼ of the nursing curriculum and achieved academic excellence as evidence by a GPA of 3.5 or higher on a 4.0 grading scale.

The Deans Award. The Deans Award is voted on by all faculty of the School of Nursing. It is given to the student 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, Twitter). Items, photos, and comments shared on these sites are available to the public and any that are in direct violation with 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 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, Twitter, Snapchat, 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 that has current software, sufficient memory, and speed to function in testing situations and with Canvas. Laptops must have wireless connectivity and those older than 2 years are unacceptable. In addition, **it is the student's responsibility to contact tech support** whenever problems are encountered either with the technological products or access within the system.

Advising

Advising for graduate students is handled by a Journey Coach. The Journey Coach assists the student in the admission and registration process as well as guides the student each semester in course selection. Students are required to discuss their progress and classes they plan to take with the Journey Coach. During advisement, students are approved to take only courses only if they have had the specified prerequisites. Students will not add courses for which they are not approved. Failure to reregister 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 Self-Service. Failure to register by the Last Day to Register and Add Courses at the beginning of the next semester will result in automatic withdrawal from the nursing program.

Paper Writing

Students are required to format papers and cite sources according to the style guidelines of the APA (American Psychological Association) most current addition. Information can be found online at www.apastyle.org.

Simulation Learning Environment Policies

Students are required to attend all scheduled Intensives as per the provided schedule at the beginning of each term. Intensive experiences are 1-3 days. The student is expected to arrive on time for the Intensive experiences and stay for the duration of the Intensive. The Intensive is part of the clinical experience. 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 the clinical or residency settings under any circumstances as this is a safety concern and distraction. Likewise, during ceremonial proceedings family, friends, significant others and children are expected to remain in the audience.

Clinical Evaluations and Completion of Clinical Hours

The responsibility for obtaining a preceptor and a clinical site for clinical rotations is that of the student. Faculty may assist with establishing Clinical Rotation Agreements/Memorandums of Agreement (MOA) with clinical sites, but the student must find their own preceptors. In the event the student is unable to find a preceptor for their respective clinical rotation (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 Journey Coach and complete the necessary paperwork.

If the student has completed at least 50% of the clinical hours but does not feel they will be able to complete their clinical course requirements prior to the end of the semester, s/he request a grade of "I" or "Incomplete" grade and will complete and submit the appropriate paperwork before the last day of the

semester. Students must satisfactorily meet all objectives on their clinical evaluation by the time of the final evaluation. Unsuccessful clinical evaluations may require the faculty to further evaluate your clinical progress in the form of a remediation plan or extra clinical hours that semester. This will be considered on a case by case basis.

Students in the PMHNP post Master's Certificate program will be held to the same clinical guidelines as the other PMHNP students. Even though the PMHNP students have a valid FNP license, they are operating in a student role and are not allowed to write prescriptions or operating under their own APRN license.

Students requiring a clinical preceptor for their DNP Scholarly Project must secure their preceptor within the first four weeks of their initial Residency course. If a student is unable to secure a preceptor by that time, they may request an "IP" or "In Progress" grade. In the event the student secures a preceptor and has completed 50% or more of the coursework, but is unable to finish all of their hours or assignments in the Residency class, the student can submit appropriate paperwork for an "incomplete grade."

Clinical packets (FNP, PMHNP and DNP Scholarly Project) are provided in each clinical or residency class and explain expectations of the student and the clinical advisor. Evaluation tools to evaluate the student performance 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 as well as the option for phone conferences or on-site evaluations by clinical faculty. In rotations where the student is at a clinical site less than 100 hours they only need their preceptor to complete a final evaluation. Preceptors of students working on their DNP Scholarly Project will complete one evaluation of their progress at the end of each clinical rotation. Instructors will make a phone call or site visit each semester with the DNP Scholarly Project preceptor to ensure student is progressing and meeting expectations.

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

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

Entering Data

Students are required to practice documentation recording when in the clinical setting and to learn the basic concepts of documentation. Clinical preceptors are required to observe this data, critiquing it for accuracy, completeness, and legality issues.

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 Numbers, Medical Record Numbers, Patient Name, Date of Birth, Actual Age, Gender, Patient Initials, Room Numbers, and Provider Name.

Once a student has completed their data entry for a clinical date, the student will submit their entries into the Typhon documentation system. The clinical instructor (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 instructor is to confiscate and delete the record immediately. The student will be counseled and may include actions taken by the clinical site where the violation occurred.

Further violations may constitute a corrective action for the instructor involved in regards to 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.

Instructor Responsibilities

The instructor will review entries by the student in Typhon (FNP and PMHNP clinical notes) and Canvas and note the entries as approved or complete.

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 instructor, preceptor, and/or faculty member as quickly as possible after the occurrence happens. The clinical instructor, 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 Undergraduate Chair and Anderson University Health Services.
4. Meet any facility policy regarding occurrences.

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 illness for three days or more will be required to bring the “Fitness for Duty-Return to Classroom and Clinical Courses” medical clearance form signed by their physician when they return to school. (As changes to student health status occur (i.e., hospitalization, surgery, pregnancy, etc.), the student is required to inform the Nursing Program Chair so that changes may be made to the health record. Full healthcare provider clearance is required prior to the student returning to the clinical rotation for changes in health status.).

A student who appears ill for class or clinical may be asked by the instructor to leave and consult a physician or Student Health Services.

Program Requirements

All required documents must be turned in 60 days before the start of class. For most students this date is by the second week in June. For MSN to DNP students and PMHNP certificate students this is the first week of November. If documents are not turned in the student loses their admission status.

Nursing License

All student must obtain and continue to maintain an unencumbered South Carolina registered nursing license. Proof of licensure is required 60 days prior to starting classes.

Background Check

In compliance with the affiliation agreements between Anderson University, School of Nursing, and practice facilities/agencies, a criminal background check is now required for all nursing students participating in clinical education/ learning experiences. 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 adequate opportunity for the student to petition or review the convictions in order 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 Graduate Program Chair and the Dean of the School of Nursing by the designated agency/company selected to perform the criminal background check. The Chair and Dean will make the results available to the individual student if requested. The Chair or Dean will validate to the clinical facilities/agencies that the student has passed a criminal background check.

New students must complete the criminal background check in order to have the results received by the School of Nursing prior to the fall semester of the admission to the nursing program. As part of the

signed application to the nursing program, students will indicate their knowledge of this policy and their belief that they do not have any criminal history that would disqualify them from clinical practice and/or licensure. Failure to pass a criminal background check 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 Chair and Dean 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 Chair and Dean of the School of Nursing 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.

What does the background check consist 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 and HIPAA

The faculty and staff of Anderson University School of Nursing recognizes 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 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 health care agency to agency; student and faculty are responsible for reviewing them at the beginning of every clinical experience;
- Protect 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 taking 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.

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 immediately breaches or suspected breaches of security to appropriate agency authority;
- To realize that E-mail is not private or secure and therefore 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 Typhon.

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., 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 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 clinicals. Records of the training sessions are maintained in the Department of Nursing. 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 which interfere with the judgment and/or motor coordination of nursing students pose an unacceptable risk for clients, Anderson University, the faculty, and clinical agencies. In compliance with clinical agency requirements, Anderson University School of Nursing requires annual drug testing. Such testing will be completed before the first clinical course and annually thereafter for all students in clinical courses. 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 testing will result in that student's dismissal from Anderson University School of Nursing.

Procedure for Drug Testing

Prior to participation in clinical experiences, students will be required to follow the drug testing procedures established by Anderson University School of Nursing. Tests will be conducted by a qualified laboratory (LabCorp®) using established methods and procedures selected by the Department of Nursing through a selected outside vendor. The testing must be completed within 90 days prior to the start of the program. 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 test 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 test 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 may be ordered at the discretion of the graduate faculty.

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, 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 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:

- A student cannot provide a valid and current prescription that explains a positive drug screen
- A positive result for illegal substances or alcohol
- 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.

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 abuse 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 harm of self, visitors, other staff, or patient while under the influence of drugs.
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 School of Nursing Dean in order to review the situation and authorize the faculty member to make arrangements for testing. The faculty member is to make arrangements 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 nursing students must be American Heart Association CPR certified. New students must provide documentation of their certification during orientation. 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 nursing program. Absence in clinical experience as a result of lack of current CPR certification will be considered an unexcused absence from this course.

Professional Liability Insurance

Students enrolled in Anderson University School of Nursing will be covered by an umbrella policy maintained by Anderson University. Students are now required to have their own Professional Liability Insurance Policy. Details and sample organizations that provide this service will be included in admission packet for the graduate nursing program.

Health Insurance

Health Insurance is required for all Anderson University nursing students throughout the nursing program in order to participate in clinical courses. Students must furnish evidence of having insurance annually. Students are required to sign a statement indicating their understanding of maintaining the personal health insurance at all times 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

Prior to attending clinical experiences, students must provide documentation of current immunizations. See Health Screening form in the admissions packet and in the appendix section.

Tuberculosis screening –Student must either have documentation of yearly screenings or complete the initial two-step PPD series, i.e., two tests administered one to three weeks apart. If a student can show a PPD within one year of starting the first semester, they only need to complete the one step PPD and thereafter yearly screenings are required. If the student has a positive result, a chest x-ray no more than 3-months prior to first clinical experience is required. Students with prior positive PPD will need a clear chest x-ray within 90 days of the first semester with updates every 3-5 years depending on level of exposure or risk.

Verification of Masters Clinical Hours

For students entering with a Master's degree into 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 full number of Residency hours. AU requires 500 for the Advanced Practice Residency and 800 hours for the Executive Leadership Residency. Your professor in your first Residency course may ask for this as well.

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.
- 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 then notify the Graduate Chair who will then notify the Dean of Nursing. The student may receive a course failure.

The clinical faculty member in consultation with the course coordinator will 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 Chair(s) will meet with the Dean of Nursing to review all the written documentation and for providing recommendations with regard to the status of the student.

After a gravely unsafe incident a recommendation for dismissal from the nursing course and/or program is made, the Dean of Nursing 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 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 a 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, certain documents may be left in a secure physical location for accreditation purposes. The Journey Coach will keep documents related to admission such as transcripts and application materials. Typhon 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, 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. These records will be kept for four years after the student was initially enrolled. At this point the records will be shredded or deleted.

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 you wear your Anderson University white coat and name badge while in the clinical facility. Dress should be professional and adhere to the policies of the agency for which you are performing your clinical hours. In the PMHNP clinical settings, white coats may or not be appropriate. Please defer to your agency policy.

Jewelry: Only the following jewelry may be worn:

- a. Smooth wedding bands with no stones.
- b. One pair of small stud style earrings - silver, gold or white. Only one earring per ear should be worn and size should not exceed 8mm. No dangle or loop earrings with stones may be worn. No other visible piercings are permitted.
- c. Medic Alert necklace or bracelet.
- d. No oral jewelry allowed.
- e. Body Tattoos or other Facial Jewelry: All body tattoos and other facial jewelry must be concealed or covered.

