



Advent Health
UNIVERSITY

Nursing

Department of Nursing

Graduate Nursing Programs
Student Handbook Supplement

Academic Year 2025-2026

MSN Accreditation Statement

"The master's degree program in Nursing at AdventHealth University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>)."

DNP Accreditation Statement

"The doctorate program in nursing at AdventHealth University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>)."



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Introduction

Congratulations on the decision to pursue a Master of Science in Nursing (MSN) or a Doctor of Nursing Practice (DNP) degree in Nursing at AdventHealth University. You may have just recently graduated and earned your registered nurse license, or perhaps you have been planning for a while to further your professional education. Whether you are a novice or an experienced nurse, you have made the first step in turning that dream into an action-oriented goal. To make this goal a reality, the Graduate programs are designed to meet a variety of student needs.

Graduate Nursing Programs

Welcome to the Graduate Nursing programs of AdventHealth University (AHU) which include the Graduate Certificate in Nursing (Administration and Leadership and Education tracks), Master of Science in Nursing (MSN) which includes Administration and Leadership, Education, and Family Nurse Practitioner tracks, and Doctor of Nursing Practice (DNP) which includes Organizational Leadership and Family Nurse Practitioner tracks. The programs have been carefully planned for students to enjoy, as well as, to provide opportunities for a more specialized focus in personal career development. As a means of introducing the University and the Department of Nursing, the mission statements, philosophy, and statement of values are included.

University Mission Statement

Developing skilled professionals who live the healing values of Christ.

AdventHealth University is a Seventh-day Adventist institution, specializing in health care education in a faith-affirming environment. Service-oriented and guided by the values of Nurture, Excellence, Spirituality, and Stewardship, the University seeks to develop leaders who will practice *health care as a ministry*.

University Vision Statement

AdventHealth University is a leader in healthcare education, transforming the science and practice of whole-person care and developing influential professionals of uncommon compassion.

Department of Nursing Mission Statement

In harmony with AdventHealth University's Mission Statement, the Department of Nursing develops nurse leaders who live the healing values of Christ. Faculty provide educational experiences within a Christian environment, designed to promote excellence in nursing. Furthermore, the Department provides educational opportunities for students to explore and develop university values of nurture, excellence, spirituality, and stewardship as related to nursing leadership.

Nurture. Nurture encompasses working with others including nursing colleagues, inter-professional entities, community members, patients, and families. Graduates are equipped to deal effectively with change, assist team members to work collaboratively, and apply critical thinking skills to manage and work with individuals as well as systems.

Excellence. Excellence in leadership is promoted through the study of quality initiatives and the safety issues inherent in today's health care milieu. Graduates are able to utilize evidence-based practice, provide data and guide others in vital decisions made in health care and higher education.

Spirituality. Spirituality directs and guides graduates in the practice of Christian professionalism. Guided by Christian ethics and biblical standards, graduates provide vision, offer solutions and assist the organization to operationalize its mission of offering *health care as a ministry*.

Stewardship. Stewardship is also part of the repertoire of graduates as they use organizational resources judiciously. As conscientious stewards, graduates are respectful of the time, effort, and resources available to patients and families, coworkers, and the community at large.

University Educational Philosophy

AdventHealth University has adopted an educational philosophy that includes a course delivery format: blended learning. Blended learning includes content and activities delivered in a web-based format, while other content and activities are offered in a classroom setting. The blended course promotes learning that is interactive and engaging for students in the classroom, but also allows them the autonomy to learn at their own pace outside the classroom. In the blended format, a portion of the course activities will be completed on campus or through synchronous interactive video, to provide real-time contact with course instructors. Course activities may include, but are not limited to, lecture content, case scenarios, chats or discussions, exams, and clinical involvement. Real-time interactions may occur in the classroom or via technological interactives such as Polycom, or Skype. All nursing classes are offered in a blended and/or online learning format.

Department of Nursing Philosophy

The faculty believe that the discipline of nursing is both, an art and a science that promotes health through the delivery of wholistic care to individuals, families, and communities. The Department of Nursing uses the Neuman Systems Model as a framework for understanding professional, health-oriented service to individuals, families, and communities.

The practice and teaching of nursing is a calling to exercise God's gifts in a life of service to humanity. Through the profession of nursing, graduates extend the healing ministry of Christ by practicing *health care as a ministry*. Faculty and students, guided by Christian principles, achieve personal and professional excellence through quality education and life-long learning.

Integrating the concepts from the Neuman Systems Model and AHU's Christian principles, the curriculum addresses the four metaparadigm concepts of nursing: (a) person, (b) environment, (c) health, and (d) nursing as follows.

Person. A person is a child of God who is an integrated whole and created to live in harmony with God, self, and others. A person also is a patient or client system who may be the learner, the faculty, the support staff, an individual, family, or community. The patient or client system consists of five integrated variables that include physiological, psychological, sociocultural developmental, and spiritual factors. These variables are integrated into the nursing curriculum to prepare graduates with the capacity for caring, compassion, critical thinking, and respect for the dignity and self-determination of others. The nursing faculty is committed to caring, compassion, critical thinking, and respect for students by modeling these behaviors in the delivery of the curriculum.

Environment. The environment is all of God's creation. The environment is an open and dynamic system consisting of intrapersonal, interpersonal, and extra-personal forces influenced by, and influencing the person's response to stressors. The external environment may consist of virtual classrooms, teaching and learning media, practice settings, the student's home, and professional employment settings. Internal environments may include spiritual, cultural, psychological, social, and physiological factors that impact teaching, learning transactions, and learning capacity. These environmental factors are built into the planning, design, implementation, and evaluation of the curriculum.

Health. Health is a continuum of wellness to illness and is dynamic in nature. Optimal wellness or stability is achieved when the total patient or client system needs are met. A reduced state of wellness is the result of unmet patient or client system needs. Health is dependent on the interplay of internal and external resources to support the patient or client system. The nursing curriculum advocates for the health of self and others and is designed with a focus on health promotion, health maintenance, disease prevention, and health restoration. Therefore, the eight principles of health include C-Choice, R-Rest, E-Environment, A-Activity, T-Trust, I-Interpersonal Relationship, O-Outlook, and N-Nutrition (CREATION), and are embedded throughout the curriculum. Students engage in health-related activities across the lifespan that benefit the individual, family, community, and society to enhance optimal functioning.

Nursing. Nursing is both, an art and a science that promotes health through the delivery of wholistic care to individuals, families, and communities. Nursing is a dynamic, interactive process and treats human responses to stressors throughout the life span. The curriculum is structured with a focus on the development of nurses who are accountable and responsible for developing and delivering caring, compassionate, wholistic nurse-patient or client system interactions. These interactions are extended through the healing ministry of Christ. Students are nurtured by faculty and learn to nurture others. Pedagogical excellence is modeled in preparing students for patient or client-focused professional nursing care using evidence-based practice.

Graduate Program Mission Statement

The graduate programs are designed to prepare its students to demonstrate caring, Christian principles, based on the AHU core values of Nurture, Excellence, Spirituality, and Stewardship. The program educates students in advanced practice nursing roles as professional health care

providers in a multi-cultural, global society. The program is built on general baccalaureate nursing knowledge that integrates scientific evidence-based findings from the arts, sciences, and humanities. The students will be prepared to lead change in the health care system while collaborating with interprofessional teams to improve patient safety and population health outcomes.

Graduate Nursing Program Goals

The Goals of the graduate nursing program are to educate students to:

1. Demonstrate caring, Christian principles in advanced nursing practice roles in a multi-cultural, global society.
2. Lead change in the health care system while collaborating with interprofessional teams.
3. Provide excellent advanced nursing care that improves patient safety and population health outcomes.
4. Incorporate scientific, evidence-based knowledge from the arts, sciences, and humanities.
5. Develop professionals who embrace the core values of AHU.

DEPARTMENT OF NURSING CURRICULUM FRAMEWORK

The nursing curriculum is based on the medical model and incorporates content from the Neuman Systems Model that focuses on the provision of wholistic health care. The Neuman Systems Model is health oriented, wholistic, open, and dynamic. The model focuses on two components: the patient/client system's response to stressors and the interventions used to assist the patient/client in response to those stressors. The goal of the model is to facilitate optimal wellness of the patient/client. In the academic setting, this goal is translated into the development and attainment of a sound educational program that enable learners to attain the program outcomes.

Health Maintenance, Health Promotion, Disease Prevention, and Health Restoration in the Neuman Systems Model (NSM)

Health maintenance, health promotion, disease prevention, and health restoration are key concepts in the NSM and are integral to all courses in the nursing program. In the NSM one of the goals of a system is to conserve system energy and maintain or enhance the system's normal level of wellness. This normal level of wellness is called the system's *normal line of defense*. Systems develop methods of dealing with the routine problems of life that, unchecked, would threaten that normal line of defense. Collectively these methods (i.e. diet, exercise, or meditation) of dealing with life's problems are called *flexible lines of defense* and are generally considered to be part of the system's internal environment.

Health promotion interventions that begin in the system's external environment (i.e. wearing a helmet or routine medications) but serve to enhance the system's level of wellness and/or prevent *stressors* (i.e. disease or trauma) from disrupting the system's normal line of defense are called *primary prevention interventions*. Over time, primary prevention interventions may be incorporated into a system's flexible line of defense. Once

a stressor succeeds in disrupting the system's normal line of defense, the system's internal lines of resistance (i.e. white blood cells or clotting factors) are activated to combat the impact of the stressor. If a stressor is not successfully ameliorated, the result is the death of the system.

Interventions implemented from outside the system aimed at combating the impact of stressors are called *secondary interventions* (i.e. surgery or acutely needed medications). Once a stressor has been successfully ameliorated, the system begins to either reestablish a new normal level of wellness that demonstrates resultant loss of system energy, or the system begins to increase its level of wellness through the continued effect of the internal lines of resistance combined with *tertiary interventions* from the external environment (i.e. cardiac or physical rehabilitation). The NSM labels this process of health restoration as the *reconstitution* of the system.

Once the reconstitution process is completed (the system stops getting better) a new normal line of defense is established with concomitant flexible lines of defense. This new normal line of defense may be reestablished at the same level of wellness, a lower level of wellness, or a higher level of wellness than the system was at previous to the incidence of the stressor. The level of wellness where the new normal line of defense is established depends on the system's response to internal and external efforts to reestablish that new normal line of defense.

One of the goals of health care in general, and nursing in particular, is to achieve the highest level of wellness for all people. This is achieved through the consistent implementation of scientifically-supported primary, secondary, and tertiary health care interventions. Deciding if an intervention is primary, secondary, or tertiary depends more on where the system is in its particular health trajectory than on the nature of the intervention. For example, a person with diabetes may take insulin as part of their flexible line of defense but will continue to need that insulin after a stressor disrupts their normal line of defense. At that point the insulin becomes a secondary intervention. When the person begins to reconstitute from the stressor the insulin becomes a tertiary intervention. After a new normal line of defense is established, the insulin returns to a primary intervention and is ultimately part of the person's flexible lines of defense.

Definition of Terms in the Neuman Systems Model

Basic Structure: The basic structure consists of common client survival factors related to system variables, as well as unique individual characteristics.

System variables: Physiological, psychological, socio-cultural, developmental, and spiritual factors.

Lines of Resistance: The lines of resistance protect the basic structure. These lines are activated following stressor invasion of the normal lines of defense.

Normal Lines of Defense: An adaptation level of health developed over time and considered normal for a particular individual client or system; it becomes a standard for wellness deviance determination.

Flexible Lines of Defense: Protective system for the client's stable state. Ideally, it prevents stressor invasion and protects the normal line of defense. It is strengthened by primary prevention.

Stressors: Environmental factors that are intra-, inter-, and extra-personal in nature and have the potential for disrupting system stability by penetrating the system lines of defense and resistance. A stressor is inherently neutral or inert. The outcomes may be either positive or negative. The client system's perception of the stressors and coping abilities are major considerations for caregivers and clients.

Intrapersonal stressors: The internal environmental forces that occur within the boundary of the client system.

Interpersonal stressors: The external environmental interaction forces that occur outside the boundaries of the client system at the proximal range.

Extra-personal stressors: The external environmental interaction forces that occur outside the boundaries of the client system at the distal range.

Primary Prevention Level: Interventions before a reaction to stressors has occurred.

Secondary Prevention Level: Interventions after a stressor reaction has occurred (but before complications occur).

Tertiary Prevention Level: Interventions following treatment of a stressor reaction (but before complications develop into residuals).

Reaction: Response is based on the perception of the stressor by the basic structure and may occur in varying degrees.

Intervention: Any preventive mode of action that modifies an actual or potential stressor at the primary, secondary, or tertiary level. These modes of action can be implemented by the client system, significant other, family, community, nurse, or other health care provider.

Reconstitution: Represents the return and maintenance of the system stability following treatment of a stressor reaction which may result in a higher or lower level of wellness.

CREATION Life Principles

C-Choice – accept responsibility for optimal health

R-Rest – enjoy replenishing sleep and relaxation

E-Environment – create nurturing, rejuvenating surroundings

A-Activity – put the body into motion

T-Trust – express faith and belief in God

I-Interpersonal relationships – cultivate and celebrate relationships

O-Outlook – practice a positive, happy attitude

N-Nutrition – provides fuel for high performance throughout the life

Note: Students are encouraged to review the application of each of the elements that comprise CREATION Life at the following website: <http://www.creationlife.com>

ONLINE EDUCATION

The Graduate Track courses are offered entirely online. These include opportunities for real-time (synchronous) interaction with faculty and peer students. Asynchronous interactions in discussion forums foster collaboration, cooperation, and community-building through student engagement, learning accountability, and strong faculty presence. Collaborative activities and other interactive content enhance comprehension and retention. Class discussions may include opportunities for real-time (synchronous) interaction with faculty and peer students. Opportunities to learn from practical real-world involvement and activities demonstrate the relevance of coursework to the practice environment. Online learning provides education to students located anywhere without compromising, quality, rigor, or integrity.

