ADULT DEGREE PROGRAM (ADP) AND GRADUATE NURSING STUDENT HANDBOOK

2020-2021

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Dear Student,

Congratulations and welcome (or welcome back) to Messiah University! Entry into an Adult Degree or Graduate program is an exciting new adventure in your professional career. For some of you, the transition back to school may feel unfamiliar, but the faculty and staff are committed to supporting you.

The Adult Degree Program (ADP) and Graduate Nursing Student handbook is available online via the “Graduate Nursing Resources and Orientation Canvas site” or via the Graduate Nursing webpage at: https://www.messiah.edu/gradnursing. The purpose of the handbook is to provide students with essential information about the Department of Nursing, requirements for your program of study, and overall expectations of students at Messiah. It is the student’s responsibility to review the handbook and become familiar with its contents. This handbook is published annually as policies and procedures are updated. We will do our best to communicate these changes to you promptly. At a minimum, you are required to review the handbook in the fall semester of each academic year.

Course duration varies and can range from 6 to 16 weeks. Some terms will go by very quickly, so it is important to remain organized. In most cases, you can expect faculty to respond to emails or other communications within 24-48 business hours. If they do not, you can contact your program coordinator (see below) who can assist with contacting your professor.

Throughout your program, you will be asked to provide feedback about your courses. Please give us your honest and constructive feedback and recommendations for improvement. We value your input! If you have feedback related to a specific course, we ask that you first discuss your thoughts with the course faculty. If, after that, your concerns have not been fully addressed, please contact your respective program coordinator for further assistance.

We hope that you find Messiah University to be a welcoming and rewarding educational experience. On behalf of the faculty and staff, we welcome you into our community and wish you the best for a successful academic year. We are happy you are here.

“Whatever you do, work at it with all your heart, as if working for the Lord, not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.” Colossians 3:23-24

In Him,

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Introduction to the Adult Degree Program (ADP) and Graduate Programs in Nursing

This handbook serves as a guide for students in the Adult Degree Program (ADP) in Nursing or Graduate Nursing Programs at Messiah University and is a supplement to the Messiah University ADP and School of Graduate Studies Catalogs. In this document, students will find valuable information regarding many specifics unique to the RN-BSN, MSN and DNP programs. Students should familiarize themselves with this material pertaining to their ADP in nursing or graduate studies in nursing at Messiah University.

Mission of Messiah University
Our Mission is to educate men and women toward maturity of intellect, character, and Christian faith in preparation for lives of service, leadership, and reconciliation in church and society.

Mission of the Department of Nursing
The Mission of the Department of Nursing at Messiah University is to prepare baccalaureate and graduate professional nurses within the context of liberal arts and sciences from a Christian worldview for beginning and advanced professional nursing roles. The educational process facilitates the knowledge, skills, and attitudes needed to promote professional nursing excellence, interprofessional collaborative practice, and lifelong learning. The distinctives of a Messiah University nurse include commitment to academic excellence, service to others with insight and creativity, compassion through cultural humility, caring leadership, and reconciliation from a Christian worldview.

Philosophy of the Department of Nursing
The Philosophy of the Department of Nursing, stated as Foundational Beliefs, is consistent with the Mission, Foundational Values, Undergraduate Learning Outcomes (ULOks), and Graduate Learning Outcomes (GLOks) of Messiah University. Herein are stated the Foundational Beliefs of the Department of Nursing.

Foundational Belief 1 - Unity of Faith Learning and Life
Central to and informing both the nursing program and the curriculum is the Christian worldview with its affirmations about God, humanity, and culture as understood from Scripture and throughout history. Consistent with the Messiah University philosophy, the nursing faculty and students seek to integrate the practice of nursing with the belief that God is the source of all truth and the One who created persons to glorify God within their environment and society.

Foundational Belief 2 - Importance of Person
A person is a unique being, an integration of physiological, psychological, sociocultural, developmental, and spiritual variables (Neuman, 1995). Each person is created in God's image and therefore has inherent value and significance. The person is created to live in harmonious relationship with God, self, and others.
Foundational Belief 3 - Significance of Community
A person is an open system who lives in relationships in interface with the environment. The family is the basic unit of society. Its bonds are defined biologically, legally, culturally, and personally. The family exists for the transmission of values, growth and development of its members, and enhancement of its community.