Personal Hygiene: Personal cleanliness is 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 so that it will not interfere with nursing activities. Extreme hairstyles and/or colors are to be avoided. Devices used to restrain the hair are to be unobtrusive and of a 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. 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.

Makeup: Makeup may be worn. It should be adequate to look attractive, but not so much as to attract attention.

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 is not permitted while in student uniform/professional dress before or during any clinical/laboratory activity. Should the odor of tobacco be detected by the instructor 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 and admissions offices (Director and administrative assistant)
- Administrative offices (Dean, Undergraduate Chair, Graduate Chair, administrative assistant)
- Conference room seating up to 20 guests with kitchen facility
- Small conference room seating 6 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)
- Adjunct faculty and/or student workroom
- 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 Programs 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 for conference room space and a 300 square feet for a faculty work room. 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.

Overall 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 grand 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. Changes to Thrift Library are coming in fall 2017. A smaller library with resources is available at the UCG facility.

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. There are many different sources of financial aid available to qualified students. **DEADLINE FOR**



APPLICATION FOR FINANCIAL AID FOR ENROLLED STUDENTS IS JULY 15TH OF EACH YEAR. THE STUDENT IS RESPONSIBLE FOR OBTAINING ADEQUATE FUNDS. FUNDS MAY BE OBTAINED IN THE FORM OF A STAFFORD LOAN OR ALTERNATIVE LOAN. SEE OFFICE OF FINANCIAL AID FOR DETAILS.

Financial Aid may be available for Masters and Doctoral students, but federal financial aid is not available for post-graduate certificate programs.

Human Subjects Committee (IRB)

The Human Subjects Committee (HSC) at Anderson University (AU) 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 extant 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 participant. 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 meet the fourth Monday of each month from September to April. **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 a project starting with a proposal development, Institutional Review Board (IRB) submission, implementation, evaluation, and dissemination of the findings from an evidence-based practice project.

Students will be given the opportunity to partner with experts in the field called clinical advisors which will guide and supervise their projects. In addition, a faculty member will review their work and assist with completion of the project. The expectations of a clinical advisor, faculty advisor, and the student will be included in the **Clinical Advisor Packet for DNP Scholarly Project**, see your instructor or Canvas shell for this packet.

Examples to prior scholarly projects from Nurse Practitioner Programs are noted below as a guide.



DNP Scholarly Projects/Capstone Projects Sample Titles

These project titles were shared by the universities as listed as examples of projects completed by DNP students. The abstracts are not included. DNP graduates and/or their faculty advisers' names are not listed.

We welcome additional project titles. Please contact Candi Hoffman in the NONPF office at 202-289-8044 or via email at choffman@nonpf.org

UAB School of Nursing Doctor of Nursing Practice Program

- Development of a Multidisciplinary Emergency Medicine Triage System
- Smoking Cessation Program for Patients with Coronary Artery Disease
- Safe Foot Care in African American Type 2 Diabetes
- Artificial Hydration at End of Life: Evidence Based Guidelines for Approaching Decision-Making Conversations
- Promoting Nutritional Awareness and Improving Dietary Habits: A Community Based Approach
- A Multi-factorial Tailored Intervention to Improve Adherence in Uninsured and Underserved African Americans with Hypertension
- Evidence Based Practice Update for Nurse Practitioners in Urgent Care
- Standardized Procedure for Assessment and Documentation of Pain in LTC
- Gerontological Nursing Education for Implementation of an Acute Care of Elders (ACE) Model
- Education Incarcerated African American Males on Sexually Transmitted Diseases
- The Effect of an Evidence-Based Support Intervention to Facilitate Treatment Preference Decision Making by Surrogates of Persons with Incapacitating Dementia
- An Interdisciplinary Project Using a Solution-Focused Approach to Update Healthcare Provider's Knowledge of Diabetes in the Delivery of Consistent, Accurate, and Adequate Diabetes Education

- Can and Educational Intervention Lower Blood Sugar Levels in Latinos at Risk for Developing Diabetes Mellitus
- Strategies to Improve Patient Flow in an Urgent Care Facility
- Empowering Community Health: A Faith-Based Approach
- An Investigation of Perceived Barriers to Pain Management Among Nursing Staff Working in a Midwestern Long-Term Care Facility

University of Kentucky School of Nursing Doctor of Nursing Practice Program

- Evaluation of nurse acceptance and medication errors during implementation of computerized prescriber order entry system at a university hospital
- A Medication Safety Education Program to Reduce the Risk of Harm Caused by Medication Errors
- Teenage Pregnancy: An Impact Evaluation of the Healthy Choices Abstinence Program
- Title of Project: Integrated Model of Dementia Care in a Nursing Home
- An Evaluation of a School Based Asthma Protocol
- A Heart Failure Self Management
- Tele=Visitation: A Strategy to Reduce Distress Among Isolated Blood and Marrow Transplant Patients Post-transplantation
- An Evidence-Based Toolkit to Prevent Meningococcal Meningitis in College Students
- Implementation and Evaluation of an Evidence-Based Oral Care Guideline in a Mechanically Ventilated Patient Population
- Self-Reported Pain Diary For Assessment Of Chronic Pain In The Communicative, Cognitively Intact Nursing Home Resident
- Transition to Community Pilot Study
- Implementation of Group Visits into a Family Medicine Clinic and Residency Training Program
- An Evidence Based Ovarian Cancer Education Toolkit: A Pilot Study
- The Effectiveness of a Palliative Care Program for Individuals with
- Chronic Pain in Society: A Unique Approach for Primary Care Advanced Disease: A Pilot Study
- Consequences, Prevention and Treatment of Childhood Overweight and Obesity
- S.O.S. Project (Supporting Other Sisters)
- Mothers Offering Mothers Support (MOMS): A Pilot Study Intervention to Increase Social Support and Decrease Depression in Postpartum Women
- Prevalence of Symptoms in Multiple Sclerosis Patients
- Obesity Prevention in Young Children

University of Maryland School of Nursing Doctor of Nursing Practice Program

- Measures of Pain and Acceptance of Ductal Lavage in Women from Families at High Genetic Risk of Breast Cancer
- The Use of Documentation Prompts as an Intervention Strategy for Primary Care Providers Managing Children in Out of Home Placement
- Predictors of the First-year Nursing Student at Risk of Early Departure
- The Predictive Value of Second Trimester Blood Pressures on the Development of Preeclampsia

- Use of the Electronic Health Record in the Measurement of Nurse Practitioner Performance
- Nursing Informatics Certification and Competencies: A Report on the Current State and Recommendations for the Future
- Blunt Cerebrovascular Injuries at the R. Adams Cowley Shock Trauma Center and the University of Maryland Medical Center: A Systems Analysis at a Tertiary Care Center
- Perceptions of Body Image, Body Satisfaction, and Knowledge of Obesity-Related Health Risks among African American College Students

Duke University School of Nursing Doctor of Nursing Practice Program

- Providing Oncology Patients with Online Access to Lab Results at Memorial Sloan Kettering Cancer Center
- Implementation of Daily Goal Sheets in the Cardiothoracic ICU
- W.A.T.C.H. Mobile Health Clinic (a performance improvement project based on the Diffusion of Innovation Model focusing on colorectal cancer screening)
- Improving adolescent diabetes management through a school-based diabetes care initiative
- Divine Design: Development of a Web-Based Health Information Database and Call Center
- The Impact of the ACES (Asthma Control and Elimination of Symptoms) Program on Children with Asthma
- Adapting a Duke University Model of Advanced Practice Nurses in Germany: A Pilot Program
- Translation of Autism Screening Research into Practice

Curriculum Plans

Available on the website under each designated track.

Course Descriptions

MSN/DNP Essential NONPF NTF AU Student and Program outcomes QSEN (graduate)	Course Name	Course Description	Student Learning Outcomes: At the completion of the course the learner/student will be able to:
N/A NONPF Ethics/Core AU MSN S&PO 1 AU DNP S&PO 1	NUR 503 Faith & Learning Seminar III (last time to offer will be summer 2019)	Semester credit hours (1). This course is the third in a series of Faith and Learning seminars that advances of the principles of faith and learning through the consideration of applicational processes that extends one's spiritual leadership beyond oneself and into one's area of Christian service. The primary application process addressed will include the area of emotional intelligence and team building processes.	<ol style="list-style-type: none"> 1. Describe principles and practices of organizational leadership within the context of a Christian worldview. 2. Explain the components of emotional intelligence. 3. Apply the principles of emotional intelligence in providing relational leadership strategies within one's nursing professional role.
N/A NONPF Ethics/Core AU MSN S&PO 1 AU DNP S&PO 1	NUR 504 Faith & Learning Seminar IV (last time to offer will be fall 2019)	Semester credit hours (1). This course is the fourth in a series of Faith and Learning seminary that serves as a culmination of the prior seminars in expressing an in-depth understanding and application of a Christian worldview through an internal reflective process of spiritual leadership and emotional intelligence principles while outwardly establishing a plan to effectively lead one's organization.	<ol style="list-style-type: none"> 1. Express how faith and learning serve to form a Christian worldview. 2. Articulate how the principles of spiritual leadership and emotional intelligence serve to support a Christian worldview. 3. Establish a comprehensive personal and organizational leadership model based on principles of faith and leaning that are reflected in a Christian worldview.
(for MSN-DNP, PMHNP track) MSN/DNP Essn: N/A	NUR 505 Faith and Learning Overview	Semester Credit hour (1). This course is a discussion-driven seminar. The student actively engages in reflection based on assigned readings related to the topics of Servant	<ol style="list-style-type: none"> 1. Demonstrate the art and science of professional caring through incorporating the principles of Servant Leadership into practice. 2. Apply to nursing practice an ethical framework that incorporates the Christian

NONPF Ethics/Core AU MSN S&PO 1		Leadership and the formation of a Christian Worldview.	Worldview, moral concepts, and professional ethics.
MSN/DNP Essn: MSNI I AU MSN PO 3 SO 3	BUS 501 Management Thought and Application	Semester credit hours (3). This course assists students in developing essential management skills for a global business world. The course focuses on a study of management strategies and techniques and their application in the development of an ethical approach to improve managerial effectiveness. The students' critical thinking and analytical skills will be honed. Cases and business simulations will be used to develop a knowledge base for use in the remaining courses of the program.	<ol style="list-style-type: none"> 1. Development of advanced business knowledge: <ol style="list-style-type: none"> a. Review the history of management thought and management principles. b. Demonstrate comprehension of integrated management concepts. c. Conduct a self-analysis of managerial skills and develop a plan on how to improve one's ability to be an effective manager. 2. Application of advanced business knowledge: <ol style="list-style-type: none"> a. Exhibit an ability to apply management concepts. b. Understand a manager's roles and how to implement them. c. Enhance decision-making skills. d. Demonstrate the capability to analyze and develop solutions to managerial issues. 3. Integration of ethical principles: <ol style="list-style-type: none"> a. Understand how to create and maintain an ethical culture. b. Demonstrate an ability to think and act ethically in managerial settings.
MSN/DNP Essn: N/A AU MSN PO 3 SO 3 AONE Business Skills	BUS 525 Managerial Accounting	Semester credit hours (3). This course will examine the use of accounting information for planning, control and decision-making along with how all information of the organization is used. The student's analytical ability is developed through problems and cases that stress preparation, usefulness, and limitations of financial data while keeping an ethical focus on the potential use or misuse of the outcomes.	<ol style="list-style-type: none"> 1. Development of business decision making related to accounting. <ol style="list-style-type: none"> a. Review the basics of management accounting concepts and applications. b. Demonstrate comprehension of management accounting concepts. c. Demonstrate managerial skills using management accounting applications in situations common to most organizations.