Graduate Nursing Program Student Outcomes

1. Completion Rates:
 - a. RN-MSN Program: 70% of students will complete the MSN program within seven years after enrollment in the first nursing course.
 - b. MSN Program: 70% of students will complete the MSN program within five years after enrollment in the first nursing course.
 - c. DNP Program: 70% of students will complete the MSN program within seven years after enrollment in the first nursing course.
 - d. Graduate Certificate in Nursing Program: 70% of students will complete the Graduate Certificate program within three years after enrollment in the first nursing course.
2. Certification Rates:
 - a. MSN students must pass the certification examination (ANCC or AANP) at a rate of 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31).
 - b. DNP students must pass the certification examination (ANCC or AANP) at a rate of 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31).
3. Employment Rates:

- a. RN-MSN Program: 70% of students will be employed within 12 months upon successful completion of the program.
- b. MSN Program: 70% of students will be employed within 12 months upon successful completion of the program.
- c. DNP Program: 70% of students will be employed within 12 months upon successful completion of the program.
- d. Graduate Certificate in Nursing Program: 70% of students will be employed within 12 months upon successful completion of the program.

GRADUATE STUDENT LEARNING OUTCOMES

LEVEL V - LEVEL OUTCOMES

1. **Caring:** AACN Essentials Domain 2; ANA: 5; AHU Caring
Evaluates caring, Christian behaviors of oneself and others in health care.
2. **Communication:** AACN Essentials Domain 8; ANA: 10; AHU Communication
Evaluates effective communication skills and collaborates with other health care disciplines to influence health care delivery that enhances patient care and improves outcomes of a population or system.
3. **Critical Thinking:** AACN Essentials Domain 1; ANA: 5; AHU Critical Thinking
Appraise and evaluates scientific processes to inform quality improvement strategies to translate evidence-based practice and guide decision making in clinical practice and organizational systems.
4. **Ethical/Moral:** AACN Essentials Domain 9; ANA: 1; AHU Ethical / Moral
Analyze the ethical/moral principles in health care policy and practice.
5. **Lifelong Learning:** AACN Essentials Domain 10; ANA: 13; AHU Lifelong Learning
Integrates ongoing professional growth and development in self, the health care team, and the nursing profession.
6. **Professional Expertise: 1:** AACN Essentials Domain 4, 5; ANA: 12, 14; AHU Professional Expertise
Critically evaluates the literature and current research to guide best practices to improve and support health care outcomes of individuals, families, and health care systems.
7. **Professional Expertise: 2:** AACN Essentials Domain 3; ANA: 18; AHU Professional Expertise
Supports community resources to meet the primary, secondary, and tertiary health care needs of individual, families, and communities.
8. **Professional Expertise: 3:** AACN Essentials Domain 7, 9; ANA: 5, 8, 11, 12; AHU Professional Expertise
Incorporate the roles of the nurse as a care provider, designer, leader, educator, advocate, and coordinator of nursing care as appropriate.
9. **Professional Expertise: 4:** AACN Essentials Domain 2; ANA: 10; AHU Professional Expertise
Facilitates knowledge from nursing, the arts and sciences, and humanities to meet patient/clients' physiological, psychological, sociocultural, developmental, and spiritual needs.
10. **Service to the Community: 1:** AACN Essentials Domain 6; ANA: 11; AHU Service to the Community
Organize and plan service-learning opportunities within the health care settings.
11. **Service to the Community: 2:** AACN Essentials Domain 6; ANA: 11; AHU
Implement service-learning activities as sponsored by professional organizations, community outreach programs, faith-based activities, and local and state government opportunities.

LEVEL VI - LEVEL OUTCOMES

1. **Caring:** AACN Essentials Domain 2; ANA: 5; AHU Caring
Lead, construct, and collaborate with interprofessional teams to provide caring, Christian quality, safe, and cost effective, focused care to meet the needs of diverse of multifaceted

populations and systems.

2. **Communication:** AACN Essentials Domain 8; ANA: 10; AHU Communication Designs and presents quality improvement efforts utilizing health care technology to enhance organizational and system performance.
3. **Critical Thinking:** AACN Essentials Domain 1; ANA: 5; AHU Critical Thinking Create and develop solutions for complex problems.
4. **Ethical/Moral:** AACN Essentials Domain 9; ANA: 1; AHU Ethical / Moral Integrate, lead, advocate, and participate in health policy initiatives to positively impact health care delivery.
5. **Lifelong Learning:** AACN Essentials Domain 10; ANA: 13; AHU Lifelong Facilitate ongoing professional growth and development in self and others.
6. **Professional Expertise: 1:** AACN Essentials Domain 4, 5; ANA: 12, 14; AHU Professional Expertise Synthesizes the literature and current research to guide best practices to improve and support health care outcomes of individuals, families, and health care systems.
7. **Professional Expertise: 2:** AACN Essentials Domain 3; ANA: 18; AHU Professional Expertise Generate, evaluate, and articulate innovative solutions to complex care issues.
8. **Professional Expertise: 3:** AACN Essentials Domain 7, 9; ANA: 5, 8, 11, 12; AHU Professional Expertise Construct and enhance the roles of the nurse as a care provider, designer, leader, educator, advocate, and coordinator of nursing care as appropriate.
9. **Professional Expertise: 4:** AACN Essentials Domain 2; ANA: 10; AHU Professional Expertise Integrate nursing science and science-based theory to advance scholarship, research, and leadership in clinical practice to improve health outcomes for diverse populations.
10. **Service to the Community: 1:** AACN Essentials Domain 6; ANA: 11; AHU Service to the Community Organize and plan service-learning opportunities within the health care settings.
11. **Service to the Community: 2:** AACN Essentials Domain 6; ANA: 11; AHU Design, implement, and evaluate interventions and solutions that address health promotion and disease prevention.

References

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- American Association of Colleges of Nursing (AACN). (2021). *The essentials of Baccalaureate education for professional nursing practice*. <https://www.aacnnursing.org/Education-Resources/AACN-Essentials>
- American Nurses Association (ANA). (2021). *Nursing: Scope and standards of practice* (4th ed.).
- National Academy of Medicine. (2021). *The future of nursing 2020-2030: Charting a path to achieve health equity*. <https://nam.edu/publications/the-future-of-nursing-2020-2030>

The University learning outcomes and the Graduate (MSN and DNP) Programs' learning outcomes are measured through a series of academic activities that include but are not limited to:

- The students' ability to apply APA writing format in academic papers

- The student's ability to communicate professionally in online discussion forums, group interactions, written and verbal messages, assignments, and interpersonally
- The students' ability to progress through the MSN and DNP program tracks with grades of B or better
- The student's ability to apply critical thinking on a professional level
- The students' ability to incorporate theoretical and evidence-based practice protocols in written work and practice settings
- The student's ability to satisfactorily complete clinical projects at the undergraduate level of performance
- The students' involvement in service-learning activities in the community

Doctor of Nursing Practice Specialty Tracks

The Department of Nursing plans to offer two Doctor of Nursing Practice (DNP) tracks, clinical (Family Nurse Practitioner) and non-clinical (Organizational Leadership). The nurse practitioner professional degree is transitioning from a master's model to a doctoral model for entry into advanced practice.

The DNP program prepares nurses for the highest level of professional nursing practice, equipping them to transform patient care in contemporary and highly complex health care settings. Organizational Leadership focuses on health policy, finance, information technology, evidence-based practice focusing on translational research, implementation science, and patient safety are emphasized. Advanced knowledge and skills in patient treatment, diagnosis, and evaluation through graduate-level education will prepare the advanced practice registered nurse in the acute and primary care settings which are emphasized in the Family Nurse Practitioner track.

DNP Capstone Project

Students will complete an individual or group (2-3 students) DNP capstone project in their chosen track of concentration. Early in the DNP program student will begin collaborating with the chair, faculty, and committee members regarding the chosen capstone project. The DNP project will identify, implement, and complete a practice-based problem. Integration of existing evidence-based practice will be incorporated to address a health care problem. This project will be submitted, approved, and completed with the chair, committee members, and students. Dissemination of the DNP project culminates in the doctoral program.

Master of Science in Nursing Specialty Tracks

The MSN program prepares the Registered Nurse (RN) to assume leadership roles to meet the growing need of the health care industry, both in the United States and globally. Students have the option of preparing for leadership, either through the Nurse Administration and Leadership, Nurse Education, or Family Nurse Practitioner (FNP) specialty tracks.

The Graduate Nursing program provides RNs with quality teaching and learning experiences in an online format which allows further education while maintaining current professional development. Students participate in a virtual community of learners and are mentored by faculty and preceptors via online coursework.

The MSN curriculum includes didactic, discussions, assignments, projects, practica, and intensives that are integrated into selected nursing courses. The clinical assignments may be completed in the community or other health care agencies outside of the virtual classroom setting, using high and low-fidelity simulation, and standardized patients.

MSN Project

Students will complete an individual MSN project in their chosen track of concentration. As early as the second trimester, students may begin collaborating with the faculty and advisor regarding the chosen project. This project will be completed with the faculty, approved preceptor, and student.

Graduate Certificate in Nursing Tracks

The graduate certificate in health care administration allows current and future health care leaders to hone their strategic and inter-professional collaboration skills.

The Graduate Certificate in Nursing Administration and Leadership is designed for nurses looking to expand their administrative expertise and leadership skills. The program prepares graduates with the knowledge and acumen to lead nursing departments.

The Graduate Certificate in Nursing Education is designed for nurses looking to expand their expertise and skills in the design and delivery of nursing instruction. The program meets the needs of complex health care settings in the current, globalized world.

GRADUATE NURSING ADMINISTRATIVE AND ACADEMIC PERSONNEL

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Dean of Students: Joshua Garrido [@Garrido, Joshua](#)
Student Academic Support Services: Elizabeth Hernandez [@Hernandez, Elizabeth](#)

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Aixa Catala-Beauchamp, DNP, APRN, FNP-BC

Graduate Faculty

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Lead faculty: MSNP 645/645L – Primary Care of Children/Primary Care of Children Practicum

Lead faculty: DNPC 800/801 – Family Nurse Practitioner Clinical Rotation I/II

Lead faculty: DNPC 802 – Certification Exam Preparation

Lead faculty: DNPC 803A/803 B - Doctoral Project Implementation/Results and Dissemination

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Graduate Faculty

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Vanessa Crockett

Associate Registrar

Phone: 407-303-7747 ext. 110-1470/Fax: 407-303-0946

Email: Vanessa.Crockett@ahu.edu

24/7 Help Desk Technical Support:

Toll-Free Telephone: 1-877-642-1902

Submit a ticket or a live chat on the Canvas System

CONTACT INFORMATION

The information in this section is provided to assure that students are able to utilize the full array of course support that is provided by AdventHealth University.

Contact Sequence (See roles below)

Address *course content questions* in the following sequence:

Lead Faculty and then Program Coordinators.

Address *process questions* (“How do I ...”) in the following sequence:

Lead Faculty for course details; Academic advisor for registration details

Director of Student Success and Retention (Amanda Hayes)

The **Director of Student Success and Retention** also is available M-F 8:30 am -5:30 pm to assist you with contacts or finding any other information you may need.

Address *Technological Questions*:

1. Contact the **24/7 Help Desk** to document the issue, receive immediate assistance, and obtain a problem identification number.
2. Toll-free 24/7 telephone access at 1-877-642-1902 or send email to external e-mail: Submit a ticket or the live chat on the Canvas system.
3. Contact the Director of Online Student Success and Retention and/or course Lead Instructor.

Section Adjunct Faculty (in some courses)

The Section Adjunct Faculty is responsible for the following activities:

1. Moderating small group activities.
2. Facilitating students' understanding of course concepts.
3. Monitoring and responding to discussion board postings.
4. Engaging students' active participation in the course content.
5. Grading student assignments in a timely manner (within 6 calendar days) and providing feedback to the student.
6. Monitoring and recording weekly student participation in the course.
7. Contacting students not actively participating in the course.
8. Coaching students based on performances recorded in the grade book.
9. Respond to student questions within 24 hours (during the week) and 48 hours during weekends.
10. Notifying the Lead Faculty/Course Coordinator of students not actively participating in the course.

Students should contact the Section Adjunct for the following issues:

- A. Clarification regarding assignments and quizzes.
- B. Clarification regarding the understanding of the course content.
- C. Inability to attend any group appointments.
- D. Concerns related to performance in the course.

Lead Faculty/Course Coordinator

The Lead Faculty/Coordinator is responsible for the following activities:

1. Developing course content, including group activities, live conferences, and discussion boards.
2. Monitoring student discussion forums and participation.
3. Analyzing results of quizzes and examinations.
4. Monitoring students' progress in the course.
5. Maintaining communication/team meetings with the section adjunct instructors.
6. Review requests for extensions/incomplete grades.
7. Monitoring students' engagement in the course.
8. Submitting final course grades.
9. Recording course data in Watermark PSS.

Students should contact the Lead Faculty for the following issues:

- A. Questions about the material, including readings, assignments, multi-media presentations, discussion forums, and group activities were not answered by the section adjunct faculty.
- B. Course policies or procedures.
- C. Requests for extensions/incomplete grades.

Director of Student Success and Retention (Amanda Hayes)

The Director of Student Success and Retention is responsible for the following activities:

1. Student access to the course website.
2. Posting general course announcements.
3. Maintaining student records.
4. Maintaining databases, including address changes.
5. Facilitating course drops and withdrawals.
6. Maintaining live discussions and discussion boards.

Contact the Director of Online Student Success and Retention for the following issues:

- A. Change of Address.
- B. Non-receipt of course materials.
- C. Difficulty logging onto the course website.
- D. Difficulty contacting a faculty member.
- E. Submitting student-completed Drop/Withdrawal form.

