



Advent Health
UNIVERSITY

Online

Department of Nursing

Master of Science in Nursing Program (MSN)
Student Handbook Supplement

Academic Year 2020-2021

Accreditation Statement

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



Table of Content

Master of Science in Nursing (MSN) Program	1
University Mission Statement	1
Department Mission Statement	1
Department of Nursing Philosophy	1
Master of Science in Nursing (MSN) Mission Statement	2
Master of Science in Nursing (MSN) Program Goals	3
MSN Program Student Outcomes	3
Master of Science in Nursing Specialty Tracks	3
MSN Project	3
MSN Administrative and Academic Personnel	4
MSN Admission, Progression, and Completion Policies	5
Admission	5
Provisional Admission	5
Progression	6
Completion	6
Stop-out Option	6
Readmission after a Break in the Program	7
MSN Learning Outcomes	7
Specific Policies	7
Professional Licensure	8
Confidentiality of Information	8
Dress Code	8
Grading Policy	9
Withdrawal / Drop Policy	9
Incomplete Grade Policy	9
Attendance Policy	9
Assignment Submission	10
Turnitin Policy	10
Exam Review for Online Courses	10
General Practices	10
Synchronized Discussion Policy	10
Student Participation in Governance of the Program	10
Petitions	11
Professional Behaviors during Immersion Experiences/Observations	11

Photographs	11
Academic and Professional Integrity	11
AHU Academic Integrity and Code of Conduct	11
Netiquette Guide for Online Courses.....	12
Security	12
General Guidelines	12
Email Netiquette	13
Message Board Netiquette and Guidelines	13
Disciplinary Process	14
Faculty Obligations	14
Conflict Resolution / Grievance	15
Definition of Terms	15
Grievance Process	15
Grievance Resources	16
Disciplinary Action Documentation Form	17
MSN Curricula	19
Practicum Experiences	19
Practicum Requirements	22
Intensive and Check-off Experiences	23
Core Courses	25
Family Nurse Practitioner Courses	26
Nurse Administration and Leadership Courses	28
Nurse Education Courses	29

Master of Science in Nursing (MSN) Program

Welcome to the Graduate Nursing program of AdventHealth University (AHU). The program has been carefully planned for students to enjoy, as well as, to provide opportunity 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

AdventHealth University, is a Seventh-day Adventist institution, specializing in healthcare 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 *healthcare as a ministry*.

Department of Nursing Mission Statement

In harmony with the AdventHealth University' 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 healthcare milieu. Graduates are able to utilize evidence-based practice, provide data and guide others in vital decisions made in healthcare 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 *healthcare as 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.

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 *healthcare as 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, socio-cultural, 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 are 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 the capacity for learning. 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.

Master of Science in Nursing (MSN) Mission Statement

The MSN program is 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 the advanced practice nursing roles as professional healthcare providers in a multi-cultural, global society. The program is built on the generalist 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 healthcare system while collaborating with interprofessional teams to improve patient safety and population health outcomes.

Master of Science in Nursing (MSN) Program Goals

The Goals of the MSN 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.

MSN 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.
2. Certification Rates:
 - a. MSN students must pass the certification examination (ANCC and AACN) 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.

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 healthcare 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.

MSN ADMINISTRATIVE AND ACADEMIC PERSONNEL

AdventHealth University

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Admissions Team: **Lillian Garrido** [@Garrido, Lillian](#)

Student Experience Team: **Amanda Hayes** [@Hayes, LAmanda \(AHU\)](#)

Dean of Students: **Joshua Garrido** [@Garrido, Joshua](#)

Student Academic Support Services: **Dr. Judy Anderson** [@Anderson, Judy \(FHCHS\)](#)

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24/7 Help Desk Technical Support:

Toll Free Telephone: 1-877-642-1902
Submit a ticket or a live chat on the Canvas system

MSN 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 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.
3. Submits a copy of an active, unencumbered RN license for the state of residence.
4. Has completed a baccalaureate degree in nursing with an overall cumulative GPA of 3.0.

OR

Has an Associate degree in nursing with an overall cumulative GPA of 3.0. Completion of designated bridge courses with an overall GPA of 3.0 or higher before progressing to courses numbered 500 and above is also required.

Provisional Admission as a 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 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 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.
3. Submits a copy of an active, unencumbered RN license for the state of residence.