			<ol style="list-style-type: none"> 2. Application of accounting to business knowledge. <ol style="list-style-type: none"> a. Exhibit an ability to apply management accounting concepts. b. Understand how a manager should implement the concepts. c. Enhance decision-making skills. d. Demonstrate the capability to analyze and develop solutions to managerial issues which have managerial accounting elements. 3. Integration of ethical principles. <ol style="list-style-type: none"> a. Understand how to create and maintain an ethical culture. b. Demonstrate an ability to think and act ethically in managerial settings.
<p>MSN/DNP Essn: MSN VI</p> <p>AU MSN PO 3 SO 3</p>	BUS 571 Healthcare Policy and Structure	<p>Semester credit hours (3). This course provides a critical review of the healthcare system in the United States with a study of healthcare policy development and implementation. Examines healthcare policy from local, state, national, stakeholder and organizational perspectives. Explores historical, sociocultural, political and economic factors and implications for consumers, healthcare professionals, and healthcare organizations.</p>	<ol style="list-style-type: none"> 1. Apply understanding of historical, current, and emerging issues in healthcare policy and delivery to administrative decision-making and policy advocacy. 2. Identify contemporary health policy issues in various sectors of the US health system. 3. Analyze and develop recommendations for health policy issues using a collaborative policy analysis process that gathers and incorporates quantitative and qualitative evidence and input multiple stakeholders. 4. Consider diverse perspectives and develop communication skills for clear, credible and productive written and verbal presentation, discussion, and debate of ideas.
<p>MSN/DNP Essn: MSN III</p> <p>NONPF Quality Competency</p> <p>Core Competency</p>	BUS 573 Improving Healthcare Quality, Safety & Outcomes	<p>Semester credit hours (3). This course focuses on the evaluation, improvement, and management of business, clinical and satisfaction outcomes in healthcare organizations. Examines clinical and business process applications relating to quality</p>	<ol style="list-style-type: none"> 1. Design and specify indicators for monitoring, assessing and improving healthcare quality, safety, and satisfaction. 2. Complete a quality improvement patient safety project using a defined improvement methodology.

AU MSN PO 2 SO 4 Graduate QSEN Competency- QI, S		and performance improvement, informatics, evidence-based management, patient safety, program evaluation, public reporting, value based purchasing, and accountable care.	3. Evaluate organizational culture as a component of healthcare quality and safety.
NONPF Ethics/Core AU MSN PO 2 SO 4 AONE Business Skills	BUS 572 Healthcare Finance and Economics	Semester credit hours (3). This course examines the demand for and supply of healthcare services through the lens of healthcare finance and economics. Applies principles of healthcare providers and health insurers make decisions. Topics may include health insurance, payment methods, managed care, revenue cycle management, budgeting, cost-benefit analysis, and cost-effectiveness analysis for various sectors of the healthcare industry.	<ol style="list-style-type: none"> 1. Critically evaluate the applications and limitations of economic theory to describe and interpret healthcare markets. 2. Compare and contrast the distinguishing features and characteristics of public and private health insurance markets in the US. 3. Evaluate the financial, operational and behavioral implications of historical, current and emerging payment methods used to reimburse health service providers. 4. Use financial information and budgets for monitoring, control and evaluation of practical problems in healthcare organizations.
MSN/DNP Essn: N/A AU MSN PO 1 SO 2 AONE Communication Leadership	CRJ 620 Principles of Emergency Preparedness and Disaster Management	Semester credit hours (3). This course informs and educates the student in the basic tenets of emergency management: mitigation, planning, preparedness and response. The student is provided an opportunity to critically evaluate national policies as they relate to emergency management within the healthcare setting.	<ol style="list-style-type: none"> 1. Describe how mitigation and risk assessment contribute to emergency management programs and plans. 2. Describe the elements of mitigation plans: <ol style="list-style-type: none"> a. Documentation of the planning process b. Risk Assessment Mitigation c. Strategy Coordination of Mitigation Planning d. Plan Maintenance Process 3. Explain the mitigation plan development and implementation process. 4. Describe the Federal Emergency Management Agency (FEMA) mitigation plan review process and criteria. 5. Analyze local and state mitigation plans to determine the adequacy of the plans and recommend improvements.

			6. Describe the basic tenets of emergency management: <ol style="list-style-type: none"> Mitigation Planning Preparedness Response
MSN/DNP Essn: N/A AU MSN PO 2 SO 4 AONE Knowledge Leadership	CRJ 625 Public Health in Disaster Management	Semester credit hours (3). This course examines incident preparedness and response from a variety of public health dimensions, including: acute and chronic healthcare delivery, impacts on vulnerable populations, delivery of basic human services, epidemiologic response, and effective collaborations in public health preparedness planning. Students learn how to prepare for and address disruptions of public health systems arising from disasters.	<ol style="list-style-type: none"> Develop an in-depth understanding of why public health professionals must be an integral part of the complete range of disaster activities. Develop an understanding of the principles of medical care and the public health needs of displaced persons, and the complex emergency “relief” phases and their components. Be able to identify appropriate measures for environmental hazards and human impact. Be able to identify pre, intra, and post-disaster epidemiologic activities. Be able to identify, behavioral and emotional reactions of severe stress from disaster, and understand how to triage behavioral casualties for referral to the behavioral specialists.
MSN/DNP Essn: MSN IX AU MSN PO 3 SO 5 A AONE Leadership	NUR 530 Executive Leadership I <i>(100 clinical hours – 0,1)</i>	Semester credit hours (1). This course emphasizes the application of the concepts, principles, and practices of an executive leader with a focus on case management. The student demonstrates the competencies essential to an executive leader.	<ol style="list-style-type: none"> Demonstrate competence in Executive Leadership that promotes positive health care outcomes for individuals, populations, or systems. Apply the concepts of communication and professionalism to the role of the Executive Leader. Assess the patient care delivery model of the healthcare system. Examine case management process throughout the healthcare system. Correlate the process of case management with positive outcomes and quality improvement.
MSN/DNP Essn: MSN IX	NUR 532 Executive Leadership II <i>(100 clinical hours – 0,1)</i>	Semester credit hours (1). This course emphasizes the application of the concepts, principles, and practices of an executive leader with a focus	<ol style="list-style-type: none"> Demonstrate competence in Executive Leadership that promotes positive health care outcomes for individuals, populations, or systems.

AU MSN PO 3 SO 5 AONE Leadership		on risk management. The student demonstrates the competencies essential to an executive leader.	<ol style="list-style-type: none"> 2. Assess the knowledge of patient safety, quality improvement, and risk management. 3. Evaluate how the legal system applies to nursing practice. 4. Analyze the impact of healthcare legislation on the quality and cost of patient care. 5. Correlate the process of risk management with positive outcomes and quality improvement.
MSN/DNP Essn: MSN IX AU MSN PO 3 SO 5 AONE Leadership communication	NUR 632 Executive Leadership Practicum <i>(200 clinical hours – 0,2)</i>	Semester credit hours (2). This course emphasizes the application of the concepts, principles, and practices of an executive leader with a focus on the nurse executive role within the healthcare organization. The student demonstrates the competencies essential to an executive leader with a nurse executive mentor.	<ol style="list-style-type: none"> 1. Demonstrate competence in Executive Leadership that promotes positive health care outcomes for individuals, populations, or systems. 2. Apply all of the skills of communication and relationship-building to the executive setting. 3. Assess the working knowledge of the healthcare environment. 4. Analyze leadership, professionalism and business skills of the executive leader and apply them to the healthcare setting in collaboration with a nurse executive mentor.
MSN/DNP Essn: MSN IV BSN III NONPF Scientific Foundation Competencies Core Competency AU MSN PO 2 SO 2&4 Graduate QSEN Competency-EBP	NUR 507 Integration of Scholarship into Practice <i>*Notes – Understanding research and implementing*</i>	Semester credit hours (3). The course provides an overview of various research methods and the application to evidence-based practice. The student learns to examine policies in the work place and seek evidence to translate current policies and identify gaps in the literature.	<ol style="list-style-type: none"> 1. Integrate theory, evidence, clinical judgement, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates. 2. Advocate for the ethical conduct of research and translational scholarship (with particular attention to the protection of the patient as a research participant). 3. Articulate to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem confronted. 4. Apply practice guidelines to improve practice and the care environment. 5. Perform rigorous critique of evidence derived from databases

			to generate meaningful evidence for nursing practice.
<p>MSN/DNP Essn: MSN V BSN III, IV</p> <p>NONPF Technology and Information Literacy Competencies</p> <p>Core Competency</p> <p>AU MSN SO 4</p> <p>Graduate QSEN Competency-I</p>	NUR 508 Informatics in Healthcare Delivery	<p>Semester credit hours (3). This course introduces various patient care technologies to enhance healthcare delivery. The student learns to integrate technology into practice, facilitate the use of data management to improve outcomes of care, and implement evidence-based information into health education for diverse populations.</p>	<ol style="list-style-type: none"> 1. Utilize patient-care technology in delivering care to patients. 2. Apply patient-care technologies when coordinating care with other healthcare providers. 3. Explore data management systems to analyze and improve outcomes of care. 4. Facilitate the use of electronic health records functions available to improve patient care.
<p>MSN/DNP Essn: MSN II BSN II</p> <p>NONPF Core Competency: Health Delivery System Competencies</p> <p>AU MSN PO: 3 & SO 3</p> <p>Graduate QSEN Competency- S</p> <p>AONE Knowledge of the Healthcare Environment</p>	NUR 601 Organizational & Systems Leadership	<p>Semester credit hours (3). This course focuses on leadership and management of healthcare organizations with an emphasis on organizational structure, process and outcomes. This course further enriches the students' knowledge on the practical methods for managing others within a variety of healthcare situations.</p>	<ol style="list-style-type: none"> 1. Apply leadership and decision making skills to the healthcare setting to be able to improve outcomes for patients through the collaboration of the healthcare team. 2. Demonstrate effective leadership skills by implementing patient safety and quality improvement initiatives. 3. Develop an understanding of how the healthcare delivery system is organized and financed. 4. Apply business and economic principles to the healthcare delivery system to include budgeting, cost/benefit analysis, marketing, and human resource management.
<p>MSN Essn: VII and VIII BSN VI</p> <p>NONPF Core Leadership Competencies NONPF population focused FNP and PMHNP Leadership</p>	NUR 602 Interprofessional Collaboration in Health Promotion	<p>Semester credit hours (3). This course develops knowledge, skills, and attitudes needed to actively function within an interprofessional team. The roles and responsibilities of team members and teamwork skills including oral and written communication skills are addressed. Students employ collaborative teamwork strategies through engaging in</p>	<ol style="list-style-type: none"> 1. Demonstrates the understanding of the foundations of the Masters prepared nurse. 2. Demonstrates ways to advocate for the role of the professional nurse as a member and leader of interprofessional healthcare teams. 3. Integrates clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education,