The Success Coach and Remediation Specialist is responsible for:

1. Supporting students and instructors to resolve issues and increase progress toward academic achievement and perseverance.
2. Meeting with students to conduct a gap analysis and create a success plan.
3. Coordinating student referrals to academic or psychosocial resources as appropriate.
4. Monitoring student performance and documenting progress.
5. Designing and implementing teaching strategies to help nursing students meet outcomes.
6. Assisting students with goal setting, planning, and overcoming obstacles.

Contact the Success Coach and Remediation Specialist:

- A. To develop a proactive academic plan.
- B. When your nursing program requires a meeting or ongoing coaching.
- C. To adjust study strategies due to low quiz/exam scores.
- D. For issues related to clinical competency, including unsafe clinical behavior, or failing a clinical competency.
- E. Lapses in professional judgment (i.e., tardiness, absenteeism, unprofessional behavior).
- F. Extended lapse in program completion for any reason (not enrolled in nursing courses for a trimester or longer before resuming coursework).

Graduate Program Coordinators [Dr. Theresa Kyle (MSN), Dr. Ebony Rollins (DNP)]

The Program Coordinators are responsible for the following activities:

1. Faculty and program evaluation.
2. Implementation of program policies.
3. Assignment of faculty.
4. Compliance with accreditation and regulatory standards.

Contact the Program Coordinators for the following issues:

- A. Suggestions concerning program improvements/modifications.
- B. Issues not satisfactorily addressed by the Section Adjunct Instructor and the Lead

Faculty/Course Coordinator.

Graduate Assistant Dean (Dr. Lynelle Callender)

The Assistant Dean is responsible for the following activities:

1. Oversight of the nursing program.
2. Management of nursing faculty and staff.
3. Approval of student requests for academic exemptions (petitions).
4. Enforcement of compliance with departmental and university-wide accreditation and regulatory standards.

Contact the Graduate Assistant Dean for the following issues:

- A. Suggestions concerning program improvements/modifications.
- B. Issues not satisfactorily addressed by other program faculty or staff.

STUDENT RESOURCES

LEARNING RESOURCES

AdventHealth University is committed to ensuring positive learning outcomes for students enrolled in online courses. Students have access to several learning resources, including:

1. The R. A. Williams Library
2. Ask-A-Librarian
3. Student Academic Support Services
4. *Turn-it-in* Plagiarism Checker
5. *English Help* (for students whose first language is not English)
6. *Writing Center (Vocabulary in Context, Organizing a 5-Paragraph Essay, Verb Tenses)*

OTHER RESOURCES

Students in the *RN-BSN Track* have access to:

1. Pastoral Care Services
2. Counseling Services
3. Disability Services
4. Student Services
5. Financial Aid Services
6. Enrollment Services
7. Office of the Registrar
8. Bookstore
9. Online Student Managers
10. Enrollment and Faculty Advisors

Graduate Admission, Progression, and Completion Policies

Admission as a graduate student requires that the applicant:

1. Submits an application online with a non-refundable \$50 application fee. Admission files are not considered complete until the application fee is paid; any documents received without an application on file will not be processed.
2. Submits official transcripts from all colleges previously attended. Admission
3. GPAs will be calculated based on credits from regionally accredited institutions only. Failure to disclose all colleges previously attended could result in denial or dismissal.
4. Submits a copy of an active, unencumbered RN license for the state of residence.
5. Has completed a baccalaureate degree in nursing with an overall cumulative GPA of 3.0.

Additional Requirements for Admission to the DNP Track

- Minimum 3.0 GPA (nursing and overall cumulative).
- Minimum of 2 years of direct patient care within the past 5 years.
- Applicants selected for consideration for admission into the DNP-FNP track will also have to complete a video interview.
- Submit a non-refundable \$500 dollar deposit upon acceptance to the DNP program. The fee applies toward tuition and holds a place in the current cohort.
- Hold a Master of Science in Nursing (MSN) or a Bachelor of Science in Nursing (BSN) with a minimum overall cumulative GPA of 3.0 and a nursing GPA of 3.0.
- Must pass the drug screen and the FDLE background check as stipulated by AHU. Students with criminal backgrounds are not eligible to sit for the national certification boards and will not meet the requirements for acceptance into the program.
- Visit their state board's website for the most updated and accurate information. Note that licensure eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice. If you are unsure whether you are eligible for the Graduate Nursing programs based on your state of residence, please contact our Admissions Coordinator.

Conditional Admission as a prospective MSN graduate student requires that the applicant with a GPA below the 3.0 requirement, **granted on a case-by-case basis, and does not guarantee admission:**

1. Submits an application online with a non-refundable \$50 application fee. Admission files
2. are not considered complete until the application fee is paid; any documents received without an application on file will not be processed.
3. Submits official transcripts from all colleges previously attended. Admission
4. GPAs will be calculated based on credits from regionally accredited institutions only. Failure to disclose all colleges previously attended could result in denial or dismissal.
5. Submits a copy of an active, unencumbered RN license for the state of residence.
6. *Student must complete RSCH 512- Research and Evidence-based Practice (3 credits) and SCHW 501 – Foundations of Scholarly Writing for the Advanced Nurse (1 credit) with a course grade of a B or higher in each course to be considered for General admission to the MSN program.*
7. *Write a one-page letter to the Online Graduate Admissions Committee Chair for consideration of General admission. Include statements of rationale and plans for*

success in all courses with a grade of a B or higher. Progression through the program anticipates that the student will:

- a. Repeat only one Graduate course (including core courses) for any reason, (including withdrawals).
- b. Earn a grade of B or higher in each course.
- c. Complete within 5 years if holding an MSN (DNP Student)
- d. Complete within 7 years if holding a BSN (DNP Student)
- e. Complete within 5 years if holding a BSN (MSN Student)

Graduate Completion

AdventHealth University will consider students for graduation and conferral of a DNP when the general requirements for graduation are met (see Graduation in the “Academic Information” section in the Academic Catalog) and when:

1. Students entering with an MSN must complete a minimum of 49 (Organizational Leadership DNP) or 42 (Clinical DNP) credit hours to graduate.
2. Students entering with a BSN must complete a minimum of 81 (Organizational Leadership DNP) or 91 (Clinical DNP) credit hours to graduate.
3. Students must maintain a minimum nursing GPA of 3.0 and a minimum cumulative GPA of 3.0 to complete the program.
4. Achievement of a minimum grade of “B” (3.0) in each nursing, cognate, and general education course.

AdventHealth University will consider students for graduation and conferral of an MSN when the general requirements for graduation are met (see Graduation in the “Academic Information” section in the *Academic Catalog*) and when:

1. Completion of a minimum of 31 trimester hours of applicable credits
2. Completion of the prescribed course of study for the degree with a minimum nursing GPA of 3.0 and a minimum cumulative GPA of 3.0
3. Achievement of a minimum grade of “B” (3.0) in each nursing, cognate, and
4. general education course.

Note: AdventHealth University does not accept transfer of graduate course credits to meet requirements for its professional clinical graduate programs.

Graduate Certificate in Nursing Admission, Progression, and Completion Policies

Admission as a graduate student requires that the applicant:

1. Submit an application online with a non-refundable \$20 application fee. Admission files are not considered complete until the application fee is paid; any documents received without an application on file will not be processed.
2. Submit official transcripts in English from all colleges previously attended. Admission
3. GPAs will be calculated based on credits from accredited institutions only. Failure to disclose all colleges previously attended could result in denial or dismissal.
4. Submit a copy of an active, unencumbered RN license for the state or country of residence.
5. Has completed a baccalaureate degree in nursing with an overall cumulative GPA of 3.0.

Progression through the program anticipates that the student will:

1. Repeat only one Graduate Nursing course for any reason, (including withdrawals).
2. Earn a grade of B or higher in each course.
3. Complete within 5 years if holding a BSN.

Completion

AdventHealth University will consider students for graduation and conferral of a Graduate Certificate in Nursing when the general requirements for graduation are met (see Graduation in the “Academic Information” section in the *Academic Catalog*) and when:

1. Completion of a minimum of 9-10 trimester hours of applicable credits
2. Completion of the prescribed course of study for the graduate nursing certificate with a minimum nursing GPA of 3.0 and a minimum cumulative GPA of 3.0
3. Achievement of a minimum grade of “B” (3.0) in each nursing, cognate, and general course.

Note: AdventHealth graduate certificate in nursing course credits may apply to the AHU’s MSN degree requirements.

State of Residence Considerations

AdventHealth University currently cannot enroll students who are residents of the following states/districts into the **MSN or DNP Family Nurse Practitioner** track: Arizona, Indiana, Kansas, Louisiana, Nebraska, New Mexico, New York, Pennsylvania, South Carolina, Tennessee, and Wisconsin. AdventHealth University currently cannot enroll students who are residents of the following states/districts into the **Graduate Certificate in Nursing** and **MSN Administration & Leadership and Education** tracks: Arizona and Tennessee.

Prospective students are highly encouraged to visit their state board’s website for the most updated and accurate information. Note that licensure eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

If you are unsure whether you are eligible for the Graduate Nursing programs based on your state of residence, please [Schedule a Call](#) with our Admissions Coordinator.

Specific Policies

The following guidelines describe regulations of the program governing specific situations. Students participating in the program are expected to abide by these policies.

Professional Licensure

Students in graduate nursing programs are required to maintain an active unencumbered registered nursing license in good standing throughout their course of study. The nursing program reserves the right to request updated evidence of licensure status at any time. If at any time a student becomes unlicensed for any reason, or the student is obligated to surrender licensure in any jurisdiction for disciplinary reasons or experiences any other change in licensure status (e.g., expiration dates, revocation, suspension, change of names) the student must inform AHU Department of Nursing of the change. This notification must occur immediately if the student is currently participating in a course. If the student is not registered in a course at the time of the change, the notification must occur prior to registering for the next course. A copy of

all licensure changes must be submitted to the Online Associate Registrar. *Please be aware that the University is obligated to report any attempts at misrepresenting licensure status to appropriate regulatory agencies.*

Confidentiality of Information

All agency and client information that students receive while completing practice immersion is considered confidential according to HIPAA. Release of this data (i.e., oral, written, electronic, or through any other means) to an individual or entity who does not have an authorized need to know is prohibited. Students must not discuss agency business outside the clinical agency with anyone, including other students, family members, or agency personnel by any means – orally, in writing, or via social media; doing so will violate the right of privacy of others.

Relevant client/agency information that is shared in group activities, discussion forums, or written assignments must be done in a manner that ensures the confidentiality and anonymity of the involved clients or agency. Students may ensure confidentiality and anonymity by using alternate names or initials. ***If photos are taken of students engaged in practice immersion experiences, clients or patients should not be included in the picture.*** Any inappropriate or unauthorized retrieval, review, or sharing of confidential information is considered a breach of confidentiality. Students who violate or participate in a breach of confidentiality will face disciplinary action (see *Disciplinary Policy*).

Dress Code

AdventHealth University subscribes to a dress code that reflects principles of Christian modesty, neatness, simplicity, and appropriateness. In keeping with this philosophy, students are required to adhere to the following dress code when completing clinical projects and assignments:

1. Students who implement clinical assignments within an agency must abide by the agency's dress code. Students must identify themselves as students of the University by wearing their University-issued identification badges. ***Students are not permitted to wear employer identification badges while in the pursuit of course-related activities.***
2. The acceptable jewelry is a wedding band and/or engagement ring and post-type earrings; one on each earlobe.
3. Makeup and nail polish, if worn, should be minimal and must maintain a healthy, natural look.
4. Any time students are on official [non-clinical] business in an agency, they must dress appropriately. This means professional-type attire that would be worn in an office or business-type setting (dress slacks or a skirt with a professional top). ***Jeans, flip-flops, shorts, low-cut tops, halter tops, leggings, and revealing clothing are not considered appropriate attire.*** Uniforms and scrubs are not appropriate for these activities unless specifically required by the agency personnel.
5. Tattoos must be covered.

Civility Policy

Students, faculty, and staff are required to demonstrate civility in all interactions and communication, e.g., in-person, on-line, emails, phone and cell calls, virtual interactions, texting. They must always treat each other with respect and caring. Students, faculty, and staff will demonstrate civility, professional, and caring, Christian behaviors in all interactions and communication, e.g., consideration, kindness, patience, grace, a positive attitude.

Students, faculty, and staff who demonstrate incivility, unprofessional, and un-Christian behaviors in interactions and communication, e.g., confrontational, interrupting, bullying, cursing, vulgarities, sarcasm, aggressiveness, threatening, accusatory, disrespectful, unkind, impatient, negative tone of voice, negative behavior, negative communication, judgmental, devaluing students, peers, faculty, staff, colleagues, and administration will be documented in a Disciplinary Process. This may lead to referral to the Citizenship Committee and dismissal from the Programs in the Department of Nursing, based on the frequency and severity of the behaviors. The Faculty and Vice-Chairs of the Department of Nursing Programs will make the determination of the disciplinary actions and procedure.

Grading Policy

A variety of assignments and other tools will be used to evaluate student progress and in computing course grades. The criteria for these evaluations are listed within each specific course syllabus. Course grades are recorded as follows:

Grade	Percentage *	GPA
A	90-100%	4.00/4.00
B	80-89%	3.00/4.00
C	70-79%	2.00/4.00
D	60-69%	1.00/4.00
F	0-59%	0.00/4.00

***No Rounding**

Withdrawal/Drop Policy

Students must download the withdrawal form from the AHU website, complete the form and submit it to the Online Associate Registrar. The grade recorded will be based on the date the withdrawal form is received. If the student stops attending a course and does not submit the withdrawal form by the deadline, a grade of “WF” (withdrawal/failing) may be recorded for that course.