4. *Student must complete RSCH 512- Research and Evidence-based Practice (3 credits) and RELT 510 – Identity and Mission (2 credits) with a course grade of a B or higher in each course to be considered for General admission to the MSN program.*
5. *Write a one-page letter to the Online Vice-Chair of the MSN program for consideration of General admission. Include statements of rationale and plans for success in all courses with a grade of a B or higher.*

RN - MSN Bridge Courses					
Code	Description	Credits	Code	Description	Credits
CHEM 101	Chemistry	3	NRSRG 314	Conceptual Foundations	2
ENGL 101/102 OR ENGL 250	English I and II Technical Writing	6 3	NRSRG 335	Health Promotion/Assessment	3
STAT 205	Statistics	3	NRSRG 375	Gerontological Nursing	2
RELT 368	World Religions	3	NRSRG 440	Community Health for RNs	4
RELE 300	Upper Division Religion	3			
		15-18 credits			11 credits

Registered Nurses who graduated from a diploma program, or obtained an Associate’s or Bachelor’s degree in Nursing from a non-regionally accredited institution, or who do not have a baccalaureate degree in nursing will be considered on an individual basis.

Progression through the program anticipates that the student will:

1. Repeat only one MSN course (including core courses) 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.
4. Complete within 7 years if holding an ASN.

Completion

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 general education course.

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

BSN Stop-out Option

AdventHealth University will consider students for graduation and conferral of a Bachelor of Science in Nursing (BSN) 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 24 trimester hours of applicable nursing credits
2. Completion of the prescribed course of study for the degree with a minimum nursing GPA of 2.50 and a minimum cumulative GPA of 2.50
3. Achievement of a minimum grade of “C” (2.00) in each nursing, cognate, and

general education course.

Note: Students must consult with the AHU Online Registrar and assigned nursing academic advisor to request this option. Students will be required to complete six additional, designated undergraduate BSN nursing courses prior to the conferral of the BSN degree.

Readmission after a Break in the Program

Students who have not matriculated for one-to-two trimesters may resume their studies after first consulting with the AHU Online Registrar and assigned nursing advisor and providing proof of current licensure. Students who have not matriculated for three or more trimesters must reapply to the program by completing a new application and going through the process for readmission. The program guidelines for the current Academic Catalog will apply. Students may not be readmitted after dismissal.

MSN Learning Outcomes

Upon completion of the program, the student will have achieved the following learning objectives, listed here to correlate with AHU learning outcomes:

Caring: The AHU graduate will be a caring professional who possesses a willingness to nurture other individuals in the context of healthcare as a ministry.

1. The MSN graduate will demonstrate caring, Christian principles in leading collaborative inter-professional care teams.

Communication: The AHU graduate will be an effective communicator who possesses appropriate verbal, nonverbal and written skills in the practice of healthcare as a ministry.

2. The MSN graduate will integrate advanced communication skills and information management proficiency as a health care leader.

Critical Thinking: The AHU graduate will be a critical thinker who gathers relevant information and analyzes and uses that knowledge in practicing healthcare as a ministry.

3. The MSN graduate will incorporate critical thinking and clinical reasoning to address healthcare needs throughout the lifespan.

Ethical Moral: The AHU graduate will exhibit the characteristics of a Christian professional, treating everyone with respect and dignity in the context of healthcare as a ministry.

4. The MSN graduate will evaluate ethical, legal, economic, and political factors as a basis for management of healthcare care for individuals, families, and communities.

Professional Expertise: The AHU graduate will demonstrate professional expertise by passing appropriate professional examinations and exhibiting proficiencies within the context of healthcare as a ministry.

5. The MSN graduate will translate nursing research and other evidence-based approaches for use in safe nursing practice.
6. The MSN graduate will design innovative nursing practices to meet the health care needs of a variety of client populations.
7. The MSN graduate will demonstrate excellence in the advanced professional nursing role of the educator/leader/advanced nurse practitioner to advance the healthcare system.
8. The MSN graduate will synthesize knowledge from nursing, the arts and sciences, and humanities to lead change for the improvement of quality outcomes for patient or clients.

Service to the Community: The AHU graduate will be one who fulfills their social, civic and environmental responsibilities in their involvement of healthcare as a ministry.