AU MSN PO 2 SO 5 Graduate QSEN Competency- T AONE Leadership		design, coordination, and evaluation of patient-centered care for diverse populations.	communication strategies, and interventions. 4. Evaluates the effectiveness of clinical prevention interventions that affect individual and population-based health outcomes using health information technology and data sources.
DNP Essn: VI MSN VII, VIII AU DNP PO 2 SO 4 QSEN QI, T	NUR 707 Interprofessional Collaboration for Improving Health Outcomes	Semester credit hours (3) This course expands upon the role of the DNP as someone with advanced preparation in the interprofessional dimensions of healthcare enabling them to facilitate collaborative team functioning. Students will work in teams to analyze complex practice and organizational issues while learning to assume leadership of the team when appropriate.	1. Demonstrate an understanding of the foundations of the DNP role. 2. Analyze the historical, socio-cultural, political, and professional factors affecting the development of the DNP role. 3. Analyze models of interprofessional collaboration utilized for analysis of individual, unit based and organizational communication that promotes quality and culturally competent care. 4. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.
MSN/DNP Essn: MSN I AU MSN PO 1 SO 2	NUR 520 Pathophysiology and Physical Assessment for Nurse Educators	Semester credit hours (3). This course builds upon previous nursing knowledge to synthesize evidence-based practice to determine appropriate interventions for a diverse population. Learners apply principles of evidence-based practice in education when designing and delivering content using active learning strategies and appropriate assessment techniques. Students develop curriculum related to pathophysiology and physical assessment content for the practicing nurse or undergraduate nursing student.	1. Identify a specific learning need of members of a diverse population. 2. Design a teaching plan based on specific learning needs, using evidence-based best practice models. 3. Provide information about available community resources that can help with specific needs. 4. Identify an appropriate plan for follow-up interaction to assess effectiveness of education. 5. Utilize active learning strategies to deliver content.

MSN/DNP Essn: N/A AU MSN PO 1 SO 2	NUR 521 Foundations in Nursing Education	Semester credit hours (2). This course introduces the learner to key principles vital to nursing education. Discussions include the significance of standardized testing, BSN Essentials, QSEN competencies, and the NCLEX exam. The course provides a philosophical and historical understanding of higher education	<ol style="list-style-type: none"> 1. Explore the significance of the NCLEX including development, adaption and revision. 2. Understand and apply BSN Essentials to curriculum and current educational practice. 3. Develop an understanding of the process of designing, writing and the significance of standardized testing. 4. Utilize QSEN to develop curriculum and course outcomes. 5. Compare accrediting bodies in education and understand the significance of program accreditation.
MSN/DNP Essn: MSN I AU MSN PO 1 SO 2	NUR 524 Pharmacology for Nurse Educators	Semester credit hours (2). This course focuses on evaluation of quality processes and improvement science related to pharmacotherapy. Students develop curriculum related to pharmacology content for practicing nurses or undergraduate nursing students. Students apply principles of evidence-based practice in education when designing and delivering content.	<ol style="list-style-type: none"> 1. Identify a teaching need related to a specific medication or medication delivery system. 2. Design a teaching plan using educational techniques that foster student engagement. 3. Develop goals and objectives related to specific pharmacological content for either practicing nursing or undergraduate students. 4. Write exam questions or design an evaluation tool that would be appropriate for either practicing nurses or nursing students. 5. Evaluate the effectiveness of the educational delivery process and method of evaluation.
MSN/DNP Essn: MSN VI BSN V NONPF Policy and Health Delivery System Core Competency AU MSN SO 3 MSN PO 3 QSEN S	NUR 506 Health Policy and Advocacy	Semester credit hours (3). This course examines the effects of legal and regulatory processes and health policy on nursing practice, healthcare delivery, economics, health systems, policy makers, stakeholders, and global health outcomes.	<ol style="list-style-type: none"> 1. Identify how health policy influences the structure of healthcare, practice, and health outcomes. 2. Participate in the development and/or implementation of institutional, local, state, and/or federal policy. 3. Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery and outcomes. 4. Advocate for policies that improve the health of the public and the profession of nursing.
MSN/DNP Essn: N/A	EDU 521 Assessment Data to Inform Instruction	Semester credit hours (3). This course is a study of how to use assessment results to	<ol style="list-style-type: none"> 1. Identify various methods used for student assignment and the significance of each.

AU MSN SO 4		improve student learning. The course will consider test validity and reliability so that test results can be interpreted to indicate learners' proximity to learning targets. Topics include test planning and formatting, strategies for learner's involvement in the testing process, communication with caregivers, portfolios, and scoring instruments. Electronic methods for delivering assessments will be explored.	<ol style="list-style-type: none"> 2. Understand and apply the results of item analysis to an assessment as well as individual test items. 3. Develop a test plan and construct appropriate items. 4. Identify effective electronic methods for delivering assessments electronically. 5. Explore options for on-line portfolios for student evaluation. 6. Identify potential accommodations that may be made for students with identified disabilities. 7. Apply principles of federal laws to sharing of student information.
MSN/DNP Essn: MSN IX AU MSN PO 1	NUR 523 Nurse Educator I (100 clinical hours – 0,1)	Semester credit hours (1). This practicum experience engages the learner in either the higher education or healthcare setting to provide classroom instruction. The learner plans and implements active learning strategies in the classroom to deliver specific content to the students. Current technology is included based upon best practices in education.	<ol style="list-style-type: none"> 1. Design a teaching plan for a specific patient population using current technology as a means of delivery. 2. Utilize knowledge from current practice to design, implement and evaluate an educational plan for members of the health care team using evidence-based practice. 3. Formulate a personal philosophy of nursing and education based on a Christian Worldview framework. 4. Identify personal leadership skills that will help effectively teach, coach and mentor students.
MSN/DNP Essn: MSN IX AU MSN PO 1	NUR 623 Nurse Educator II (200 clinical hours – 0,2)	Semester credit hours (2). This practicum experience engages the learner to provide instruction in a classroom setting using current best practices providing active learning experiences. The learner creates an assessment to evaluate learning experiences and analyzes the results based on validity and reliability.	<ol style="list-style-type: none"> 1. Write goals and objectives for delivery of specific content. 2. Implement a teaching plan for classroom instruction using a backward design framework. 3. Utilize principles of student engagement when providing classroom instruction. 4. Create a test plan based on curriculum for student evaluation. 5. Analyze exam results based upon applied interpretation of statistical information.

MSN/DNP Essn: MSN IX	NUR 624 Nurse Educator Practicum (200 Clinical hours – 0,2)	Semester credit hours (2). This practicum experience engages the learner in a higher education setting to lead a course with a mentor. The learner develops a semester calendar plans, implements and evaluates teaching strategies, assists in the development and delivery of assessments as well as evaluation of results.	<ol style="list-style-type: none"> 1. Design and lead a course using information gained from previous course. 2. Develop student documents appropriate for the course including syllabus, calendar, and evaluation tools. 3. Implement student centered learning activities such as Team Based Learning in the classroom setting. 4. Construct an assessment for the students after creating a test plan. 5. Evaluate the effectiveness of the instruction and evaluation methods used.
MSN/DNP Essn: N/A AU MSN PO 2 SO 2	NUR 522 Curriculum Design, Teaching and Technology for Education	Semester credit hours (3). This course examines the design and implementation of appropriate and effective teaching strategies using best practices in education. Students are given opportunities to develop curriculum and evaluate various teaching models.	<ol style="list-style-type: none"> 1. Analyze various methods for instruction that engage the student. 2. Apply best practices in education to develop curriculum for on-line learning. 3. Design a teaching plan for classroom instruction using a backward design framework. 4. Integrate current technology applications in both traditional and on-line learning environments.
MSN/DNP Essn: MSN IX NONPF Independent Practice Competencies Population focused- FNP AU MSN PO 1 SO 2 QSEN S	NUR 540 APRN Procedures in Primary Care (0,1)	Semester credit hours (1). This course provides a hands-on opportunity to learn skills needed to perform frequently encountered primary care procedures. Students have the opportunity to practice each of the skills in a simulation environment.	<ol style="list-style-type: none"> 1. Discuss indications, contraindications and technique of procedures commonly performed by primary care providers. 2. Learn pre-procedure evaluation and post-procedure management. 3. Become proficient in performing multiple common procedures encountered in the primary care setting. 4. Discuss prevention and management of complications of procedures.
MSN/DNP Essn: MSN I BSN IX	NUR 591 Advanced Pathophysiology	Semester credit hours (3). This course presents an orientation to disease as disordered physiology; analyzing the mechanism(s) of production of the signs and	<ol style="list-style-type: none"> 1. Identify regulatory and compensatory mechanisms as they relate to commonly occurring diseases. 2. Integrate pathophysiologic concepts of disease in