Incomplete Grade Policy

A grade of Incomplete (I) is assigned when extenuating circumstances, such as illness, the death of a family member, or a family emergency, prevent a student who is *passing a course* from completing the *final assignment* and other course requirements by the end of the trimester. Students must notify the course’s lead faculty of their intent to apply for an incomplete grade. The information submitted to the lead faculty must be specific enough that an appropriate determination for approval may be made. The lead faculty determines whether the request meets the criteria for an incomplete grade and forwards the request to the Dean of the Department of Nursing who makes the final determination for approval.

The form then is sent to the Office of the Registrar. Incomplete coursework must be ***completed by the subsequent trimester per the academic catalog***. It is the student’s responsibility to

maintain contact with the lead faculty during the time contracted to complete the coursework. Students must submit all coursework established in the incomplete contract to change an incomplete grade to a course grade. If the student does not complete the contracted work by the established deadline, the incomplete grade will automatically revert to the grade earned at the end of the course. Students who cannot complete the contractual work by the specified deadline may request an extension from the lead instructor. Requests for extensions are individually considered and must be submitted ***in writing at least three days*** before the deadline established in the contract. Students will not be granted additional time to complete assignments submitted after the contracted date without the ***approved extension***. Students are assessed a charge for the processing of an Incomplete grade. Refer to the Fee Schedule in the *Academic Catalog*.

Assignment Submission

Students are expected to be actively engaged in enrolled courses. This includes the timely and complete submission of all course components (e.g., assignments, projects, postings, exams) prior to the last day of the trimester term. All due dates will include the “New York, EST zone” for all assignments, papers, and projects. Each course faculty will determine the late submission policy, which will be specified in each course syllabus. Submissions made after the deadline **will not be accepted and students will earn a grade of zero**. Any partial work submitted, or a failure to attempt work, will also be evaluated for a grade by each course faculty. Failure to complete all coursework by the end of the trimester term will result in a grade of an “F” or Incomplete, which will be at the faculty’s discretion.

When uploading documents to the assignment drop boxes and discussion forums, it is the student’s responsibility to ensure that the attachment has been successfully submitted. Any submissions made in which the attachment is not present in the assignment drop box the final grade may result in a **zero**. The document that is submitted will be considered the official submission for that student. Students are responsible for ensuring that the document they submit prior to the deadline is reflective of their final work.

Exam Review for Online Courses

It is important to recognize that the online classroom is a learning environment, and certain moral and ethical behaviors are expected when you engage in academic work. *Please refer to the Exam Review for Online Courses Policy located on the my.ahu.edu website.*

General Guidelines

To maintain the integrity of the assessments delivered throughout the program, students will not have access to an exam/quiz once it has been submitted. Students will only receive their overall score on the exam/quiz. If a student has a specific question regarding the exam, he/she should contact the course instructor or section adjunct.

General Practices

In keeping with this policy, the course instructor or section adjunct is not permitted to review your exam and tell you specifically which questions you missed. Rather, the appropriate request would be submitting an inquiry to the course instructor or section adjunct requesting further explanation or clarification on a specific subject matter or content. This approach will allow the

course instructor or section adjunct to further explain or clarify a concept that will enhance your learning.

Attendance Policy

Students must interact in their respective courses during the first week of the trimester to validate attendance. Several opportunities are provided in the course to validate attendance. Students will be administratively withdrawn, who are not present during the first week.

Students failing to participate in course activities are subject to administrative withdrawal from the course. The student will be administratively withdrawn from the course if there are two consecutive weeks of recorded absence without notification to the faculty.

Students who do not provide prior notification of an intended absence (i.e., except in extenuating circumstances) will not have opportunities to complete missed assignments. Students who have extenuating circumstances that will prohibit them from actively participating in the course are responsible for notifying the faculty. If arrangements cannot be made, the student may consider requesting an incomplete grade, if applicable, or withdrawing from the course. Documentation of the circumstances necessitating the absence may be required.

Mandatory Orientation Attendance Policy

All students are required to attend the mandatory Online Nursing Orientation at the beginning of the program. The Online Nursing Orientation is offered only once per year. Any student who does not attend the Online Nursing Orientation will be unable to start the program. Students will receive several emails detailing the orientation schedule prior to the beginning of the nursing program. Students with extenuating circumstances should notify faculty immediately.

Student Participation in Governance of the Program

Students will be invited to participate in a Nursing Forum each trimester. Announcements of the forums will be made via the nursing course messaging system.

Petitions

Petitions for academic exemption will only be considered in extenuating circumstances.

NATIONAL STUDENT NURSES' ASSOCIATION, INC. CODE OF ETHICS FOR NURSING STUDENTS

AHU endorses the NSNA Code of Ethics (2019). See <https://www.nsna.org/nsna-code-of-ethics.html>

Professional Behaviors During Immersion Experiences/Clinical Experiences

When completing clinical assignments, students are responsible for:

1. Arriving on time for scheduled appointments.
2. Completing required documents and reviewing procedures related to immersion experiences or project presentations.

3. Seeking every possible learning opportunity by using initiative, asking questions, and becoming active participants in the learning process.
4. Behaving as a “guest” in the clinical facility.
5. Establishing positive rapport with the "host" by:
 - A. Being polite in one’s interactions with the staff.
 - B. Abiding by policies and procedures unique to the facility.
 - C. Using professional judgment when expressing negative
 - D. feelings about occurrences in the clinical agency.
 - E. Showing interest and enthusiasm for learning.
 - F. Expressing appreciation to those who helped contribute to one’s learning
 - G. experiences.

Photographs

A University-issued identification badge is required and must be worn during attendance at all practicum assignments. It is also required that a photograph of each student is posted in the online classroom for the following verification purposes:

1. Identification as an AHU student when completing practicum assignments.
2. Identification as the presenter in practicum assignments.
3. A face-to-face contact for online communication and examination.

Graduate Nursing Academic and Professional Integrity

Students in graduate nursing programs are expected to exhibit high levels of integrity in all activities. AdventHealth University reserves the right to deny admission to or remove a student from, a graduate nursing program if the student has a record of misconduct unbecoming of a professional practitioner or demonstrates behaviors that put the student, peers, or the University at risk. Academic dishonesty will be determined at the discretion of the university faculty. The use of assistive websites is highly discouraged including but not limited to Course Hero, Quizlet, Chegg, Brainly, and any artificial intelligence (AI) resources. Academic dishonesty will not be tolerated in any graduate nursing program. Students who exhibit academic dishonesty on exams, assignments, projects, or research will receive a zero and will be dismissed from the graduate nursing program.

AHU Academic Integrity and Code of Conduct

With each course, students must adhere to academic integrity and the code of conduct outlined in AHU’s catalog. Academic misconduct, including but not limited to, cheating on examinations, plagiarism, fabrication, forgery, obstruction, multiple submissions, complicity, misconduct research assignments, computer misuse, and the misuse of intellectual property will not be tolerated. Students who are found to be cheating may be administratively dismissed from the program.

A student who violates standards of academic and professional integrity *may* receive a failing grade for the assignment or the course. The student will not have the option of a grade of “W” in the course and depending on the nature of the offense, *may be subject to warning, academic probation, suspension, or immediate dismissal from the program and/or the University*. Refer to the *Disciplinary Policy* for further information. Integrity issues are referred to the AHU Citizenship Committee.

Turnitin Policy

All written assignments must be submitted to Turnitin per each course syllabus and in each course, faculty will determine the similarity percentage acceptable for course assignments with the maximum being no higher than **15** percent similarity.

Generative AI

Though generative AI changes many things, it does not change the fundamental expectation of ethical student behavior. AHU's Academic Misconduct Policy ([ACD 101.005](#)) still applies. Generative AI must be properly cited like any other source pursuant to the AHU plagiarism requirements.

Artificial Intelligence Classroom (AI) Usage Policy

AHU encourages the adoption and responsible use of AI tools as aids to enhance learning and productivity. It is important to understand that AI tools are intended to support student work, and not to replace original thought or effort. These tools should be used only with explicit and clear permission from the course faculty, and then only in the ways allowed by the instructor.

All submissions, unless otherwise specified by the course faculty, must be the student's own, original work. This includes but is not limited to draft or final assignments, papers, projects, exams/quizzes, oral presentations, discussion boards, or other work. Use of any other person, or AI for submitted work it will be treated as non-original work and is considered academic misconduct and is subject to appropriate penalties.

Netiquette Guide for Online Courses

It is important to recognize that the online classroom is a learning environment, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette. *Please refer to the Netiquette Guide for Online Course Policy located on the [my.ahu.edu](#) website.*

Security

- Remember that your password is the only thing protecting you from pranks or more serious harm.
- Do not use passwords that are based on personal information that can be easily accessed or guessed.
- Do not share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.
- Logging on and allowing others to access course materials is considered an academic violation.

General Guidelines

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Convey a positive tone through word choice, syntax, punctuation, letter case, sentence length, opening, and closing. Written tone affects the reader just as the tone of one's voice.
- Use standard fonts
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like 😊 or :).
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via e-mail.
- Check your email daily.

Email Netiquette

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Use a salutation when writing a message "Hello, good morning, etc"
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Sign your message with your name, course name, and best contact/email address if it differs from the platform you are using.
- Think before you send the e-mail to more than one person. Does everyone need to see your message?
- Be sure you want everyone to receive your response when you click, "reply all."
- Be sure that the message author intended for the information to be passed along before you click the "forward" button.
- Double check the accuracy of the email address and email recipient before you click "send".

Message Board Netiquette and Guidelines

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before submitting them.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.

- Be sure to read all messages in a thread before replying.
- Do not repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.



DEPARTMENT OF NURSING

POLICIES AGREEMENT

In signing this paper, I acknowledge that I am responsible for all policies located in the student handbook herein.

Signature_____

Date_____

Print Name_____

Students with grievances which are not covered under the Academic Appeal Policy (*Academic Bulletin*) or the Discipline Policy (*Student Handbook*) are encouraged to take the appropriate steps to resolve the issue informally by discussing it directly with the individual(s) involved. If informal resolution is not possible or the issue was not resolved, students may submit a written grievance to the Vice President for Student Services within ten business days of the incident. The Vice President for Student Services will investigate the case and respond to the student in writing within ten business days.

Disciplinary Process

The disciplinary process is intended to help the student identify and correct unacceptable behaviors or noncompliance with one or more of the University or Departmental policies. The implementation of disciplinary action is used to maintain a positive learning environment and to promote professional growth. There are four steps in the disciplinary process and these steps may be implemented at any time throughout the program. The *process may begin at any step* depending on the circumstances and behaviors. Formal documentation of the circumstances warranting the disciplinary action and the outcomes of the action is recorded in the student's academic file. The disciplinary process is cumulative and remains in effect throughout the graduate program. The four steps of the disciplinary process are:

1. Documentation
2. Warning
3. Probation
4. Dismissal

Depending on the circumstances and severity of the infraction, the student may be immediately placed in the warning, probation, or dismissal status. The following are common infractions that would lead to disciplinary action, up to and including dismissal from the program. (Note: this list is not inclusive of all possible infractions):

1. Breaching confidentiality (see Confidentiality Policy)
2. Fabricating data
3. Giving, receiving, or using unauthorized information
4. Cheating on assignments, examinations, or other academic work
5. Plagiarizing the work of others
6. Being disruptive or unpleasant to others in group activities, discussion forums, student lounges, or other interactive communication media
7. Using unacceptable language or tone in any means of communication
8. Engaging in dishonest, unethical, or unprofessional conduct with immersion agency staff
9. Inflicting physical, mental, or emotional harassment directed at any student, faculty, or staff associated with AHU or its affiliate agency partners
10. Failing to follow rules and regulations established by the Department of Nursing
11. Failing to follow rules and regulations established by the University

Disciplinary Process Steps

1. **Documentation.** Documentation is initiated immediately following unacceptable or non-compliant behavior. Application of other steps in the disciplinary process may be required, based on the severity of the action.
2. **Warning.** Students are placed on warning status with the second documentation of unacceptable or non-compliant behavior. Application of further steps in the disciplinary process may be required, based on the severity of the action.
3. **Probation.** Students are placed on probationary status with the third documentation of unacceptable or non-compliant behavior. Application of further steps in the disciplinary process may be required, based on the severity of the action.
4. **Note:** All students who are readmitted to the nursing program after dismissal re-enter the program on a probationary status. Failure to comply with the terms of the readmission contract will lead to the next step in the disciplinary process, which is dismissal.

5. **Dismissal.** A first documented unacceptable or non-compliant action may lead to immediate dismissal, depending on the severity of the infraction. An example of an action that may lead to immediate dismissal is gross plagiarism (taking ownership of the original work of others). Students may be dismissed from the nursing program with the fourth documented unacceptable or non-compliant behavior.

Faculty Obligations

1. The graduate faculty member will confer with the student and complete the first page of the disciplinary action documentation form. The faculty will inform the student that the outcome will be determined by the faculty. If the infraction is minor and only warrants documentation, the student will be informed immediately of the outcome by the lead faculty (next step in the disciplinary process).
2. The graduate full-time faculty, including the Online Graduate Program Coordinator and the Graduate Assistant Dean of the Department of Nursing will confer to determine the severity of the infraction whenever the student may potentially be placed on warning, probation, or dismissal status.
3. Dismissal of a student with or without the specified number of documentation will be discussed with the Online Nursing Graduate Program Coordinator, Department of Nursing Graduate Assistant Dean, and Dean notification to the student.
4. The Online Graduate Program Coordinator will complete the documentation for all students placed on warning, probation, or dismissal status. In addition, the student will be informed of the decision in writing on a "Disciplinary Action" form and in a telephone or face-to-face conference, depending on the student's geographic location.

Conflict Resolution/Grievance

The Nursing Department promotes open communication, professionalism, and resolution of conflict at the level at which it occurs. Students who believe that their academic rights have been infringed upon or that they have been treated unjustly are entitled to fair, impartial consideration.