9. The MSN graduate will be sensitive and responsive to the health needs of the wider community.

Lifelong Learning: The AHU graduate will be a lifelong learner who pursues excellence and the ongoing acquisition of knowledge and professional expertise.

10. The MSN graduate will advance a culture of excellence that fosters ongoing professional growth and development in self, the healthcare team, and the profession.

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 the MSN program 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 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 ear-lobe.
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 skirt with 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.

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:

Graduate - No Rounding

A = 100% to 90%

B = <90% to 80%

C = <80% to 75%

F = <75% to 0%

Withdrawal/Drop Policy

Students must download the withdrawal form from the AHU website, complete the form and submit to the On-line 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 Chair 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 course work. Students must submit all course work 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 Fee Schedule in the *Academic Catalog.*

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.

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 “New York, EST zone” for all assignments, papers, and projects. Each course faculty will determine the late submission policy, that will be specified in each course syllabus. Submissions made after the deadline **will be subject to point deductions as specified in each course syllabus**. 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.

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 25 percent similarity.

Exam Review for Online Courses

It is important to recognize that the online classroom is in fact 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

In order 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 are not permitted to review your exam and tell you specifically which questions you missed. Rather, providing an inquiry to the course instructor or section adjunct regarding a specific subject matter or content of a question that you would

clarity or further explanation on is the appropriate request. This approach will allow the course instructor or section adjunct to further explain or clarify a concept that will enhance your learning.

Synchronized Discussions

Synchronized discussions are live interactive components of the program, and are not mandatory. Discussions may be offered as an option, and each course will state alternative ways of achieving the intended learning outcomes.

Student Participation in Governance of the Program

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

Petitions

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

Professional Behaviors during Immersion Experiences / Observations

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 feelings about occurrences in the clinical agency.
 - D. Showing interest and enthusiasm for learning.
 - E. Expressing appreciation to those who helped contribute to one’s learning 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.

MSN Academic and Professional Integrity

Students in the MSN program 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, the MSN program if the student has a record of misconduct unbecoming a professional practitioner or demonstrates behaviors that put the student, peers, or the University at risk. Academic dishonesty is not tolerated in the MSN.

AHU Academic Integrity and Code of Conduct

With each of your courses, it is important that you adhere to academic integrity and 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, and misconduct in 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.

Netiquette Guide for Online Courses

It is important to recognize that the online classroom is in fact 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 effects the reader just as the tone of one's voice.
- Use standard fonts

- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED 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/e-mail address if it differs from the platform you are using.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY 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 sending.
- 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.

Disciplinary Process

The disciplinary process is intended to help the student identify and correct unacceptable behaviors or noncompliance with one or more of University or Departmental policies. 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. A 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

1. **Documentation.** Documentation is initiated immediately following an unacceptable or noncompliant 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 an unacceptable or noncompliant 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 an unacceptable or noncompliant behavior. Application of further steps in the disciplinary process may be required, based on the severity of the action.
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.
4. **Dismissal.** A first documented unacceptable or noncompliant 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 noncompliant behavior.

Faculty Obligations

1. The MSN 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 MSN full time faculty, including the MSN Vice-Chair and the Chair 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 documentations will be discussed with the MSN Vice-Chair, the Department Chair, and the Vice President for Academic Administration prior to notification to the student.
4. The MSN Vice-Chair 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

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

Grievance Process

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

1. **Step 1:** Discuss the concern/complaint with the involved faculty member no later than 1 week after the incident.
2. **Step 2:** The involved faculty must respond in writing to the student within one week of receipt of the complaint.
3. **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 Vice-Chair) 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.
4. **Step 4:** If a resolution is not reached, the student submits a written statement to the Department Chair no later than one week after the MSN Nursing Vice-Chair’s response. The Department Chair 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 Chair within 4 weeks of the occurrence.

5. **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 Vice-Chair and the Department Chair is given to the Vice President for Academic Administration who will review the grievance materials and return a written decision within two (2) weeks.

Grievance 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 full-time faculty's campus telephone numbers and may contact the faculty either through the classroom e-mail or the faculty's University e-mail address. Students should contact faculty through the course e-mail system. Some faculty are not located on campus and cannot be accessed through the campus telephone numbers.

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 (1) week*** of receipt of the grade.