<p>NONPF Scientific Foundation Competencies And NONPF Independent Practice Competencies</p> <p>Core Competency AU MSN PO 1 SO 2</p> <p>QSEN Pt C</p>		<p>symptoms of different disease syndromes. Students learn the mechanism(s) underlying complex disease processes and clinical manifestations.</p>	<p>assessment of patients across the life span.</p> <ol style="list-style-type: none"> 3. Apply pathophysiologic concepts of disease to the management of commonly occurring conditions across the life span.
<p>MSN/DNP Essn: MSN I BSN IX</p> <p>NONPF Independent Practice Competencies</p> <p>NONPF Population focused for FNP and PMHNP Independent Practice</p> <p>AU MSN PO 1 SO 2</p> <p>QSEN: PC EBP</p>	<p>NUR 592 Advanced Physical Assessment (<i>Diagnostics</i>)</p>	<p>Semester credit hours (3). This course prepares the student with advanced clinical assessment and reasoning skills through the lifespan with emphasis on differentiating normal from abnormal findings in the domains of physical, psychosocial, behavioral, and genetic assessments. The students practice performing comprehensive assessments and age-appropriate developmental screenings. Additionally anticipatory guidance for well visits and health teaching for common illnesses and disease prevention is addressed.</p>	<ol style="list-style-type: none"> 1. Interview a patient and obtain a complete health history as well as an integrated focused history, including a review of systems for a chief complaint. 2. Perform an integrated focused multi-system physical exam in an organized manner. 3. Demonstrate cultural compassion and professional demeanor during the interview and the physical exam. 4. Assess patients in all stages of development during wellness or illness.
<p>MSN/DNP Essn: MSN I BSN IX</p> <p>NONPF Scientific Foundation Competencies And NONPF Independent Practice Competencies</p> <p>Core Competency</p>	<p>NUR 593 Advanced Pharmacology</p>	<p>Semester credit hours (3). This course focuses on the knowledge and application of advanced pharmacotherapeutic principles organized in a system-based approach, to prepare students to design individualized pharmacotherapeutic plans for disease prevention and commonly encountered illnesses. Risk stratification, monitoring for clinical effectiveness, drug interactions, medications side effects, and</p>	<ol style="list-style-type: none"> 1. Explain the basic principles of pharmacology and pharmacotherapeutics. 2. Describe the most commonly prescribed agents in the major drug classes. 3. Explain the mechanism of action of the major drug classes. 4. Analyze the adverse effect and drug interaction profiles of the major drug classes and individual drugs within these classes. 5. Make appropriate therapeutic treatment decisions for individual

AU MSN PO 1 SO 2 QSEN PC, EBP		appropriate patient education is integrated.	patients utilizing drugs from the major drug classes. 6. Apply the laws governing the prescribing of drugs when writing prescriptions.
MSN Essn: IX BSN VII NONPF Independent Practice NONPF Population Focused FNP AU MSN PO 1 SO 2, 3 &4 Graduate QSEN Competency- PC, EBP, Team	NUR 541 Primary Care Across the Lifespan	Semester credit hours (3). This course develops and enhances the student's knowledge and skill in the diagnosis and management of episodic health problems and chronic diseases in families. Management includes incorporating theory and research related to evidence-based practice in identifying, monitoring, and treating health problems and maintaining and promoting health across the lifespan. Interdisciplinary collaboration, including development of practice guidelines, documentation, and the process of referral are discussed.	<ol style="list-style-type: none"> 1. Assess the developmental status and functional capacity adults and older adults. 2. Formulate differential diagnoses to promote health, prevent disease, and manage acute/chronic illness in adults and older adults applying knowledge from related disciplines and nursing. 3. Develop advanced practice plans of care to manage the delivery of health care to adults and older adults in diverse settings. 4. Evaluate the health status of adults and older adults. 5. Utilize relevant research findings in the clinical management of adults and older adult's health. 6. Analyze existing protocols using established standards of care for intervention in health promotion and acute and chronic health alterations in adults and older adults. 7. Integrate legal, ethical, socioeconomic, psychosocial, and cultural factors in delivery of health care to adults and older adults. 8. Relate the role and scope of practice of the family nurse practitioner to health care situations of adults and older adults. 9. Evaluate adequacy of health policies, health resources, community resources, support networks and advocacy structures for the older adult.
MSN/DNP Essn: MSN IX NONPF Core and Population	NUR 543 FNP I (200 clinical hours – 02)	Semester credit hours (2). This course introduces the student to problem-solving and clinical decision-making processes used by advanced practice nurses. Evaluation and	<ol style="list-style-type: none"> 1. Demonstrate appropriate and effective oral and written communication with older adults and older clients, their families, and other health professionals.

<p>Focused Competencies</p> <p>Independent Practice</p> <p>AU MSN PO 2 & SO 5</p> <p>Graduate QSEN Competency- PC, EBP</p>		<p>management of the most common episodic health problems and chronic disease states of adults and children seen in primary care settings is emphasized. Evidence-based pharmacologic and non-pharmacologic interventions are examined. Students analyze and explore health disparities, disease prevention and management, and health promotion for all ages.</p>	<ol style="list-style-type: none"> 2. Perform comprehensive and developmentally appropriate health assessments on adults and older adults. 3. Develop management plans for health promotion, disease prevention, and acute and chronic illnesses in adults and older adults. 4. Manage the health of adults and older adults, and their families incorporating ethical, legal, cultural, economic, political and psychosocial principles. 5. Evaluate the effectiveness of interventions and management strategies in improving the health status of adults and older adults. 6. Collaborate with other health professionals to provide comprehensive health services for adults and older adults. 7. Teach individuals, families, and groups skills and behaviors to promote health, prevent disease, and manage acute and chronic illnesses in adults and older adults. 8. Implement current research related to diagnostic and treatment protocols to improve the delivery of health care to adults and older adults.
<p>MSN/DNP Essn: MSN IX</p> <p>NONPF Core Practice Inquiry Competency</p> <p>Population Focused FNP IP</p> <p>AU MSN PO 2 SO 2,3 &4</p> <p>Graduate QSEN Competency- PC, EBP</p>	<p>NUR 640 Care of Special Populations</p>	<p>Semester credit hours (3). This course prepares the student to manage the care of women and children. Acute and chronic maternal child health conditions in the primary care environment are addressed. Evidence-based practice is discussed in identifying, monitoring, and treating healthcare problems in women and children.</p>	<ol style="list-style-type: none"> 1. Discuss current issues and barriers to care in women’s healthcare and in pediatric and adolescent healthcare. 2. Design strategies to improve the delivery of health care to women, children, and adolescents. 3. Apply knowledge from nursing and related disciplines to formulate diagnoses and intervention strategies to promote health and manage selected acute and chronic health alterations in women, children, and adolescents. 4. Utilize relevant research findings for application in clinical management of health for

			<p>women, children, and adolescents</p> <ol style="list-style-type: none"> 5. Evaluate the health status of women in diverse populations throughout the lifespan & evaluate health status of children and adolescents through the developmental life stages. 6. Relate the role and scope of practice of the family nurse practitioner to health care situations of women, children, and adolescents.
<p>MSN/DNP Essn: MSN IX</p> <p>NONPF Core Independent Practice Competencies</p> <p>Population Focused FNP Independent Practice</p> <p>AU MSN PO 3 SO 2 & 5</p> <p>Graduate QSEN Competence PC,</p>	<p>NUR 641 FNP II (200 <i>clinical hours – 02</i>)</p>	<p>Semester credit hours (2). This course prepares students to address complex health problems in individuals of all ages in primary care settings. Relevant evidence-based interventions are examined. The role of the APRN and the scope of practice in acute and chronic care in various settings are analyzed with an emphasis of cultural competence for the care of diverse populations.</p>	<ol style="list-style-type: none"> 1. Assess the influence of family or psychosocial factors on population illness and conditions related to women’s reproductive health, children, and adolescents. 2. Assess, analyze, and interpret history, physical findings, and diagnostic information to develop appropriate differential diagnoses for childbearing women, children, and adolescents. 3. Apply differential diagnostics when prescribing medications related to altered pharmacodynamics and pharmacokinetics to children, adolescents, and to pregnant and lactating women. 4. Apply effective developmentally appropriate communication techniques with children, adolescents, and childbearing families. 5. Collaborate with the interprofessional healthcare team to provide integrated family-centered plans of care for childbearing families, children, and adolescents. 6. Consider epidemiology, environmental, and community characteristics and life stage development for children, adolescents, and childbearing families in order to plan individualized care and make appropriate referrals.

<p>MSN/DNP Essn: MSN VIII and IX BSN VII</p> <p>NONPF Core Independent Practice Competencies</p> <p>And</p> <p>Health Delivery System Competencies</p> <p>NONPF Population Focused FNP Independent Practice</p> <p>AU MSN PO 2 SO 2, 3, 4 &5</p> <p>Graduate QSEN Competency- PC, EBP, QI</p>	<p>NUR 643 Integrated Care of Individuals and Communities</p>	<p>Semester credit hours (3). This course utilizes previous knowledge to engage students in synthesis and analysis of the complexities of care across the lifespan for individuals and communities. Emphasis is placed on the sociocultural, educational, nutritional, and environmental aspects of care as well as skills related to health assessment and screening measures to promote wellness and family-centered care in ambulatory community settings. Students engage in community assessments and population-based health program planning and implementation.</p>	<ol style="list-style-type: none"> 1. Perform comprehensive and developmentally appropriate assessments in communities as a whole and individuals within the community. 2. Develop management plans for health promotion, disease prevention, and acute and chronic illnesses within the context of community considering sociocultural, educational, nutritional, and environmental aspects of care. 3. Manage the overall health of communities incorporating ethical, legal, cultural, economic, political and psychosocial principles. 4. Evaluate the effectiveness of interventions and management strategies in improving the health status of entire communities. 5. Collaborate with other health professionals to provide comprehensive health services for communities. 6. Explore the process of implementing long-term health and wellness programs based on the community assessment and current research.
<p>MSN/DNP Essn: MSN IX</p> <p>NONPF</p> <p>Independent Practice Competencies</p> <p>Population Focused FNP Independent Practice</p> <p>AU MSN PO 2 SO 2 and 5</p>	<p>NUR 646 FNP III Practicum (200 clinical hours – 0,2)</p>	<p>Semester credit hours (2). This is the final course in the practicum series preparing the student for entry into practice as an advanced practice nurse. Students analyze and synthesize knowledge of acute and chronic disease and evidence-based management, along with theoretical applications, the knowledge of culture, and the complexities related to health disparities in order to plan and implement care. Students examine barriers to health promotion and care delivery for diverse populations. Students explore issues in advanced nursing</p>	<ol style="list-style-type: none"> 1. Demonstrate proficiency in family assessment in a variety of settings. 2. Identify and plan evidenced-based interventions to promote health in communities, families, and individuals at risk. 3. Assess and analyze social and economic data, support systems, and resources, and collaborate with the interprofessional team in assisting communities, families and individuals to develop safe, effective coping systems and lifestyle adaptations for acute or chronic illness, family circumstances, and end of life issues. 4. Order, perform, and interpret age-, gender-, and condition-