Definition of Terms

- Concern/Complaint: A matter for the faculty to consider
- Conflict: differences expressed verbally or in writing
- Grievance: written statement submitted by the student to the Department Dean, after completing steps one through three below

Resources

An open access policy is maintained throughout the Department of Nursing to promote communication and resolution of concerns. Individuals are encouraged to attempt resolution at the level at which it occurred. Students have access to the faculty's telephone numbers and may contact the faculty either through the course e-mail or the faculty's University e-mail.

Note: Most of the concerns expressed by students relate to grades. Assignments are graded by the faculty without bias, using the grading rubrics developed by the lead faculty. Read the faculty feedback and review the assignment against the rubric to ensure compliance with the grading

criteria before expressing concerns about grades. All concerns regarding grades should be communicated to the faculty ***within one week*** of receipt of the grade.

Students with grievances which are not covered under the Academic Appeal Policy (*Academic Bulletin*) or the Discipline Policy (*Student Handbook*) are encouraged to take the appropriate steps to resolve the issue informally by discussing it directly with the individual(s) involved. If informal resolution is not possible or the issue was not resolved, students may submit a written grievance to the Dean for Student Services within ten business days of the incident. The Dean for Student Services will investigate the case and respond to the student in writing within ten business days.

Grievance Process

The following grievance process applies to the graduate nursing program (also see the *Academic Catalog*):

Step 1: Discuss the concern/complaint with the involved faculty member no later than 1 week after the incident.

Step 2: The involved faculty must respond in writing to the student within one week of receipt of the complaint.

Step 3: If the issue is not resolved, a written statement should be submitted to the next level (from faculty to lead faculty; from lead faculty to Online Graduate Program Coordinator) no later than one week after the response from the first response. The next-level faculty will then confer with the initial faculty and respond to the student in writing within one week of receiving the student's written statement.

Step 4: If a resolution is not reached, the student submits a written statement to the Department Dean no later than one week after the Online Graduate Program Coordinator's response. The Department Dean will investigate the issue and reply in writing to the student within one week of receiving the student's written statement. ***This step is considered to be a formal grievance at this point.*** The student must submit the written formal grievance to the Department Graduate Assistant Dean within 4 weeks of the occurrence.

Step 5: If the student is still not satisfied with the outcome, the student may request that all materials related to the grievance, including the written statements of the Online Graduate Program Coordinator and the Graduate Assistant Dean be given to the Department of Nursing Dean who will review the grievance materials and return a written decision within two (2) weeks.



**DEPARTMENT OF NURSING
DISCIPLINARY ACTION DOCUMENTATION FORM**

Student Name
Course number and name

Date of Incident

The disciplinary process involves four steps:

1. Documentation
2. Warning
3. Probation
4. Dismissal

Steps taken in this process remain in effect throughout the entire program (See the Disciplinary Policy).

DESCRIPTION OF BEHAVIOR(S) OR INCIDENT(S):

GOAL(S) FOR IMPROVEMENT:

Faculty's Signature:

Date:

ACTION TAKEN:

() DOCUMENTATION () WARNING () PROBATION () DISMISSAL
Comments:

STUDENT'S RESPONSE

Signature

Date

Student

FACULTY SIGNATURES and DATE

<i>Course Faculty</i>	<i>Online Graduate Program Coordinator</i>
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Graduate Assistant Dean

Date

Copies to: Student, Academic Record

Curriculum

DNP Curricula

All students must participate in a series of core classes, which contain material expected of all DNP students. Students may choose either the Organizational Leadership or Family Nurse Practitioner (FNP) track. Courses are offered as 7-week or 14-week courses during each trimester.

Students with a BSN, and students who have completed the bridge courses by studying full-time (8-12 credits per trimester), may complete the DNP degree within three (3) years. The DNP-FNP may be completed as a part-time option, based on the proposed part-time study.

Students with an MSN may complete the DNP degree within 18 months. The DNP-FNP may be completed as a part-time option, based on the individualized plan of study.

DNP Clinical and Practicum Experiences

Clinical and Practicum experiences are a part of the DNP Organizational Leadership and Family Nurse Practitioner (FNP) Tracks. These experiences include a variety of activities in collaboration with the DNP faculty's recommendation, divided between five trimesters and in the final trimester dissemination of the capstone project.

The Graduate Clinical Coordinator strives to assign clinical sites and preceptors to graduate students residing in the following Central Florida areas (**Orange, Osceola, and Seminole Counties**). *However, clinical placement and preceptors are not guaranteed. Students residing outside Central Florida (based on your address upon admission) are responsible for securing a qualified preceptor and clinical site under the supervision and approval of the Graduate Clinical Coordinator.*

MSN Curricula

All students must participate in a series of core classes, which contain material expected of all MSN students. Students may choose either the Administration and Leadership or Education tracks. Courses are offered as 7-week or 14-week courses during each trimester.

Students with a BSN by studying full-time (7-9 credits per trimester), may complete the MSN degree within two (2) years. The MSN may be completed as a part-time option, based on the individualized plan of study.

MSN Practicum Experiences

Practicum experiences are a part of the Administrative Leadership and Education tracks. These experiences include a variety of activities in collaboration with the graduate faculty's recommendation, divided between two to three terms, or in the final trimester after preparatory coursework completion.

The Graduate Clinical Coordinator strives to assign clinical sites and preceptors to graduate students residing in the following Central Florida areas (**Orange, Osceola, and Seminole Counties**). *However, clinical placement and preceptors are not guaranteed. Students residing*

outside Central Florida (based on your address upon admission) are responsible for securing a qualified preceptor and clinical site under the supervision and approval of the g Clinical Coordinator.

The clinical coordinator and faculty will assist you with securing the affiliation agreement and clinical site, once you have identified a willing and qualified preceptor. If at any point during your matriculation through the Family Nurse Practitioner program you decide to move to Florida, you will remain responsible for finding your clinical placement. You are required to notify the clinical coordinator and faculty of your intent to move to Florida by completing an academic petition that includes the date of your potential move. It is important that you begin seeking your clinical site as soon as possible. Securing an affiliation agreement can be arduous, begin the process early.

***FNP students are strongly advised against working full-time while enrolled in Practicum courses.**

Graduate Certificate in Nursing Curricula

All graduate nursing students must participate in a series of core classes. Students may choose either the Administration and Leadership or Education track. Courses are offered in 7-week or 14-week terms.

Practicum Requirements

All graduate student practicum requirements must be submitted in both the Typhon & CastleBranch Clinical Management Systems.

****Students may *not* begin any practicum hours until all requirements are uploaded and verified****

Please access the two (2) Clinical Management System Websites listed below:

Typhon

Typhon is the clinical management system students will use to input clinical hours and documentation. All clinical hours will be approved by the preceptor in Typhon. Upload all documents in Typhon at <https://www.typhongroup.net/ahu> (Estimated cost \$90, one-time fee).

1. Resume or Curriculum Vitae (CV)
2. Nursing License (Unencumbered and active)
3. N-95 Mask Fit Screening Questionnaire
4. Gap Analysis Form (MSN-DNP Student)

CastleBranch – Compliance Tracking System

After a student is accepted into the Graduate Nursing Program, all compliance tracking records are due by a scheduled date associated with your courses. Clinical requirements and due dates will be reviewed during the online program orientation. If a student is non-compliant with the tracking requirements, the student becomes ineligible for clinical placement. The process of completing CastleBranch can take up to four (4) to five (5) weeks. The student will be

responsible for all associated late fees and other losses of funding resulting from noncompliance.

Student Responsibilities:

1. It is the student's responsibility to keep all documents in CastleBranch up to date.
2. Clinical requirements that are expired or overdue will result in the student's ineligibility to continue in clinical.
3. After the student has updated documents in CastleBranch, they must notify the Clinical Coordinator that all documents have been submitted.

Students are required to submit all documents listed below in Castlebranch prior to beginning the clinical rotation experience. Upload all documents to

<https://portal.castlebranch.com/DV29/contact-us>

(Estimated cost \$172.24 one-time fee with a one-time service fee of \$1.99).

1. Updated immunizations: MMR, varicella, hepatitis B, tetanus, COVID-19, and annual influenza.
2. Physical examination
3. Health insurance card and health insurance verification form
4. Criminal background check and finger printing ****Valid for 1 year at some facilities****
 - a. ***Respective students should be aware that a criminal record may be cause for denial of clinical placement and removal from the MSN online nursing program.***
5. Drug test ****Valid for 1 year at some facilities****
6. Professional cardiopulmonary resuscitation (CPR) certification from the American Heart Association including infant, child, and adult.
7. Annual mask fit
8. HIPAA training documentation
9. TB (PPD) screening (If the test is positive, refer to the Clinical Compliance Tracker in CastleBranch for additional information).
 - a. ***TB screening is a one-time requirement, upon acceptance into the Nursing Program. If the student is not enrolled in the Nursing program, for greater than four (4) months; prior to returning to the Nursing Program, an updated tuberculosis screening is required. This is for the Orlando campus and Online students. Depending on the clinical faculty, an additional TB screen may be required.***

Recommend completing these requirements the trimester before you begin practicum hours, due to some facility's limitations of 1 year



**DEPARTMENT OF NURSING
AHU GRADUATE CLINICAL COMMITMENT CONTRACT**

Please initial each statement:

- _____ I understand that I will follow the clinical schedule provided by the preceptor at 100%. If not, I will forfeit all current and future clinical placement by AHU clinical coordinators and clinical placement **will not** be reconsidered for any reason.
- _____ I understand that clinical hours will be scheduled at the availability of the preceptor. Preceptors are not required to meet the personal schedules of students.
- _____ I understand that clinical rotations are the priority. Personal and work schedules are expected to accommodate the provided clinical schedule.
- _____ I understand that full-time employment is not recommended during the last two trimesters of the program. If working, the provided clinical schedule must be a priority.
- _____ I understand that I am responsible for transportation to my assigned clinical rotations which may require a driving distance of up to 2 hours from Orlando.
- _____ I understand that if I decline clinical placement, I will be required to find my clinical placement outside of all AHU FNP clinical partner sites.
- _____ I understand that if clinical requirements are not met, I will receive an incomplete, graduation may be delayed, tuition **will not** be reimbursed, and I will be responsible for finding **all** remaining clinical rotations.

Please Check Only One:

- _____ I accept the terms of clinical placement by AHU as described above.
- _____ I decline clinical placement by AHU and will be responsible to find my rotations.

Print name
Date

Sign

GRADUATE COURSE DESCRIPTIONS

MSN ADMINISTRATION/LEADERSHIP TRACK

MSNL 593: Leadership Practicum-Human Resources Immersion (2 credits, 14 weeks)

This course focuses on the management of human resources, staffing, scheduling, conflict management, and staff development. Students are expected to complete one hundred (100) clinical hours.

MSNL 594: Leadership Practicum- Finance Immersion (2 credits, 14 weeks)

This course focuses on the management of financial resources, budgeting, waste control, resource acquisition, participation in system-wide relationships, and committees. Students are expected to complete one hundred (100) clinical hours.

MSNL 598: Leadership Practicum-Leadership/Management Project (2 credits, 14 weeks)

This course focuses on the completion of a project that is designed with a preceptor and culminates as a synthesis experience. The hours required for this project are negotiated between the student, faculty, and preceptor.

MSN EDUCATION TRACK

MSNE 576: Education Practicum-Curriculum Immersion (2 credits, 14 weeks)

This course focuses on the faculty roles and expectations; curriculum and program development; and accreditation standards development. Students are expected to complete one hundred (100) clinical hours.

MSNE 577: Education Practicum- Teaching Immersion (2 credits, 14 weeks)

This course focuses on faculty-student relationships, didactic, clinical, and simulation teaching and learning, assessments, advising, and discipline. Students are expected to complete one hundred (100) clinical hours.

MSNE 578: Education Practicum-Education Project (3 credits, 14 weeks)

This course focuses on the completion of a project that is designed with a preceptor and culminates as a synthesis experience. The hours required for this project are negotiated between the student, faculty, and preceptor.

MSN/DNP FAMILY NURSE PRACTITIONER TRACK

Intensive, Check-off, and Clinical Experiences

The FNP students are **required to attend campus twice** during the Advanced Health Assessment course. This includes a **4-day, on-campus Intensive experiences prior to MSNP 535: Advanced Health Assessment**. Intensives will include instruction and evaluation of advanced physical assessment using simulation and task trainers. If you are unable to attend all four (4) days of intensive, you will be required to drop the course and repeat it the following trimester. In addition, an **on-campus, 2-day check-off assessment examination, and attendance at the White Coat Ceremony** will be required by all FNP students towards the end of the trimester, to pass the MSNP 535: Advanced Health Assessment course. Students are advised to refrain from working during the 4-day intensive, 2-day check-off, and White Coat

Ceremony. Failure to meet all requirements for MSNP 535 will result in an incomplete and possible delay of progression.

Advanced Diagnostic Reasoning for the APN 2-day Intensive

The DNP students are **required to attend campus** during the Advanced Diagnostic Reasoning for the APN course. This includes a simulation and case studies.

MSN-FAMILY NURSE PRACTITIONER CLINICAL COURSES

MSNP 535: Advanced Health Assessment (3 credits, 14 weeks; **Prerequisites:** RSCH 512, MSNG 525, MSNP 545, MSNP 550)

This course provides students with the knowledge and skills to complete a comprehensive physical assessment across the lifespan. Students will apply didactic information in an online, interactive format to gain a thorough knowledge of the physical assessment experience. Online simulation, high and low-fidelity simulators, and standardized patients will be used. Diagnostic reasoning, differential diagnosis, and a problem-based approach will be used to enhance expertise in conducting physical assessments of patients. All students are required to complete 4 days of Intensives, 2 days of check-offs, and the White Coat Ceremony as explained in the MSN Student Handbook Supplement.