**ADVENTHEALTH UNIVERSITY 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:*** _____

Student Initials _____

MSN Curricula

All students must participate in a series of core classes, which contain material expected of all MSN graduates. Students may choose either the Administration and Leadership, Education, 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 (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.

Practicum Experiences

Practicum experiences are a part of the Administrative and Leadership, Education, and Family Nurse Practitioner (FNP) Tracks. These experiences include a variety of activities in collaboration with the MSN faculty's recommendation, divided between two to three terms, or in the final trimester after preparatory course work completion.

The MSN Clinical Coordinator strives to assign clinical sites and preceptors to MSN students residing in 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 MSN 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.

MSN-FNP Stop-Out Statement

Students who stop-out of the MSN-FNP track for any reason will not be guaranteed clinical placement outside of their original cohort. Students may be required to find their own clinical placement.

If a student decides to stop-out after completing MSNP 535, the student must immediately notify the FNP Program Coordinator and MSN Clinical Coordinator. A Stop-out Action Plan will be implemented to help the student maintain their advanced assessment skill set and promote competence in the clinical setting. Failure to follow and complete this process will result in delayed program progression.

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



**AdventHealth University
Department of Nursing
Online Nursing Programs
Progression Action Plan**

Student Name:

Date:

Courses:

In an effort to best prepare you for clinical after stop-out or incomplete the following additional assignments are required prior to reentering a clinical course or clinical hours during the [redacted] trimester. The purpose of these assignments are to keep your knowledge and skills up to date. You will be required to complete the following:

- Required meeting with FNP Faculty team.
- Required meeting with Chaplain or Counselor.
- Complete the Aquifer Radiology cases before [redacted]. There are a total of 19 cases.
- Complete the Aquifer High Value Care cases before [redacted]. There are a total of 12 cases. You will receive an email from Aquifer to register for these courses if you have been removed from the Aquifer system. Please let me know if you have any questions about.
- Perform a faculty evaluated head to toe physical exam. You will complete your scheduled physical exam check-off with assigned faculty on [redacted].
- Must complete [redacted] clinical hours by [redacted].
- Other _____

To complete the prescribed course of study, students must adhere to this Progression Action Plan as outlined above.

*This action plan can be modified as needed.

Student

Date

FNP Program Coordinator

Date

Online Vice-Chair

Date

Students are required to read and sign the AHU MSN Clinical Commitment Contract. Please see sample below:



**ADVENTHEALTH UNIVERSITY DEPARTMENT OF NURSING
AHU MSN 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 priority.

_____ I understand that I am responsible for transportation to my assigned clinical rotations which may require a driving distance up 2 hours from Orlando.

_____ I understand that if I decline clinical placement, I will be required to find my own 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 terms of clinical placement by AHU as described above.

_____ I decline clinical placement by AHU and will be responsible to find my own rotations.

Print name

Sign name

Date

Practicum Requirements

All MSN 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. HIPAA Training Documentation
3. Nursing License (Unencumbered and active)
4. Basic Life Support (BLS) Certification

CastleBranch

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 \$150 one-time fee).

1. Updated immunizations: MMR, Varicella, Hepatitis B, Tetanus, 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 Communicable Disease Policy in the AHU Academic Catalog 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, 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 clinical faculty, an additional TB screening maybe required.

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

ADMINISTRATION/LEADERSHIP TRACK

MSNL 595: Leadership Practicum-Human Resources Immersion (1 cr) (14-wk) This course focuses on the management of human resources, staffing, scheduling, conflict management, and staff development. Students are expected to complete fifty (50) clinical hours.

MSNL 596: Leadership Practicum- Finance Immersion (1 cr) (14-wk) 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 fifty (50) clinical hours.

MSNL 597: Leadership Practicum-Leadership/Management Project (1 cr) (14-wk) 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.

EDUCATION TRACK

MSNE 585: Education Practicum-Curriculum Immersion (1 cr) (14-wk) This course focuses on the faculty roles and expectations, curriculum and program development, accreditation standards development. Students are expected to complete fifty (50) clinical hours.

MSNE 586: Education Practicum- Teaching Immersion (1 cr) (14-wk) This course focuses on the faculty-student relationships, didactic, clinical, and simulation teaching and learning, assessments, advising, and discipline. Students are expected to complete fifty (50) clinical hours.