Graduate QSEN Competency- Pt C		practice, professionalism, and care delivery.	specific diagnostic tests and screening procedures. 5. Formulate comprehensive differential diagnoses, considering epidemiology, environmental, and community characteristics and life stage development for communities, families, and individuals order to plan care and make appropriate referrals. 6. Identify potential interactions when prescribing medications for individuals with one or more co-morbidities. 7. Provide holistic health promotion, disease prevention, and treatment strategies to improve or maintain health for all family members.
MSN/DNP Essn: MSN IV, V and VI, VII, VIII, BSN IX NONPF Core Practice Inquiry Competencies and Independent Practice Competencies NONPF Population Focused PMHNP Independent Practice and Leadership AU MSN PO 2 SO 2, 5 Graduate QSEN Competency- PC, EBP	NUR 650 Advanced Assessment Processes in Mental Healthcare Across the Life Span	Semester Credit hours (3). This course introduces the theoretical content and clinical practice for assessing, diagnosing and intervening in dysfunctional coping patterns and psychiatric disorders across the life span. The DSM-V is introduced to assess and diagnose mental health disorders across the life span.	1. Assess psychiatric/ mental health problems using the most current edition of the APA-DSM.- <i>Critical thinking</i> 2. Differentiate major psychopathology based on the current APA-DSM diagnostic criteria and evidenced based practice research.-(<i>Core competency-Critical thinking and Research</i>) 3. Understand the relationship between culture, religious beliefs, mental health, and psychopathology. – <i>Cultural Competence, Caring, Role Competence</i> 4. Utilize appropriate comprehensive assessment and mental health status tools.- <i>Critical thinking, Research, Role Competence</i> 5. Synthesize physical and laboratory assessment data essential for diagnosing medical causes of the psychiatric syndromes.- <i>Critical thinking, Role Competence</i> 6. Identify tools and assessments utilized in the diagnosis and treatment of mental health

			<p>disorders- <i>Critical thinking, Role Competence.</i></p> <p>7. Apply tools and assessments in the management of mental health populations across the lifespan- <i>Critical thinking, Role Competence</i></p>
<p>MSN/DNP Essn: MSN IX</p> <p>NONPF Core Competencies: Scientific Foundation, Leadership Quality, Practice Inquiry, Technology, Policy Delivery System, Ethics, Independent practice,</p> <p>NONPF Population Focused PMHNP: Leadership, 1-3; Quality seclusion and restraints; Policy, reduces stigma; Independent Practice, 1-35 inclusive.</p> <p>AU MSN PO 2 SO 2, 3 & 4</p> <p>Graduate QSEN Competency- Patient Centered Care</p>	<p>NUR 653 Management of the Complex Mental Health Client Across the Lifespan</p>	<p>Semester credit hours (3). This course builds upon <i>NUR 651, Management of Behavioral Health Clients</i> in to explore and define the theoretical content and clinical practice for assessing, diagnosing and intervening in dysfunctional coping patterns and psychiatric disorders across the life span. The DSM-V is applied to assess, diagnosis and treat mental health disorders across the life-span. Appropriate pharmacological and non-pharmacological therapies will be utilized.</p>	<p>1. Formulate a comprehensive plan of care for all psychopathologies across the life span, with consideration to culture, genetic, life style, religion and socio-economic status. <i>Critical Thinking, Role Competence, Research, Cultural</i></p> <p>2. Understand the interrelationship between theory, assessment, diagnosis and intervention in relationship to patient outcomes. <i>Critical Thinking, Role Competence, Research</i></p> <p>3. Apply neurobiological, psychophysiological and mechanistic theory when planning a treatment strategy for individual patients across the life span. <i>Critical Thinking, Role Competence, Research, Communication</i></p> <p>4. Utilize appropriate non-pharmacological and pharmacological treatment for individuals with complex mental health needs from childhood to geriatrics. <i>Critical Thinking, Caring, Communication, Research.</i> By providing guidance and counseling regarding treatment aspects and plans to the individuals and their families, on a level appropriate to developmental and educational stages of the individual. <i>Caring, Teaching, Communication</i></p> <p>5. Identify risk factors in the phases of a psychiatric illness. <i>Caring, Role Competence, Critical thinking</i></p> <p>6. Synthesize the knowledge gained from psychopharmacology, assessment/diagnosis and non-</p>

			pharmacological treatments. <i>Role Competence, Critical thinking</i>
<p>MSN Essn. IV, V, VI, VII DNP Essential VIII</p> <p>NONPF Core Practice Inquiry Competencies; Independent Practice Competencies (1-35); Leadership, 1-3; Quality competency (seclusion and restraint), Policy competency (stigma)</p> <p>NONPF Population Focused PMHNP Independent Practice</p> <p>AU MSN PO 2 SO 2, 3 &4</p> <p>Graduate QSEN Competency- PC, EBP</p>	<p>NUR 651 Management of Behavioral Health Populations Across the Lifespan</p>	<p>Semester credit hour (3) This course will examine the major psychopathologies in throughout the life span including epidemiology, cultural and spiritual beliefs, specific assessment issues and tools as well as evidenced based therapies. Interventions include pharmacologic and nonpharmacological therapies. This course will also address health care promotion as well as legal/ethical aspects of population specific care.</p>	<ol style="list-style-type: none"> 1. Apply assessment skill for behavioral health population to formulate a comprehensive plan of care for all pharmacological and nonpharmacological treatment, across the life span. <i>Critical Thinking, Role Competence, Research, Cultural</i> 2. Understand the interrelationship between theory, assessment, diagnosis, and intervention in relationships to patient outcomes. <i>Critical thinking, Role Competence, Research</i> 3. Appropriately utilize major counseling, psychotherapeutic theories and non-pharmacological treatments. <i>Critical Thinking, Role Competence</i> 4. Explore the personal and professional characteristics of the effective therapist. <i>Critical Thinking, Caring, Professional Role</i> 5. Relate individual client issues and needs to major psychotherapeutic approaches through a cultural lens. <i>Critical Thinking, Cultural Competence</i> 6. Synthesize the knowledge gained from assessment/diagnosis, psychopharmacology, and nonpharmacological treatments. <i>Role Competence, Critical thinking</i>
<p>MSN Essential: IX, 1, 2, 13.</p> <p>NONPF: Independent practice.</p> <p>MSN PO: Delivers masters level education that builds on the student's previous nursing foundation.</p>	<p>NUR 550 PMHNP Introduction to the Clinical Experience (100 clinical hours, 0-1)</p>	<p>Semester credit hours (1) This course promotes the initial role development of the advanced PMHNP on the psychiatric treatment team focusing on the role of the advanced practice nurse in the physical and psychiatric nurse practitioner through clinical teaching and supervision.</p>	<ol style="list-style-type: none"> 1. Synthesize theoretical, scientific, and clinical knowledge for the assessment and management of both physical and psychiatric health and illness states. 2. Utilize evidence based clinical practice guidelines to guide assessment activities, identify health promotion needs, and provide anticipatory guidance. 3. Recognize the influence of culture and religion in the presentation of psychiatric signs and symptoms.

<p>MSN SOs 1, 2, 3,</p>			<ol style="list-style-type: none"> 4. Perform and accurately document appropriate systems and symptom-focused physical examinations, with emphasis on the mental status exam and neurological exam. 5. Assess the impact of acute and/or chronic physical illnesses, psychiatric disorders, and stressors on the family system.
<p>BSN Essential: II.2, II.3, VII 1-7, 10, 11; VIII-IX</p> <p>MSN/DNP Essn: MSN IX</p> <p>NONPF Core Independent Practice Competencies</p> <p>NONPF Population Focused PMHNP: All core competencies inclusive</p> <p>AU MSN SO 5</p> <p>Graduate QSEN Competency- PC</p>	<p>NUR 554 PMHNP I (200 hours)</p>	<p>Semester credit hours (1). This course promotes the initial role development of the advanced PMHNP on the psychiatric treatment team focusing on integration and synthesis of psychopharmacologic and non-pharmacologic therapies, assessment, diagnosis, treatment and management of the psychiatric mental health patient of all age groups. It provides application, in the clinical area, of the essentials of the advanced psychiatric nurse practitioner through clinical teaching and supervision.</p>	<ol style="list-style-type: none"> 1. Synthesize theoretical, scientific, and clinical knowledge for the assessment and management of both health and illness states. 2. Utilize evidence based clinical practice guidelines to guide assessment activities, identify health promotion needs, and provide anticipatory guidance. 3. Recognize the influence of culture and religion in the presentation of psychiatric signs and symptoms. 4. Perform and accurately document appropriate systems and symptom-focused physical examinations, with emphasis on the mental status exam and neurological exam. 5. Assess the impact of acute and/or chronic physical illness, psychiatric disorders, and stressors on the family system. 6. Collect data from multiple sources using assessment techniques that are appropriate to the patient's language, culture, and developmental stage, including, but not limited to, screening evaluations, psychiatric rating scales, genograms, genetic studies and other standardized instruments. 7. Formulate psychopharmacologic and non-pharmacologic treatment plan for mental health problems and psychiatric disorders based on biopsychosocial and psychophysiological theories, evidence-based standards of care, and practice guidelines.

<p>MSN/DNP Essn: MSN I</p> <p>NONPF Scientific Foundation Competencies and Independent practice</p> <p>NONPF Population Focused PMHNP Independent Practice</p> <p>AU MSN PO 2 SO 2, & 4</p> <p>QSEN PC, EBP</p>	<p>NUR 652 Psychopharmacological Therapies Across the Lifespan</p>	<p>Semester Credit hours (3). This course explores advanced psychopharmacology concepts, theories and issues building on the knowledge of general pharmacology, with an emphasis on the neurophysiological basis of psychiatric/mental health problems of individuals, ranging from childhood to geriatrics. Emphasis is on the application of neuroscientific, neurobiological and genetic contemporary knowledge to psychopharmacological treatment strategies and their modifications to improve patient care.</p>	<ol style="list-style-type: none"> 1. Articulate current neurophysiological theories, genetic and cultural influences regarding the development and incidence of mental health disorders from childhood to geriatrics. <i>Role competence, Caring, Critical thinking</i> 2. Utilize appropriate principles in the prescribing of psychotic and non-psychotic medications used to treat mental health/psychiatric problems. <i>Role competence, Critical thinking</i> 3. Utilize the pharmacologic characteristics (mechanisms of action, indications, contraindications, interactions and toxicity) and psychopharmacodynamics of the major drug categories when prescribing psychiatric medications. <i>Role competence, Critical thinking</i> 4. Monitor for expected therapeutic outcomes and potential adverse effects associated with selected drug therapy and polypharmacy (<i>Role competence, Research, Caring</i>) 5. Synthesize neuro-biologic and mechanistic evidence when selecting treatment strategies so as to match treatment to the unique needs of the patient. <i>Role competence, Research, Critical thinking</i> 6. Recognize the need for interdisciplinary collaboration in the psychopharmacological treatment of psychiatric patients. <i>Communication, Professionalism, role competence</i>
<p>MSN/DNP Essn: MSN IX</p> <p>NONPF</p>	<p>NUR 656 PMHNP II (200 hours)</p>	<p>Semester credit hours (2). This course is a comprehensive clinical residency designed to advance the student's clinical practice with clients in a variety of psychiatric mental health settings. Practitioners utilize independent clinical decision-</p>	<ol style="list-style-type: none"> 1. Gain skills in implementing evidence-based practice interventions, case load management, and analyzing process dynamics with individuals, families, and groups so that patterns in self and others