MSNP 573: Primary Care of Women (2 credits, 14 weeks; **Prerequisite:** MSNP 535; **Corequisites:** MSNP 573L, MSNP 574, & MSNP 574L)

Primary Care of Women will address acute and chronic conditions of women. Students will learn and apply evidence-based practice to address the needs of the female patient, gender-specific care, and behavioral health issues or concerns, which include the well-woman, preventive care practice, common gynecological problems, reproduction health, and obstetrics related to patients and population health. This is a 2-credit hour course and students are expected to complete 30 clock hours.

MSNP 573L: Primary Care of Women (1 credit, 14 weeks; **Prerequisite:** MSNP 535; **Corequisites:** MSNP 573, MSNP 574, & MSNP 574L)

Assessment, diagnosis, and health management of the woman will encompass CREATION Life principles. Students are expected to complete 150 clinical hours in a primary care women's health setting. This is a one (1) credit hour course.

MSNP 574: Primary Care of Children (2 credit, 14 weeks; **Prerequisite:** MSNP 535; **Corequisites:** MSNP 573, MSNP 573L, & MSNP 574L)

Primary Care of Children will address growth, development, behavioral health, and anticipatory guidance for well children and adolescents guided by CREATION Life principles. Acute and chronic childhood diseases will be covered. This is a 2-credit hour course and students are expected to complete 30 clock hours.

MSNP 574L: Primary Care of Children (1 credits, 14 weeks; **Prerequisite:** MSNP 535; **Corequisites:** MSNP 573, MSNP 573L, & MSNP 574)

This course incorporates assessment, diagnosis, and management of acute, chronic, and behavioral health conditions of children and adolescents guided by evidence-based practice to

include developmental transitions within a family context. Students are expected to complete 150 clinical hours in primary care in the pediatric setting. This is a one (1) credit hour course.

MSNP 578: Primary Care of the Adult (2 credits, 14 weeks; **Prerequisite:** MSNP 573, MSNP 573L, MSNP 574, MSNP 574L; **Corequisites:** MSNP 578L)

This course emphasizes advanced practice nursing in the diagnosis and management of early, middle, and gerontological adults related to population health. It includes physiological, pathological, psychosocial, and spiritual changes relative to health maintenance, management of acute and chronic illnesses, and life transitions guided by CREATION Life principles. This is a 2-credit hour course and students are expected to complete 30 clock hours.

MSNP 578L: Primary Care of the Adult (2 credits, 14 weeks; **Prerequisite:** MSNP 573, MSNP 573L, MSNP 574, MSNP 574L; **Corequisites:** MSNP 578)

This course incorporates the assessment, diagnosis, and management of acute, chronic, and behavioral health conditions of early, middle, and gerontological adults guided by evidence-based practice. Students will develop advanced clinical skills, health promotion, and risk reduction strategies. Students are expected to complete three hundred (300) clinical hours. This is a one (1) credit hour course.

MSN – CORE COURSES: Total 18
<p>SCHW 501: Foundations of Scholarly Writing for the Advanced Nurse (1 credit, 14 weeks)</p> <p>This course reinforces composition and writing skills for academic purposes. Students use citations and references in AHU’s approved format to assert that work reflects the larger body of literature on the topic of interest. The course supports written communication of ideas to inform and persuade a reader on the topic. This is a 1-credit hour theory course and students are expected to complete fifteen (15) clock hours.</p>
<p>RELP 610: Role Fidelity and the Exercise of Power (1 credit, 14 weeks)</p> <p>This course places emphasis on the biblical perspective of servant leadership in the use of authority. Issues pursued include the recognition of boundaries in personal relations within the workplace and balancing role fidelity with personal integrity.</p>
<p>RELB 510: Identity and Mission (2 credits, 7 weeks)</p> <p>This course addresses the mission and practices of faith-based health care. A wide range of assignments and readings, biblical and elsewhere, provide the health care provider in training with a broader understanding of the spiritual dimensions of health care. Topics include human identity as “the image of God” and “child of God”, spirituality across faith traditions, compassionate whole-person care, and aspects of bioethics related to human dignity, autonomy, and beneficence.</p>
<p>RSCH 512: Research and Evidence-Based Practice (3 credits, 14 weeks)</p> <p>This course is designed to give students an overview of quantitative and qualitative research processes. Students explore principles of research design, measurement, data collection, sampling, and data analysis through critical examination of published studies and the development of a research proposal. Principles of evidence-based practice are incorporated, to assess the state of the science and direct decision-making in nursing practice related to improving patient and population health outcomes.</p>

HTCA 633: Ethical Issues and Public Policy (3 credits, 14 weeks)

This course will expose students to the principles of business ethics as well as understanding ethical dilemmas. In the process of reviewing these general principles, students will consider and develop their prioritized values that would apply to their anticipated work in health care organizations. Students will also learn about the legislative, regulatory, and policy issues related to the management and provision of health care. Students will explore in-depth issues such as cost and value in health care, modes of financing within various health care systems, and how diversity and multicultural issues affect the administration of health care. Moreover, students will learn the element of corporation, agency, and administrative law that influence the health care industry. This course will help students gain a better understanding of the sociopolitical forces that impact the formation, adaptation, regulation, and sustainability of health care.

MSNG 546: Strategic Leadership in Nursing (3 credits, 7 weeks)

This course examines various nursing leadership theories and strategies for leading individuals, groups, or systems within complex, rapidly changing health care environments. Students will identify dimensions of the nursing workforce, workplace issues, and evidence-based leadership strategies that lead to positive organizational outcomes. Concepts of human resources and business management will be explored. The role of nurse leaders and the effects of the leadership style on workplace culture will also be discussed. This is a three (3) credit hours didactic course, and students are expected to complete 45 clock hours.

MSNG 525: Theoretical Foundations of Nursing Practice (2 credits, 7 weeks)

The course reviews a variety of nursing theories and examines their use in guiding nursing practice, shaping nursing education, and structuring nursing research. Grand theory, Middle Range theory, and Practice theory – both historic and current, will be explored.

MSNG 540: Advanced Physical Assessment, Pathophysiology, and Pharmacology (4 credits, 14 weeks)

Guided by mentors, students explore current nursing practice, including risk and physical assessment, pathophysiology, pharmacology, and disease management of acute, genetic, and chronic conditions across the lifespan. Students share findings in a seminar-type format. Students are expected to complete fifty (50) clinical practice hours.

MSN - FAMILY NURSE PRACTITIONER COURSES - Total 21 credits
<p>MSNP 535: Advanced Health Assessment (3 credits, 14 weeks; Prerequisites: RSCH 512, MSNG 525, MSNP 545, MSNP 550)</p> <p>This course provides students with the knowledge and skills to complete a comprehensive physical assessment across the lifespan. Students will apply didactic information in an online, interactive format to gain a thorough knowledge of the physical assessment experience. Online simulation, high and low-fidelity simulators, and standardized patients will be used. Diagnostic reasoning, differential diagnosis, and a problem-based approach will be used to enhance expertise in conducting physical assessments of patients. All students are required to complete 5 days of Intensives, 2 days of check-offs, and the White Coat Ceremony as explained in the MSN Student Handbook Supplement.</p> <p><i>The fees for required resources will be processed from student account in the overall lab fee.</i></p>
<p>MSNP 545: Advanced Pharmacology: (4 credits, 14 weeks)</p> <p>This course focuses on advanced pharmacokinetics, pharmacodynamics, and pharmacotherapeutic principles. Skills to safely prescribe medications across the life span related to patients and population health will be emphasized. Drug formularies and guidelines will be addressed. Students will investigate the efficacy and use of herbal remedies, as well as potential interactions with prescribed medications across the lifespan. Students will learn regulatory laws associated with drug administration including the Drug Enforcement Administration (DEA), and State Boards of Nursing for prescription writing.</p> <p><i>The fees for required resources will be processed from student accounts to cover Lecturio (a one-time fee).</i></p>
<p>MSNP 550: Advanced Pathophysiology: (3 credits, 14 weeks)</p> <p>This course focuses on recognizing complex physiologic changes that occur as a result of disease processes and altered functions of the body systems. Students will focus on alterations, mechanisms involved, manifestations as signs, symptoms, and physical findings. Laboratory findings and differential diagnosis are investigated by students to link microbiology, chemistry, anatomy, and biochemistry into clinical practice.</p> <p><i>The fees for required resources will be processed from student accounts to cover Lecturio (a one-time fee).</i></p>
<p>MSNG 565: Population Health for the Advanced Nurse (2 credits, 7 weeks)</p> <p>This course focuses on the analysis, application, and evaluation of population health nursing processes at the levels of family, community, and at-risk populations. Including a range of health determinants that influence the population. Identification of population health diagnosis as the basis of interventions to maintain and promote health, prevent disease, enable self-care within a community, and recognizes social and cultural determinates of health through evidence-based research. This is a two (2) credit hour theory course and students are expected to complete thirty (30) clock hours.</p>
<p>MSNP 573: Primary Care of Women (2 credits, 14 weeks; Prerequisite: MSNP 535; Corequisites: MSNP 573L, MSNP 574, & MSNP 574L)</p> <p>Primary Care of Women will address acute and chronic conditions of women. Students will learn and apply evidence-based practice to address the needs of the female patient, gender-specific care, and behavioral health issues or concerns, which include the well-woman, preventive care practice, common gynecological problems, reproduction health, and obstetrics related to patients and population health. This is a 2-credit hour course and students are expected to complete 30 clock hours.</p>

<p>Assessment, diagnosis, and health management of the woman will encompass CREATION Life principles. Students are expected to complete between 100 and 200 clinical hours in women's health. This is a 3-credit hour course and students are expected to complete 45 clock hours.</p>
<p>MSNP 573L: Primary Care of Women (1 credit, 14 weeks; Prerequisite: MSNP 535; Corequisites: MSNP 573, MSNP 574, & MSNP 574L) Assessment, diagnosis, and health management of the woman will encompass CREATION Life principles. Students are expected to complete 150 clinical hours in a primary care women's health setting. This is a one (1) credit hour course.</p>
<p>MSNP 574: Primary Care of Children (2 credits, 14 weeks; Prerequisite: MSNP 535; Corequisites: MSNP 573, MSNP 573L, & MSNP 574L) Primary Care of Children will address growth, development, behavioral health, and anticipatory guidance for well children and adolescents guided by CREATION Life principles. Acute and chronic childhood diseases will be covered. This is a 2-credit hour course and students are expected to complete 30 clock hours.</p>
<p>MSNP 574L: Primary Care of Children (1 credits, 14 weeks; Prerequisite: MSNP 535; Corequisites: MSNP 573, MSNP 573L, & MSNP 574) This course incorporates assessment, diagnosis, and management of acute, chronic, and behavioral health conditions of children and adolescents guided by evidence-based practice to include developmental transitions within a family context. Students are expected to complete 150 clinical hours in primary care in the pediatric setting. This is a one (1) credit hour course.</p>
<p>MSNP 578: Primary Care of the Adult (2 credits, 14 weeks; Prerequisites: MSNP 573, MSNP 573L, MSNP 574, MSNP 574L; Corequisite: MSNP 578L) This course emphasizes advanced practice nursing in the diagnosis and management of early, middle, and gerontological adults related to population health. It includes physiological, pathological, psychosocial, and spiritual changes relative to health maintenance, management of acute and chronic illnesses, and life transitions guided by CREATION Life principles. This is a 2-credit hour course and students are expected to complete 30 clock hours.</p>
<p>MSNP 578L: Primary Care of the Adult (1 credit, 14 weeks; Prerequisites: MSNP 573, MSNP 573L, MSNP 574, MSNP 574L; Corequisite: MSNP 578) This course incorporates the assessment, diagnosis, and management of acute, chronic, and behavioral health conditions of early, middle, and gerontological adults guided by evidence-based practice. Students will develop advanced clinical skills, health promotion, and risk reduction strategies. Students are expected to complete three hundred (300) clinical hours. This is a one (1) credit hour course.</p>

NURSE ADMINISTRATION AND LEADERSHIP COURSES – Total 17 credits	
FNCE 533: Healthcare Finance (3 credits, 14 weeks)	This course introduces healthcare providers in leadership roles to essential concepts in finance. This includes content regarding the business of practice management, such as reimbursement methodologies and payment policies. Additionally, it addresses concepts of responsibility of leadership related to finance. Topics include: qualitative assessment and healthcare financial management, effect of financial management on the changing face of healthcare, tax status of healthcare organizations, third-party payer system, Medicare and Medicaid, determining product costs, reimbursement methodologies, managing working capital, managing revenue cycle, managing materials, operating budgets, capital budgets; and financial analysis.
HTCA 513: Information Systems and Healthcare Informatics (3 credits, 7 weeks)	This course provides the student with a conceptual framework for data base development, relational data management, use of health statistics, health indicators, confidentiality, security and privacy in a health care setting. Meaningful case studies are considered to help take aim at today's challenges while laying the groundwork for the changes ahead.
MSNL 530: Quality Management and Patient Safety in Nursing (3 credits, 7 weeks)	This course addresses quality management from the viewpoint of a nurse leader. The topics include: quality planning and measurement, customer and market voices, and statistical quality control. The class addresses nurse-sensitive outcomes, patient and population health outcomes, measurement, and maintaining quality through transitional nursing care. Students are introduced to relevant theory, content, tools, and methods in the field of patient safety that include: safety problems, high-risk contexts for error occurrence, error theory, systems thinking, risk assessment, and patient safety improvement. Students will be challenged to consider the roles of various healthcare stakeholders in building a safer healthcare system.
HTCA 623: Healthcare Systems and Governance (3 credits, 7 weeks)	This course reviews the U.S. healthcare system, both public and private sectors, and examines the structure of the health system. The course will develop a general managerial perspective on the role of operations management in the function of a healthcare organization, at both the tactical and strategic levels, how their services are carried out, how resources are managed, and how regulatory powers are complied with and/or managed.
MSNL 580: Evolving Nursing Roles Seminar (2 credits, 7 weeks)	This course provides students opportunities to explore a variety of leadership roles beyond institutional settings, such as: professional organizations, community-based health services, nurse-managed clinics, and political action groups and lobbying related to patient and population health.
MSNL 593: Leadership Practicum – Human Resources Immersion (2 credits, 14 weeks)	This course focuses on the management of human resources, staffing, scheduling, conflict management, and staff development. Students are expected to complete one hundred (100) clinical hours.
MSNL 594: Leadership Practicum – Finance Immersion (2 credits, 14 weeks)	This course focuses on the management of financial resources, budgeting, waste control, resource acquisition, participation in system-wide relationships, and committees. Students are expected to complete one hundred (100) clinical hours.
MSNL 598: Leadership Practicum – Leadership/Management Practicum (3 credits, 14 weeks)	This course focuses on the completion of a project that is designed with a preceptor and culminates as a synthesis experience. The hours required for this project are negotiated between the student, faculty, and preceptor.