MSNE 587: Education Practicum-Education Project (1 cr) (14-wk) 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.

Intensive, Check-off, and Clinical Experiences

The FNP students are **required to attend campus twice** during the Advanced Health Assessment course. This includes a **5-day, on-campus Intensive experiences prior to the beginning of the Assessment course**. Intensives will include instruction and evaluation of advanced physical assessment using simulation and task-trainers. If you are unable to attend all 5 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 5-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.

FAMILY NURSE PRACTITIONER TRACK

MSNP 535: Advanced Health Assessment (3 cr) (14 wk) 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 assessment of patients. All students are required to complete 5 days of Intensives and 2 days of check offs, as explained in the MSN Student Handbook Supplement.

MSNP 576: Primary Care of Women and Children (4 cr) (14 wk) This course addresses acute, chronic, and behavioral health conditions of women, infants, children, and adolescents. It will prepare students to assume professional, advanced-practice nurse roles, and responsibilities. Population health care will be a focal aspect of concepts taught in the course. Students are expected to complete three hundred (300) clinical hours split into the three population focuses. One hundred and twenty-five (125) clinical hours in Women's Health, fifty (50) clinical hours in Obstetrics, and one hundred and twenty-five (125) clinical hours in Infant and Child Health (ages 1 month - adolescence).

Students will apply evidence-based practice to address the needs of the female patient, gender specific care, and behavioral health issues or concerns. This includes the well-woman, preventive care practice, common gynecological problems, and reproduction health. Assessment, diagnosis, and health management of the woman will encompass CREATION Health principles. Health management includes the use of genomic, socio-cultural, behavioral, spiritual, and ethical principles in caring for the pre-pubescence, pre, peri, and post- menopausal patients.

Infant, child, and adolescent health will address growth, development, behavioral health, and anticipatory guidance for wellness, guided by CREATION Health principles. The course incorporates further assessment, diagnosis, and management of acute, chronic, and behavioral health conditions related to evidence-based practice. It includes the developmental transitions within a family context related to patients and population health.

MSNP 577: Primary Care of the Adult (3 cr) (14 wk) 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 Health principles. Students will develop advanced clinical skills and apply evidence-based practice in health promotion and risk reduction strategies. Students are expected to complete three hundred (300) clinical hours.

CORE COURSES: Total 14 credits	
RELP 610: Role Fidelity and the Exercise of Power (1 cr) (7-wk)	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.
RELT 510: Identity and Mission (2 crs) (7-wk)	This course addresses the mission and practices of faith-based healthcare. 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 healthcare. 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.
RSCH 512: Research and Evidence-Based Practice (3 crs) (14-wk)	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.
HTCA 633: Ethical Issues and Public Policy (3 crs) (14-wk)	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 own prioritized values that would apply to their anticipated work in healthcare organizations. Students will also learn about the legislative, regulatory, and policy issues related to the management and provision of healthcare. Students will explore in-depth issues such as cost and value in healthcare, and modes of financing within various healthcare systems, and how diversity and multicultural issues effect the administration of healthcare. Moreover, students will learn the element of corporation, agency, and administrative law that influence the healthcare industry. This course will help students gain a better understanding of the sociopolitical forces that impact the formation, adaptation, regulation, and sustainability of healthcare.
HTCA 564: Strategic Leadership in Health Care (3 crs) (7-wk)	The course examines various leadership skills, including conflict resolution and negotiations, to improve the competitive position of the enterprise. Students will assess their personal leadership styles and explore the impact these leadership styles have on organizational outcomes. The student will engage in the design thinking process while working in groups to generate innovative ideas and manage change. Students evaluates the business environment and formulate and assess competing strategies.
MSNG 525: Theoretical Foundations of Nursing Practice (2 crs) (7-wk)	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.

FAMILY NURSE PRACTITIONER COURSES - Total 23 credits

MSNP 535: Advanced Health Assessment (3 crs) (14-wk)

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 assessment of patients. All students are required to complete 5 days of Intensives and 2 days of check offs, as explained in the MSN Student Handbook Supplement.

MSNP 545: Advanced Pharmacology: (4 crs) (14-wk)

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 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.

MSNP 550: Advanced Pathophysiology: (3 crs) (14-wk)

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 in order to link microbiology, chemistry, anatomy, and biochemistry into clinical practice.