<p>Independent Practice Competencies</p> <p>NONPF Population Focused PMHNP: All core competencies and all population focused competencies.</p> <p>AU MSN PO 2 SO 5</p> <p>Graduate QSEN Competency- PC</p>		<p>making, interdisciplinary collaboration, evaluate quality of care, and develop organizational and role competencies in a variety of settings.</p>	<p>are identified accurately and with regularity. <i>Quality Competencies</i></p> <ol style="list-style-type: none"> 2. Explore the PMHNP scope of practice through exposure to multiple roles and models. They will continue to refine diagnostic skills, pharmacological management, non-pharmacological management, and clinical reasoning. <i>Quality Competencies</i>
<p>MSN/DNP Essn: DNP I</p> <p>AU DNP PO 1 SO 4</p> <p>Graduate QSEN Competency- QI</p>	<p>NUR 701 Scientific Underpinnings for Nursing Practice</p>	<p>Semester credit hours (3). This course explores the structure and nature of the science of nursing practice. Students engage in an evolutionary review of the philosophical and scientific trends in nursing practice and supportive theory development forming the underpinnings of modern nursing. This review helps students conceptualize and develop the foundational basis of the DNP project.</p>	<ol style="list-style-type: none"> 1. Analyze the role of theory in guiding practice change initiatives. 2. Distinguish between research and quality improvement. 3. Use the appropriate theory, model, or guideline to facilitate improved healthcare outcomes. 4. Evaluate several quality improvement models to guide the process of change when translating research into practice. 5. Analyze system's change skills useful in negotiation, consensus building and partnerships with stakeholders. 6. Analyze theories from nursing, and the behavioral and social sciences as frameworks for change. 7. Integrate a mid-range theory and quality improvement process to propose a strategy for change, resulting in improved health care outcomes.
<p>MSN/DNP Essn: DNP III</p>	<p>NUR 702 DNP Project I-IRB</p>	<p>Semester credit hours (3). This course explores issues for nurses practicing in academic,</p>	<ol style="list-style-type: none"> 1. Design a scholarly project to evaluate outcomes of practice, practice patterns, or systems of

<p>AU DNP PO 2 SO 2,3</p> <p>QSEN QI, S</p>		<p>clinical, and health policy environments to advance nursing practice. Students identify a nursing practice problem and link the problem to existing scientific knowledge.</p>	<p>care within a practice setting, healthcare organization, or community.</p> <ol style="list-style-type: none"> 2. Prepare (Human Subjects Committee) HSC proposal and obtain approval.
<p>MSN/DNP Essn: DNP VI,VIII</p> <p>AU DNP PO 1/ 3 SO 2/3/4</p> <p>Graduate QSEN Competency-EBP QI</p>	<p>NUR 730 DNP Residency I- Executive Leadership (200 clinical hours – 0,2)</p>	<p>Semester credit hours (2). This residency prepares the student to serve in a chosen specialty area within the scope of practice at increasing levels of complexity. The student is supported by an expert clinician within the healthcare setting as specialized knowledge and skills are strengthened in the analysis and application best practices.</p> <p>Enrollment in this course will be repeated in subsequent semesters until requirements for the DNP clinical hours are satisfied and degree is conferred.</p>	<ol style="list-style-type: none"> 1. Demonstrate leadership which has the potential to improve health care outcomes, address gaps in care, and promote delivery of high quality advanced nursing care. 2. Employ high level consultative and leadership skills with interprofessional health care teams to create change in the health care environment and nursing. 3. Synthesize the ability to apply evidence-based practice and evaluate health outcomes. 4. Advocate for advanced nursing practice within the health care environment. 5. Design and analyze strategies to promote advanced nursing, population health policy, and quality patient care outcomes.
<p>MSN/DNP Essn: DNP VI, VII, VIII</p> <p>AU DNP PO 1/ 3 SO 2/3/4</p> <p>Graduate QSEN Competency-QI EBP T</p>	<p>NUR 731 DNP Residency II- Executive Leadership (200 clinical hours- 0,2)</p>	<p>Semester credit hours (2) This residency prepares the student to serve in a chosen specialty area within the scope of practice at increasing levels of complexity. The student is supported by an expert clinician within the healthcare setting as specialized knowledge and skills are strengthened in the analysis and application best practices.</p> <p>Enrollment in this course will be repeated in subsequent semesters until requirements for the DNP clinical hours are satisfied and degree is conferred.</p>	<ol style="list-style-type: none"> 1. Demonstrate leadership which has the potential to improve health care outcomes, address gaps in care, and promote delivery of high quality advanced nursing care. 2. Employ high level consultative and leadership skills with inter-professional health care teams to create change in the health care environment and nursing. 3. Synthesize the ability to apply evidence-based practice and evaluate health outcomes. 4. Advocate for advanced nursing practice within the health care environment. 5. Design and analyze strategies to promote advanced nursing,

			population health policy, and quality patient care outcomes.
<p>MSN/DNP Essn: DNP VI, VII, VIII</p> <p>AU DNP PO 1/3 SO 4</p> <p>Graduate QSEN Competency-T, PC, EB, QI</p>	<p>NUR 732 DNP Residency III- Executive Leadership (200 clinical hours- 0-2)</p>	<p>Semester credit hours (2). This residency prepares the student to serve in a chosen specialty area within the scope of practice at increasing levels of complexity. The student is supported by an expert clinician within the healthcare setting as specialized knowledge and skills are strengthened in the analysis and application best practices.</p> <p>Enrollment in this course will be repeated in subsequent semesters until requirements for the DNP clinical hours are satisfied and degree is conferred.</p>	<ol style="list-style-type: none"> 1. Demonstrate leadership which has the potential to improve health care outcomes, address gaps in care, and promote delivery of high quality advanced nursing care. 2. Employ high level consultative and leadership skills with inter-professional health care teams to create change in the health care environment and nursing. 3. Synthesize the ability to apply evidence-based practice and evaluate health outcomes. 4. Advocate for advanced nursing practice within the health care environment. 5. Design and analyze strategies to promote advanced nursing, population health policy, and quality patient care outcomes.
<p>MSN/DNP Essn: DNP VI, VIII</p> <p>AU DNP PO 1/3 SO 4</p> <p>Graduate QSEN Competency-T, PC</p>	<p>NUR 780 DNP Residency I- <i>Advanced Practice</i> (100 clinical hours- 0,1)</p>	<p>Semester credit hours (1). This residency prepares the student to serve in a chosen specialty area within the scope of practice at increasing levels of complexity. The student is supported by an expert clinician within the healthcare setting as specialized knowledge and skills are strengthened in the analysis and application best practices.</p> <p>Enrollment in this course will be repeated in subsequent semesters until requirements for the DNP clinical hours are satisfied and degree is conferred.</p>	<ol style="list-style-type: none"> 1. Demonstrate leadership which has the potential to improve health care outcomes, address gaps in care, and promote delivery of high quality advanced nursing care. 2. Employ high level consultative and leadership skills with inter-professional health care teams to create change in the health care environment and nursing. 3. Synthesize the ability to apply evidence-based practice and evaluate health outcomes. 4. Advocate for advanced nursing practice within the health care environment. 5. Design and analyze strategies to promote advanced nursing, population health policy, and quality patient care outcomes.
<p>MSN/DNP Essn: DNP VI, VII, VIII</p> <p>AU DNP PO 1/3 SO2/3/ 4</p>	<p>NUR 781 DNP Residency II- <i>Advance Practice</i> (100 clinical hours- 0,1)</p>	<p>Semester credit hours (1). This residency prepares the student to serve in a chosen specialty area within the scope of practice at increasing levels of complexity. The student is</p>	<ol style="list-style-type: none"> 1. Demonstrate leadership which has the potential to improve health care outcomes, address gaps in care, and promote delivery of high quality advanced nursing care.

<p>Graduate QSEN Competency-T, PC, QI, EBP</p>		<p>supported by an expert clinician within the healthcare setting as specialized knowledge and skills are strengthened in the analysis and application best practices.</p> <p>Enrollment in this course will be repeated in subsequent semesters until requirements for the DNP clinical hours are satisfied and degree is conferred.</p>	<ol style="list-style-type: none"> 2. Employ high level consultative and leadership skills with inter-professional health care teams to create change in the health care environment and nursing. 3. Synthesize the ability to apply evidence-based practice and evaluate health outcomes. 4. Advocate for advanced nursing practice within the health care environment. 5. Design and analyze strategies to promote advanced nursing, population health policy, and quality patient care outcomes.
<p>MSN/DNP Essn: DNP VI, VII, VIII</p> <p>Graduate QSEN Competency-Teamwork and Collaboration</p> <p>AU DNP PO 1/3 SO 1/ 2/3/4</p> <p>QSEN QI/ T/PC/EBP</p>	<p>NUR 782 DNP Residency III-<i>Advance Practice (100 clinical hours- 0,1)</i></p>	<p>Semester credit hours (1). This residency prepares the student to serve in a chosen specialty area within the scope of practice at increasing levels of complexity. The student is supported by an expert clinician within the healthcare setting as specialized knowledge and skills are strengthened in the analysis and application best practices.</p> <p>Enrollment in this course will be repeated in subsequent semesters until requirements for the DNP clinical hours are satisfied and degree is conferred.</p>	<ol style="list-style-type: none"> 1. Demonstrate leadership which has the potential to improve health care outcomes, address gaps in care, and promote delivery of high quality advanced nursing care. 2. Employ high level consultative and leadership skills with inter-professional health care teams to create change in the health care environment and nursing. 3. Synthesize the ability to apply evidence-based practice and evaluate health outcomes. 4. Advocate for advanced nursing practice within the health care environment. 5. Design and analyze strategies to promote advanced nursing, population health policy, and quality patient care outcomes.
<p>MSN/DNP Essn: DNP III, VII</p> <p>AU DNP PO 2 SO 3</p> <p>QSEN QI, S</p>	<p>NUR 703 Clinical Epidemiology and Analytical Methods</p>	<p>Semester credit hours (3). This course facilitates the identification of risk factors for disease and opportunities for preventative healthcare in order to inform policy decisions and evidence-based practice. Students examine outcomes and practice patterns in the community against national benchmarks to determine variances in outcomes and population trends.</p>	<ol style="list-style-type: none"> 1. Evaluate outcomes of practice, patterns, and systems of care against national benchmarks to determine variances in practice outcomes and population trends 2. Identify risk factors for disease and opportunities for preventative healthcare in an effort to inform policy decisions and evidence-based practice. 3. Utilize information technology and research methods to analyze data from practice.