MSNL 530: Quality Management and Patient Safety in Nursing (3 crs) (7-wk)

This course addresses quality management from the viewpoint of a nurse leader. The topics include: quality planning and measurement, customer and market voices, and statistical quality control. The class addresses nurse-sensitive outcomes, patient and population health outcomes, measurement, and maintaining quality through transitional nursing care. Students are introduced to relevant theory, content, tools, and methods in the field of patient safety that include: safety problems, high-risk contexts for error occurrence, error theory, systems thinking, risk assessment, and patient safety improvement. Students will be challenged to consider the roles of various healthcare stakeholders in building a safer healthcare system.

NURSE EDUCATION COURSES - Total 17 credits**MSNG 540: Advanced Assessment, Pathophysiology, and Pharmacology (didactic 3 credits, clinical 1 credit, 14 weeks)**

Guided by mentors, students explore current nursing practice, including risk and physical assessment, pathophysiology, pharmacology, and disease management of acute, genetic, and chronic conditions across the lifespan. Students share findings in a seminar-type format. Students are expected to complete fifty (50) clinical practice hours.

MSNE 560: Learning Theory and Curricular Development (3 credits, 7 weeks)

This course will explore various learning theories as they apply to nursing curricula development that are influenced by various national and global health care trends. Students are required to develop and present a nursing curriculum for a nursing school or staff development setting that incorporates learning theories, nursing philosophy, evidence-based findings, and national accrediting standards.

MSNE 570: Teaching Methods and Strategies for Nurse Educators (2 credits, 7 weeks)

Students analyze the role and functions of the nurse educator in university, clinical, and staff development settings. Topics include classroom teaching, clinical teaching, advising, mentoring, tutoring, simulation, and a variety of technology delivery systems that are designed to enhance teaching and learning.

MSNE 575: Learning Assessment and Evaluation (2 credits, 7 weeks)

This course addresses various methods of assessment, including learning needs, achievement of cognitive and technical mastery, and problem-solving and decision-making skills. The course includes the analysis of data obtained from evaluation as a basis for further development and modification of teaching techniques.

MSNE 563: Informatics and Quality Management (3 credits, 7 weeks)

This course explores nursing informatics and related fields that are used in nursing education. Emphasis is placed on developing an understanding of information management systems, nurses' role in the process, and nursing informatics' role in quality management of both student performance, program evaluation, and patient and population health outcomes.

MSNE 576: Education Practicum-Curriculum (2 credits, 14 weeks)

This course focuses on faculty roles and expectations, curriculum and program development, and accreditation standards development. Students are expected to complete one hundred (100) clinical hours.

MSNE 577: Education Practicum-Teaching Immersion (2 credits, 14 weeks)

This course focuses on faculty-student relationships, didactic, clinical, and simulation teaching and learning, assessments, advising, and discipline. Students are expected to complete one hundred (100) clinical hours.

MSNE 578: Education Practicum-Education Project (3 credits, 14 weeks)

This course focuses on the completion of a project that is designed with a preceptor and culminates as a synthesis experience. The hours required for this project are negotiated between the student, faculty, and preceptor.

GRADUATE CERTIFICATE IN NURSING ADMINISTRATION AND LEADERSHIP COURSES – Total 9 credits**FNCE 533: Health care Finance (3 credits, 14 weeks)**

This course introduces health care providers in leadership roles to essential concepts in finance. This includes content regarding the business of practice management, such as reimbursement methodologies and payment policies. Additionally, it addresses concepts of responsibility of leadership related to finance. Topics include qualitative assessment and health care financial management, the effect of financial management on the changing face of health care, the tax status of health care organizations, third-party payer system, Medicare and Medicaid, determining product costs, reimbursement methodologies, managing working capital, managing the revenue cycle, managing materials, operating budgets, capital budgets; and financial analysis.

MSNL 530: Quality Management and Patient Safety in Nursing (3 credits, 7 weeks)

This course addresses quality management from the viewpoint of a nurse leader. The topics include quality planning and measurement, customer and market voices, and statistical quality control. The class addresses nurse-sensitive outcomes, patient and population health outcomes, measurement, and maintaining quality through transitional nursing care. Students are introduced to relevant theory, content, tools, and methods in the field of patient safety that include: safety problems, high-risk contexts for error occurrence, error theory, systems thinking, risk assessment, and patient safety improvement. Students will be challenged to consider the roles of various health care stakeholders in building a safer health care system.

MSNG 546: Strategic Leadership in Nursing (3 credits, 7 weeks)

This course examines various nursing leadership theories and strategies for leading individuals, groups, or systems within complex, rapidly changing health care environments. Students will identify dimensions of the nursing workforce, workplace issues, and evidence-based leadership strategies that lead to positive organizational outcomes. Concepts of human resources and business management will be explored. The role of nurse leaders and the effects of the leadership style on workplace culture will also be discussed. This is a three (3) credit hours didactic course, and students are expected to complete 45 clock hours.

GRADUATE CERTIFICATE IN NURSING EDUCATION COURSES - Total 10 credits**MSNE 560: Learning Theory and Curricular Development (3 credits, 7 weeks)**

This course will explore various learning theories as they apply to nursing curricula development that are influenced by various national and global health care trends. Students are required to develop and present a nursing curriculum for a nursing school or staff development setting that incorporates learning theories, nursing philosophy, evidence-based findings, and national accrediting standards.

MSNE 563: Informatics and Quality Management (3 credits, 7 weeks)

This course explores nursing informatics and related fields that are used in nursing

education. Emphasis is placed on developing an understanding of information management systems, nurses' role in the process, and nursing informatics' role in quality management of both student performance, program evaluation, and patient and population health outcomes.

MSNE 570: Teaching Methods and Strategies for Nurse Educators (2 credits, 7 weeks)

Students analyze the role and functions of the nurse educator in university, clinical, and staff development settings. Topics include classroom teaching, clinical teaching, advising, mentoring, tutoring, simulation, and a variety of technology delivery systems that are designed to enhance teaching and learning.

MSNE 575: Learning Assessment and Evaluation (2 credits, 7 weeks)

This course addresses various methods of assessment, including learning needs, achievement of cognitive and technical mastery, and problem-solving and decision-making skills. The course includes the analysis of data obtained from evaluation as a basis for further development and modification of teaching techniques.

DNP-FAMILY NURSE PRACTITIONER CLINICAL COURSES

MSNP 535: Advanced Health Assessment (3 credits, 14 weeks; **Prerequisites:** [RSCH 512](#), [MSGNG 525](#), [MSNP 545](#), [MSNP 550](#))

This course provides students with the knowledge and skills to complete a comprehensive physical assessment across the lifespan. Students will apply didactic information in an online, interactive format to gain a thorough knowledge of the physical assessment experience. Online simulation, high and low-fidelity simulators, and standardized patients will be used. Diagnostic reasoning, differential diagnosis, and a problem-based approach will be used to enhance expertise in conducting physical assessments of patients. All students are required to complete 5 days of Intensives, 2 days of check-offs, and the White Coat Ceremony as explained in the MSN Student Handbook Supplement.

MSNP 640: Primary Care of Women (3 credits, 14 weeks; **Prerequisite:** [MSNP 535](#); **Corequisite:** [MSNP 640L](#))

Primary Care of Women will address acute and chronic conditions of women. Students will learn and apply evidence-based practice to address the needs of the female patient, gender-specific care, and behavioral health issues or concerns, which include the well-woman, preventive care practice, common gynecological problems, reproduction health, and obstetrics related to patients and population health. This is a 3-credit hour course and students are expected to complete 45 clock hours.

MSNP 640L: Primary Care of Women (3 credits, 14 weeks; **Prerequisite:** [MSNP 535](#); **Corequisite:** [MSNP 640](#))

Assessment, diagnosis, and health management of the woman will encompass CREATION Life principles. Students are expected to complete 150 clinical hours in a primary care women's health setting. This is a one (3) credit hour course.

MSNP 645: Primary Care of Children (3 credits, 14 weeks; **Prerequisites:** [MSNP 535](#), [MSNP 640](#), [MSNP 640L](#); **Corequisite:** [MSNP 645L](#))

Primary Care of Children will address growth, development, behavioral health, and anticipatory guidance for well children and adolescents guided by CREATION Life principles. Acute and

chronic childhood diseases will be covered. This is a 3-credit hour course and students are expected to complete 45 clock hours.

MSNP 645L: Primary Care of Children (3 credits, 14 weeks; **Prerequisites:** [MSNP 535](#), [MSNP 640](#), [MSNP 640L](#); **Corequisite:** [MSNP 645](#))

This course incorporates assessment, diagnosis, and management of acute, chronic, and behavioral health conditions of children and adolescents guided by evidence-based practice to include developmental transitions within a family context. Students are expected to complete 150 clinical hours in primary care in a pediatric setting.

MSNP 650: Primary Care of the Adult (3 credits, 14 weeks; **Prerequisites:** [MSNP 535](#), [MSNP 640](#), [MSNP 640L](#), [MSNP 645](#), [MSNP 645L](#); **Corequisite:** [MSNP 650L](#))

This course emphasizes advanced practice nursing in the diagnosis and management of young, middle-aged, and older adults related to population health. It includes physiological, pathological, psychosocial, and spiritual changes relative to health maintenance, management of acute and chronic illnesses, and life transitions guided by evidence-based practice and Whole-Person Care through CREATION Life principles. This is a 3-credit hour theory course and students are expected to complete forty-five (45) clock hours.

MSNP 650L: Primary Care of the Adult Practicum (6 credits, 14 weeks)
(**Prerequisites:** [MSNP 535](#), [MSNP 640](#), [MSNP 640L](#), [MSNP 645](#), [MSNP 645L](#); **Corequisite:** [MSNP 650](#))

This course incorporates assessment, diagnosis, and management of acute, chronic, and behavioral health conditions of young, middle-aged, and older adults guided by evidence-based practice and Whole-Person Care through CREATION Life principles. Students will develop advanced clinical skills, health promotion, and risk reduction strategies. Students are expected to complete three hundred (300) clinical hours. This is a six (6) credit hour course. Supervised advanced clinical practice in the nurse practitioner role is with an approved preceptor. (Must be started concurrently with didactic course).

DNPC 720: Advanced Diagnostic Reasoning for APN (3 credits, 14 weeks;
Prerequisites: [MSNP 640](#), [MSNP 640L](#), [MSNP 645](#), [MSNP 645L](#), [MSNP 650](#), [MSNP 650L](#), **Corequisite:** [DNPC 800](#))

Advanced diagnostic reasoning for patients with complex health medical problems, health care promotion and prevention, health, and illness management specific to the Family Nurse Practitioner. High-fidelity simulations will be incorporated into this course. This is a 3-credit hour theory course and students are expected to complete forty-five (45) clock hours. Requires 2 days of campus attendance.

DNPC 800: Family Nurse Practitioner Clinical I (4 credits, 14 weeks; **Prerequisites:** [MSNP 640](#), [MSNP 640L](#), [MSNP 645](#), [MSNP 645L](#), [MSNP 650](#), [MSNP 650L](#), **Corequisite:** [DNPC 720](#))

Supervised advanced clinical practice in the nurse practitioner role with an approved preceptor. A total of two-hundred and forty (240) clinical hours are required. This is a 4-credit hour clinical course and students are expected to complete two-hundred and forty (240) supervised advanced clinical practice hours.

DNPC 801: Family Nurse Practitioner Clinical II (4 credits, 14 weeks; **Prerequisites:** MSNP 640, [MSNP 640L](#), [MSNP 645](#), [MSNP 645L](#), [MSNP 650](#), [MSNP 650L](#))

Supervised advanced clinical practice in the nurse practitioner role with an approved preceptor. A total of two hundred and forty (240) clinical hours are required. This is a 4-credit hour clinical course and students are expected to complete two-hundred and forty (240) supervised advanced clinical practice hours.

DNP- ORGANIZATIONAL LEADERSHIP CLINICAL COURSES

MSNL 593: Leadership Practice Human Resource Immersion (2 credits, 14 weeks;

Prerequisites: [RSCH 512](#), [MSNG 525](#), [MSNG 540](#))

This course focuses on the management of human resources, staffing, scheduling, conflict management, and staff development. Students are expected to complete one hundred (100) clinical hours.

MSNL 594: Leadership Practice Finance Immersion (2 credits, 14 weeks;

Prerequisites: [RSCH 512](#), [MSNG 525](#), [MSNG 540](#))

This course focuses on the management of financial resources, budgeting, waste control, resource acquisition, participation in system-wide relationships, and committees. Students are expected to complete one hundred (100) clinical hours.

DNPO 720: DNP Practicum I (Leadership) (5 credits, 14 weeks; **Prerequisites:** [RSCH 512](#), [MSNG 525](#), [MSNG 540](#), [MSNL 593](#), [MSNL 594](#))

This course is designed to enhance the clinical knowledge development of the clinical nursing scholar. Doctoral students, under the direction of their DNP advisor and course faculty, will select an area of clinical nursing practice that will be driven by their capstone project. Models of the reflective practitioner, interdisciplinary novice-to-expert theories, use of evidence-based databases to drive interventions, and cost-effectiveness evaluation of clinical interventions derived from students' Clinical Practicum will be addressed. The Clinical Practicum will consist of three hundred (300) clinical hours.