MSNP 576: Primary Care of Women and Children: (4 crs) (14-wk)

This course addresses acute, chronic, and behavioral health conditions of women, infants, children, and adolescents. It will prepare students to assume professional, advanced-practice nurse roles, and responsibilities. Population health care will be a focal aspect of concepts taught in the course. Students are expected to complete three hundred (300) clinical hours split into the three population focuses. One hundred and twenty-five (125) clinical hours in Women's Health, fifty (50) clinical hours in Obstetrics, and one hundred and twenty-five (125) clinical hours in Infant and Child Health (ages 1 month - adolescence).

Students will apply evidence-based practice to address the needs of the female patient, gender specific care, and behavioral health issues or concerns. This includes the well-woman, preventive care practice, common gynecological problems, and reproduction health. Assessment, diagnosis, and health management of the woman will encompass CREATION Health principles. Health management includes the use of genomic, socio-cultural, behavioral, spiritual, and ethical principles in caring for the pre-pubescence, pre, peri, and post- menopausal patients.

Infant, child, and adolescent health will address growth, development, behavioral health, and anticipatory guidance for wellness, guided by CREATION Health principles. The course incorporates further assessment, diagnosis, and management of acute, chronic, and behavioral health conditions related to evidence-based practice. It includes the developmental transitions within a family context related to patients and population health.

MSNP 577: Primary Care of the Adult: (3 crs) (14-wk)

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 Health principles. Students will develop advanced clinical skills and apply evidence-based practice in health promotion and risk reduction strategies. Students are expected to complete three hundred (300) clinical hours.

HTCA 623: Healthcare Systems and Governance (3 crs) (7-wk)

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.

HTCA 545 – Population Health Management (3 crs) (7-wk)

This course will provide students with training in the measurement, analysis, method, language, models, and concepts of population health. The course clarifies how an understanding of determinants of health can influence public policy, planning, and research to promote a healthier society with greater health equity. By the end of the course, students will understand the relationship between health care and individual and population health, and be able to combine that knowledge with critical thinking to identify, evaluate, and address issues in health care population health, collaboratively. Students will be able to apply statistical and epidemiological methods to clinical and managerial decision making and to interpreting and appraising the literature on health care delivery. They will be able to analyze the forces, explicit (e.g. legal, financial) and implicit (e.g. historical, cultural), that influence individual and population health and the health care delivery. Students will demonstrate the structure and function of front line systems in healthcare and apply principles and practices that improve processes, outcomes, and value.

NURSE ADMINISTRATION AND LEADERSHIP COURSES – Total 17 credits**FNCE 533: Healthcare Finance (3 crs) (14-wk)**

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 crs) (7-wk)

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 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.

HTCA 623: Healthcare Systems and Governance (3 crs) (7-wk)

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 crs) (7-wk)

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 595: Leadership Practicum – Human Resources Immersion (1 cr) (14-wk)

This course focuses on the management of human resources, staffing, scheduling, conflict management, and staff development. Students are expected to complete fifty (50) clinical hours.

MSNL 596: Leadership Practicum – Finance Immersion (1 cr) (14-wk)

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 fifty (50) clinical hours.

MSNL 597: Leadership Practicum – Leadership/Management Practicum (1 cr) (14-wk)

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.

NURSE EDUCATION COURSES - Total 17 credits	
MSNE 540: Advanced Assessment, Pathophysiology, and Pharmacology for Nurse Educators (Didactic 3 cr) (Clinical 1 cr) (14-wk)	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 life span. 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 cr) (7-wk)	This course will explore various learning theories as they apply to nursing curricula development that are influenced by various national and global healthcare 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 cr) (7-wk)	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 cr) (7-wk)	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 cr) (7-wk)	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 585: Education Practicum-Curriculum Immersion (1 cr) (14-wk)	This course focuses on the faculty roles and expectations, curriculum and program development, accreditation standards development. Students are expected to complete fifty (50) clinical hours.
MSNE 586: Education Practicum-Teaching Immersion (1 cr) (14-wk)	This course focuses on the faculty-student relationships, didactic, clinical, and simulation teaching and learning, assessments, advising, and discipline. Students are expected to complete fifty (50) clinical hours.
MSNE 587: Education Practicum-Education Project (1 cr) (14-wk)	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.