			4. Examine various analytical methods available for translating evidence into practice.
<p>MSN/DNP Essn: DNP I, III</p> <p>AU DNP PO 3 SO 2</p> <p>QSEN graduate competency-EBP, S</p>	<p>NUR 704 Clinical Scholarship for Evidence-Based Practice</p> <p><i>*Notes - consumers of research and promoting change*</i></p>	<p>Semester credit hours (3). This course explores methods for critical appraisal of existing literature and other evidence to devise the best practice principles. The student learns to apply relevant findings for development of practice guidelines and practice improvement projects.</p>	<ol style="list-style-type: none"> 1. Explore methods for critical appraisal of the literature to devise best practice principles. 2. Recognize application of the translation of research into practice. 3. Summarize improvements of the reliability of healthcare practice and outcomes. 4. Explore the nurse's potential role as a practice specialist/consultant in collaborative knowledge-generating research. 5. Apply principles of evidence dissemination to improve healthcare outcomes. 6. Review and identify scholarly peer-reviewed venues for required guidelines.
<p>MSN/DNP Essn: DNP IV, VI</p> <p>AU DNP PO 3 SO 4</p> <p>QSEN graduate competency-EBP, T</p>	<p>NUR 705 DNP Project II – <i>Implementation</i></p>	<p>Semester credit hours (3). This course strengthens the collaborative role of the student within the professional healthcare team. Guidance from faculty will be provided as students implement and evaluate the DNP project.</p>	<ol style="list-style-type: none"> 1. Implement approved DNP project within discipline specific area. 2. Analyze and evaluate DNP project outcomes and prepare for dissemination. 3. Prepare DNP project submission in the style required by selected peer-reviewed journal.
<p>MSN/DNP Essn: DNP III, VIII</p> <p>AU DNP PO 3 AU DNP SO 2/3/4</p> <p>QSEN graduate competency-EBP, T</p>	<p>NUR 708 DNP Project III - <i>Dissemination</i></p>	<p>Semester credit hours (3). This course provides opportunities for continued analysis and interpretation of findings. Following the completion of the DNP project, students disseminate the findings to peers and community of interest.</p>	<ol style="list-style-type: none"> 1. Disseminate scholarly project evidence to one or more groups in an effort to improve health outcomes. 2. Submit DNP project to selected peer-reviewed journal.
<p>MSN/DNP Essn: DNP VI, VII, VIII</p> <p>AU DNP PO 1/3 SO 2/3/4</p> <p>QSEN graduate competency-QI/ T/ EBP/ PC</p>	<p>NUR 790 DNP Transition to Practice (<i>200 clinical hours – 0,2</i>)</p>	<p>Semester credit hours (2). This course is a culmination of all residency experiences preparing the student to demonstrate and refine assessment skills, foundational practice knowledge, and application of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, and nursing science.</p>	<ol style="list-style-type: none"> 1. Demonstrate advanced levels of clinical judgement, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. 2. Guide, mentor, and support other nurses to achieve excellence in nursing practice while in the clinical setting.

		The student demonstrates advanced levels of clinical judgement, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care.	3. Refine conceptual and analytical skills in evaluating organizational, population, fiscal, and policy issues within the clinical setting.
MSN/DNP Essn: DNP VI, VII, VIII AU DNP PO 1/ 3 SO 4 QSEN graduate competency-EBP T/ QI/ PC	NUR 733 DNP Transition to Practice for the Executive Leader Practice (200 clinical hours-0,2)	Semester credit hours (2). This course is the culmination of all residency experiences preparing the student to demonstrate and refine both leadership and management skills within the role of the executive leader.	<ol style="list-style-type: none"> 1. Apply the advanced practice nurse skills of clinical judgement, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient safety and outcomes as a nurse executive. 2. Demonstrates leadership and management skills while supporting others to achieve excellence in nursing practice while in the clinical setting. 3. Apply executive leadership skills to educate and guide individuals, families, and communities through complex health and situational transitions.
MSN/DNP Essn: DNP II AU DNP PO 3 SO 4 QSEN graduate competency-S QI	NUR 709 Organizational and Systems Leadership – Role Development	Semester credit hours (3). This course expands the student’s knowledge of care delivery approaches, with emphasis on accountability for patient and/or population safety in collaboration with an interdisciplinary team. The student incorporates principles of business, finance, economics and health policy to healthcare delivery and ethical challenges.	<ol style="list-style-type: none"> 1. Identify a specific safety need of a targeted population and potential members of the health care team for collaboration. 2. Develop a plan to communicate information to members of the team and create a plan to address safety need. 3. Engage in practice inquiry to improve health outcomes, policies, and healthcare delivery systems. 4. Employ principles of business, finance, economics and health care policy. 5. Identify an ethical dilemma in current practice and evaluate potential outcomes of alternative approaches.
MSN/DNP Essn: DNP V MSN VI AU DNP PO 2 SO 2, 3	NUR 706 Advocacy in Healthcare Policy	Semester credit hours (3). This course prepares the student to design, influence, evaluate, and implement health care policy in various health care settings. The student learns to analyze health care policy and engage in advocacy in the political arena.	<ol style="list-style-type: none"> 1. Analyze a health policy or political challenge related to discipline-specific area from the perspective of consumers, health professionals, and other stakeholders. 2. Advocate for social justice, equity, and ethical policies within all healthcare arenas.

QSEN graduate competency-S			<ol style="list-style-type: none"> 3. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy. 4. Influence policy makers through active communication with committees, boards, or task forces. 5. Identify political figures within your state and write a letter to address a current issue related to the nursing profession or to advocate for an underserved population.
MSN/DNP Essn: DNP IV AU DNP PO 2 SO 3 QSEN graduate competency-I	NUR 710 Applied Informatics and Change Systems	Semester credit hours (3). This course prepares the student to apply new knowledge, manage individual and aggregate level information, and assess the efficacy of patient care technology appropriate to the chosen area of expertise.	<ol style="list-style-type: none"> 1. Identify programs that evaluate and monitor outcomes of care and quality improvement. 2. Analyze and communicate critical elements necessary to the selection and use of healthcare information systems and patient care technologies. 3. Demonstrate leadership skills while evaluating and resolving ethical and legal issues within healthcare systems. 4. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness. 5. Employ technical skills necessary to develop and execute an evaluation plan for data extraction from practice information systems and databases.
MSN/DNP Essn: MSN Encompasses all essentials NONPF Independent Practice Competencies Population Focused FNP AU MSN PO 3 SO 5	NUR 645 FNP Certification Review	Semester credit hour (1). This seminar is a review of the knowledge needed for successfully completion the FNP certification process.	Family Nurse Practitioner Review Course The Certification Review Seminars provide continuing education contact hours, as well as valuable study tips and information to be utilized in preparing for certification exams.

<p>MSN/DNP Essn: MSN Encompasses all Essentials</p> <p>NONPF</p> <p>Independent Practice Competencies</p> <p>NONPF Population Focused PMHNP</p> <p>AU MSN PO 3 SO 5</p>	<p>NUR 655 PMHNP Certification Review</p>	<p>Semester credit hour (1). This seminar is a review of the knowledge needed for successfully completion the PMHNP certification process.</p>	<p>Psychiatric Mental Health Review Course</p> <p>The Certification Review Seminars provide continuing education contact hours, as well as valuable study tips and information to be utilized in preparing for certification exams.</p>
<p>MSN/DNP Essn: DNP VIII</p> <p>AU DNP PO 2 SO 4</p> <p>QSEN graduate competency- EBP</p>	<p>NUR 711 DNP Project Extension</p>	<p>Semester credit hour (1).</p>	<p>Continue progress on DNP project.</p>
<p>MSN Essn: IX</p> <p>NONPF Population specific competency FNP and PMHNP- Independent Practice</p> <p>QSEN-Evidence- based practice</p> <p>AU MSN PO 2 AU MSN SO 2,3</p>	<p>NUR 603 Care of Aging Adults (<i>new for 2019- 2020</i>)</p>	<p>Semester credit hour (2) This course prepares the student to manage the care of the aging adult with complex health needs. Evidence-based practice is discussed in identifying, monitoring, and treating selected medical and psychiatric problems in the aging adult to provide optimal health care. Emphasis on exploring the unique needs of the aging population, identifying variations in the responses of aging adults to selected health conditions, and exploring differences in the evaluation and management of selected conditions in aging adults.</p>	<ol style="list-style-type: none"> 1. Identify common medical and psychiatric health issues in the geriatric population. 2. Describe elements of geriatric assessment and integrate factors that may be unique to aging individuals and families. 3. Formulate interdisciplinary plans of care for complex medical and psychiatric disorders in the geriatric population. 4. Interpret interdisciplinary feedback to adjust plans of care for patients with complex medical and psychiatric conditions in geriatric populations.
<p>MSN/DNP Essn: none</p> <p>NONPF core competency- Ethics</p>	<p>NUR 510- Faith & Learning-Worldviews (<i>new for 2019-2020</i>)</p>	<p>Semester credit hour (2) This course provides the foundation for Christian thought within the context of a Christian worldview with application to the profession of nursing. Various types of</p>	<ol style="list-style-type: none"> 1. Discuss the components of a Christian worldview. 2. Describe how the Christian worldview serves as the foundation of spiritual leadership.

AU MSN PO 1 AU MSN SO 1		worldviews will be discussed with an emphasis on the understanding and application of the Christian worldview in providing holistic care to patients as well as servant leadership within advanced roles.	<ol style="list-style-type: none"> 3. Develop a style of spiritual leadership that supports one's professional nursing role. 4. Articulate how the principles of spiritual leadership and emotional intelligence serve to support a Christian worldview.
DNP Essn: III QSEN- NA AU DNP PO-1 AU DNP SO- 4	NUR 715 Scholarly Writing for Nursing and Healthcare (<i>new for 2019-2020</i>)	Semester credit hour (2) This course will promote the development of scholarly writing techniques required for a variety of applications within nursing and healthcare, including writing for publication and grant application preparation. Ethical and legal issues associated with writing within the profession will be explored. Critical appraisal of sources for evidence-based practice to enhance scholarly writing will be emphasized.	<ol style="list-style-type: none"> 1. Demonstrate proficient use of grammar, syntax, and APA style in professional writing. 2. Examine the ethical and legal issues surrounding plagiarism and publication of scholarly work. 3. Critically appraise levels of evidence in research for inclusion in a scholarly document. 4. Discriminate among different types of scholarly writing based on the purpose of the document. 5. Assemble a portfolio of resources and funding to support scholarly work.

QSEN=Quality Improvement (QI); Safety (S); Teamwork and Collaboration (TC); Patient-centered Care (PC); Evidence-Based Practice (EBP); Informatics (I)

Appendices

Fitness for Duty-Return to Classroom and Clinical Courses

Exposure Incident Form

Nursing Student Acknowledgement of Policies and Expectations



ANDERSON UNIVERSITY
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
 Exposure/Incident Report Form
 Anderson University

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.

In the event there are policies in the Graduate Handbook that differ from the Anderson University Academic Catalog, the policies in the Graduate Handbook will supersede.

If any updates or changes are made to the 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

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). *Kozler & 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.