DNPO 725: DNP Practicum II (Leadership) (5 credits, 14 weeks; **Prerequisites:** [RSCH 512](#), [MSNG 525](#), [MSNG 540](#), [MSNL 593](#), [MSNL 594](#))

This course continues to enhance the clinical knowledge development of the clinical nursing scholar. Doctoral students, under the direction of the DNP Committee chair, advisor, and course faculty, will continue to work in the chosen area of clinical nursing practice while continuing to work on the capstone project. Models of the reflective practitioner, nursing theoretical frameworks, use of evidence-based databases to drive interventions, and cost-effectiveness evaluation of clinical interventions derived from students' Clinical Practicum will be addressed. The Clinical Practicum will consist of three hundred (300) hours.

DNPO 735: DNP Practicum III (Leadership) (5 credits, 14 weeks; **Prerequisites:** [RSCH 512](#), [MSNG 525](#), [MSNG 540](#), [MSNL 593](#), [MSNL 594](#))

This course is designed to broaden and enhance the role development knowledge and skills of the clinical nursing scholar. Students, under the direction of the DNP Committee chair, advisor, and course faculty will select an area of role development as nurse executive. This course will

address content relevant to various role careers of the clinical nursing scholar such as role negotiation theory, lifelong mentorship and leadership abilities; professional development trajectory; and stress management and role strain. The Role Practicum will consist of three hundred (300) practice clinical hours.

DNP CORE COURSES: Total 14 credits	
SCHW 501 - Foundations of Scholarly Writing (1 credits, 14 weeks)	This course reinforces composition and writing skills for academic purposes. Students use citations and references in AHU's approved format to assert that the work reflects the larger body of literature on the topic of interest. The course supports written communication of ideas to inform and persuade a reader on the topic. This is a 1-credit hour theory course and students are expected to complete fifteen (15) clock hours.
REL ___ - Religion Elective (2 credits, Graduate Level)	
RELB 559 - Studies in Daniel and Revelation (2 credits, 7 weeks)	
RELT 508 - The Adventist Experience (2 credits, 7 weeks)	
RELT 548 - Biblical Hermeneutics (2 credits, 7 weeks)	
RELT 588 - Ellen G White Writings (2 credits, 7 weeks)	
REL 608 - Liturgy in a Healing Context (2 credits, 7 weeks)	
DNPG 700 - Innovative Technologies in Health care, Concepts, Measurement, and Data Management (4 credits, 14 weeks)	This course will the explore application of innovative technologies in health care to research, teaching, and practice. This will include Simulation, Virtual Reality, Electronic Health Records, Interoperability, Clinical Decision Support Systems, Mobile Health (mHealth), & Telehealth. Legal, ethical, and cultural issues related to technology. Students will be able to identify and analyze clinical data. This is a 4-credit hour theory course and students are expected to complete sixty (60) clock hours.
DNPG 705 - Epidemiology, Biostatistics, and Translational Research in Advanced Nursing (3 credits, 14 weeks)	This is an applied course on methods of population-based epidemiologic research that includes a discourse on statistical analysis and causal inference. This course is designed for nursing doctoral students who are expected to integrate statistical reasoning into the decisions made in health care settings. This course also focuses on the fundamentals of biostatistics. A combination of Excel-based, SPSS, and hand-calculated assignments will be used to supplement the content. In addition, this course will explore the process of how to translate research evidence into practice that includes assessing the need for change in practice, linking the clinical problem with nursing interventions and patient outcomes, synthesizing the best evidence, designing practice change, and integrating and maintaining the change in practice. Various critical analyses for assessing the quality of research evidence will be investigated. The PICOT format for translating research evidence into practice will be utilized. This is a 3-credit hour theory course and students are expected to complete forty-five (45) clock hours.
DNPG 730 - Evidence-Based Practice Development for DNP (4 credits, 14 weeks)	This course will examine and synthesize evidence-based literature for the DNP project. It includes an analysis of the context where evidence will be applied. A PICOT question(s), purpose, literature review, and methods section for the DNP project will be developed. Students will draft the DNP Capstone Project aligned with the AHU guidelines for the

evidence-based project. This is a 4-credit hour theory course and students are expected to complete sixty (60) clock hours.

ADDITIONAL BSN-DNP CORE COURSES: Total 22 credits

RSCH 512 - Research and Evidence-Based Practice (3 credits, 14 weeks)

This course is designed to give students an overview of quantitative and qualitative research processes. Students explore principles of research design, measurement, data collection, sampling, and data analysis through critical examination of published studies. Principles of evidence-based practice are incorporated, to assess the state of the science and direct decision-making in nursing practice related to improving patient and population health outcomes.

RELB 510 - Identity and Mission (2 credits, 7 weeks)

This course addresses the mission and practices of faith-based health care. A wide range of assignments and readings, biblical and elsewhere, provide the health care provider in training with a broader understanding of the spiritual dimensions of health care. Topics include human identity as “the image of God” and “child of God”, spirituality across faith traditions, compassionate whole-person care, and aspects of bioethics related to human dignity, autonomy, and beneficence.

RELP 610 - Role Fidelity and the Exercise of Power (1 credit, 14 weeks)

This course emphasizes the biblical perspective of servant leadership in the use of authority. Issues pursued include the recognition of boundaries in personal relations within the workplace and balancing role fidelity with personal integrity.

FNCE 533 - Health Care Finance (3 credits, 14 weeks)

This course introduces health care providers in leadership roles to essential concepts in finance. This includes content regarding the business of practice management, such as reimbursement methodologies and payment policies. Additionally, it addresses concepts of responsibility of leadership related to finance. Topics include qualitative assessment and health care financial management, the effect of financial management on the changing face of health care, the tax status of health care organizations, third-party payer system, Medicare and Medicaid, determining product costs, reimbursement methodologies, managing working capital, managing the revenue cycle, managing materials, operating budgets, capital budgets, and financial analysis.

HTCA 623 - Health Care Systems and Governance (3 credits, 7 weeks)

This course reviews the U.S. health care system, both public and private sectors, and examines the structure of the health system. The course will develop a general managerial perspective on the role of operations management in the function of a health care organization, at both the tactical and strategic levels, how their services are carried out, how resources are managed, and how regulatory powers are complied with and/or managed.

DNP - FAMILY NURSE PRACTITIONER COURSES - Total 21 credits
<p>DNPC 720 -Advanced Diagnostic Reasoning for APN (3 credits, 14 weeks) Advanced diagnostic reasoning for patients with complex health medical problems, health care promotion and prevention, health, and illness management specific to the Family Nurse Practitioner. High-fidelity simulations will be incorporated into this course. This is a 3-credit hour theory course and students are expected to complete forty-five (45) clock hours. Requires 5 days of campus attendance.</p>
<p>DNPC 800 – Family Nurse Practitioner Clinical Rotation I (4 credits, 14 weeks) Supervised advanced clinical practice in the nurse practitioner role with an approved preceptor. A total of two-hundred and forty (240) clinical hours are required. This is a 4-credit hour clinical course and students are expected to complete two-hundred and forty (240) supervised advanced clinical practice hours.</p>
<p>DNPC 801 – Family Nurse Practitioner Clinical Rotation II (4 credits, 14 weeks) Supervised advanced clinical practice in the nurse practitioner role with an approved preceptor. A total of two hundred and forty (240) clinical hours are required. This is a 4-credit hour clinical course and students are expected to complete two-hundred and forty (240) supervised advanced clinical practice hours.</p>
<p>DNPC 802–Nurse Practitioner Certification Exam Preparation (2 credits, 14 weeks)Students will complete a board certification exam preparation Fitzgerald a 2-credit course during this clinical course. Students who are not nationally certified as nurse practitioners are required to take this course.</p>
<p>DNPC 803A – Doctoral Project Implementation (4 credits, 14 weeks) A comprehensive, practice-based project to build clinical scholarship and expertise. The DNP project will identify, implement, and complete a practice-based problem. Integration of existing evidence-based practice will be incorporated to address a health care problem. This is a 4-credit hour theory course and students are expected to complete sixty (60) clock hours. (Can be started concurrently with the final clinical course in the program of study).</p>
<p>DNPC 803B – Doctoral Project Results and Dissemination (4 credits, 14 weeks) Data analysis and scholarly paper to be presented to the DNP Committee for approval. Dissemination of the DNP project culminates in the doctoral project. This is a 4-credit hour theory course and students are expected to complete sixty (60) clock hours.</p>

DNP – ORGANIZATIONAL LEADERSHIP COURSES - Total 33 credits
<p>MSNG 540 - Advanced Physical Assessment, Pathophysiology, and Pharmacology (Didactic 3 credits, Clinical 1 credit, 14 weeks) This course focuses on advanced physical assessment, pathophysiology, and pharmacology. Students will explore disease management of acute, genetic, and chronic conditions across the lifespan. Earning will be enhanced with simulation and case studies. Students are expected to complete fifty (50) hours of clinical practice. This is a four (4) credit hour theory course and students are expected to complete sixty (60) clock hours. May be used in the degree program a maximum of 2 times upon approval.</p>
<p>DNPO 710 - Organizational and Systems Leadership in Health Care (3 credits, 14 weeks)This course examines leadership strategies and competencies that are necessary for creating change in large health care systems through implementing quality improvement in health care organizations. Attention will be given to creating and leading improvement processes for patient outcomes, safety issues, and relationship-based care. Students will focus</p>

on critiquing the unique organizational structures and behaviors that impact organizational performance. Emphasis is placed on continuous process improvement and managing outcomes through data analysis as critical pieces in the achievement of high-quality outcomes. Applying course concepts, students engage in an in-depth self-evaluation to develop personal leadership skills and self-awareness. This is a three (3) credit hour course and students are expected to complete forty-five (45) clock hours.

DNPO 715 - Environmental Health for Advanced Nursing Practice (3 credits, 14 weeks)

This course will explore environmental determinants of health and disease. Determine health problems associated with environmental hazards that contribute to current diagnoses and those that have not yet caused illness but are amenable to intervention. Design preventive actions to abate hazards prior to the manifestation of disease. Consider environmental health concepts as a core advanced nursing function to strengthen nursing's contribution to disease prevention. This is a three (3) credit hour course and students are expected to complete forty-five (45) clock hours.

DNPO 720 - DNP Practicum I (Leadership) (5 credits, 14 weeks)

This course is designed to enhance the clinical knowledge development of the clinical nursing scholar. Doctoral students, under the direction of their DNP advisor and course faculty, will select an area of clinical nursing practice that will be driven by their capstone project. Models of the reflective practitioner, interdisciplinary novice-to-expert theories, use of evidence-based databases to drive interventions, and cost-effectiveness evaluation of clinical interventions derived from students' Clinical Practicum will be addressed. The Clinical Practicum will consist of three hundred (300) clinical hours.

DNPO 725 - DNP Practicum II (Leadership) (5 credits, 14 weeks)

This course continues to enhance the clinical knowledge development of the clinical nursing scholar. Doctoral students, under the direction of the DNP Committee chair, advisor, and course faculty, will continue to work in the chosen area of clinical nursing practice while continuing to work on the capstone project. Models of the reflective practitioner, nursing theoretical frameworks, use of evidence-based databases to drive interventions, and cost-effectiveness evaluation of clinical interventions derived from students' Clinical Practicum will be addressed. The Clinical Practicum will consist of three hundred (300) hours.

DNPO 735 - DNP Practicum III (Leadership) (5 credits, 14 weeks)

This course is designed to broaden and enhance the role development knowledge and skills of the clinical nursing scholar. Students, under the direction of the DNP Committee chair, advisor, and course faculty will select an area of role development as nurse executive. This course will address content relevant to various role careers of the clinical nursing scholar such as role negotiation theory, lifelong mentorship and leadership abilities; professional development trajectory; and stress management and role strain. The Role Practicum will consist of three hundred (300) practice clinical hours.

DNPO 805 - Doctoral Project Implementation (4 credits, 14 weeks)

This course is designed to guide students through the DNP Project implementation phase. At the completion of this course, students will have completed the implementation phase of the Project. A comprehensive, evidence-based practice project to build clinical scholarship and expertise. The DNP project will identify, implement, and complete a practice-based problem. Integration of existing evidence-based practice will be incorporated to address a health care problem. This is a 4-credit hour course and students are expected to complete sixty (60) clock

hours (which can be started concurrently with the final clinical course in the program of study).

DNPO 810 - Doctoral Project Results and Dissemination (4 credits, 14 weeks)

This final course of the DNP Project will enable the student to analyze the data gathered during the project to determine how the Project's PICOT question was answered. During this evaluation phase, the students will identify the strengths and weaknesses of the project implementation as it relates to a broader application of the project. Students will report their findings and make recommendations as well as identify areas for future projects to impact change and improvement in the health care-related field. During this course, the students will complete the final draft of the DNP Capstone Project aligned with the AHU guidelines for the evidence-based project. During the dissemination phase of the project, students will organize and facilitate a presentation and verbal defense of their Project, findings, and recommendations before an audience. The student will need the full Project Committee's approval at the end of their presentation and verbal defense presentation. Upon receiving Project Committee and Program Representative's final approval, students may apply for publication. Immersion hours to disseminate the DNP Project findings may also include writing a journal article, presenting a podium presentation, or creating a poster. This is a 4-credit hour course and students are expected to complete sixty (60) clock hours.

DECLARATION

The provisions of this *Student Handbook* are not to be regarded as an irrevocable contract between the student and AHU. The University reserves the right to change any provision or requirement at any time. All regulations adopted by the Board of Trustees of AHU or the faculty subsequent to the publication of this *Student Handbook* have the same force as those published herein.