Foundational Belief 4 – Disciplined and Creative Living
The environment is composed of all internal and external influences that surround the person. A healthy human environment reflects the glory of God the Creator, is disciplined, supports human well-being with its resources, is ecologically balanced and free of pollution, is actively engaged in an ever-changing world, and is characterized by shalom and freedom from violence. Shifts in society require new creative approaches to nursing that encompass informed, responsible, and ethical choices for promotion of disciplined and creative living.

Foundational Belief 5 - Service and Reconciliation
Nursing as divine service is participation in God's redemptive activity in the world. It flows from a sense of calling and personal worth and is sustained by God-given resources, and is characterized by attitudes and actions of service and reconciliation directed toward the well-being of persons, families, and communities. Christian attitudes of accountability, which include ongoing personal and professional development, as well as attitudes of reconciliation are essential for effective interactions among health team members and with persons, families, and communities.

Foundational Belief 6 – Importance of Diversity
Nursing is practiced within a local, national, and international context. Nursing caregivers must have knowledge of human diversity and be able to apply knowledge of the effects of human diversity on health status and responses to primary, secondary, and tertiary preventions. The context of practice influences the delivery but not the essence of care.

Foundational Belief 7 – Importance of Integration of Faith and Learning
The integration of faith and learning for service, leadership, and reconciliation in both theoretical and clinical educational environments provide the foundation of the nursing program. The nursing faculty view nursing as a call to service through which health concerns of persons, families, and communities are holistically addressed. Commitment to ongoing personal, spiritual, and professional development and service are foundational in fulfilling the roles of the beginning and advanced professional nurse.

DON Faculty Outcomes
1. Integrate faith and learning in areas of teaching, scholarship, service, and practice.
2. Demonstrate a personal and professional lifestyle of service in the nursing faculty role.
3. Demonstrate effective clinical and classroom teaching.
4. Maintain theoretical and clinical competencies in areas of nursing expertise.
5. Engage in scholarship activities that promote evidence-based nursing practice and education.
Professional Values

Students are at the center of the educational program, and are supported in their personal development as they integrate faith and learning. The nursing program seeks to link students' motivation for service to God and humanity with the development of professional nursing values. Christian ideals provide the basis and meaning for professional nursing values of altruism, autonomy or freedom, human dignity, and integrity and social justice fundamental to the discipline of nursing (AACN, 2008). Students are given opportunities to link professional values and the Christian worldview and to practice ethical caring that incorporates them both.

Educational Process

The process of nursing education is the mutual responsibility of both students and faculty. Faculty are expected to demonstrate accomplishments in teaching, scholarship, practice, and service. Faculty serve as socializing agents for the professional role through both formal and informal educational experiences with students. Through participation in the educational process, students identify with nursing as they internalize values, knowledge, skills, and behaviors of the profession.
Messiah University Department of Nursing Organizational Chart

Baccalaureate (RN-BSN) Program Goals

1. Prepare professional nurses to engage in interprofessional collaborative practice and provide holistic nursing care to persons, families, and communities.
2. Provide an environment in which students are encouraged to develop and integrate a dynamic Christian worldview into their personal and professional lives.
3. Provide an educational foundation for graduate study for students.
4. Provide student-centered, evidence-based teaching and learning for nursing practice, leadership, service, and reconciliation.

Undergraduate Learning Outcomes (ULOs)

1. **Foundations of Learning**: Students develop skills common to the liberal arts and sciences: research, analysis, reflection, and communication.
2. **Breadth and Depth of Knowledge**: Students develop knowledge common to the liberal arts and sciences in the fields of arts, humanities, natural sciences, and social sciences.
Students will also develop specialized knowledge and disciplinary expertise.

3. **Faith Knowledge and Application:** Students develop informed and mature convictions about Christian faith and practice.

4. **Specialized Skills and Scholarship:** Students become proficient in the scholarship of their discipline and demonstrate specialized skills needed to pursue a career and/or graduate school.

5. **Self-Awareness:** Students gain awareness of identity, character, and vocational calling.

6. **Social Responsibility:** Students demonstrate a commitment to service, reconciliation, and justice, and respond effectively and ethically to the complexities of an increasingly diverse and interdependent world.

**Master of Science in Nursing (MSN) Program Goals**

1. Prepare master’s level professional nurses to provide ethical leadership and service by integrating knowledge into practice and applying quality principles for safe, holistic nursing care in advanced nursing roles.

2. Provide a learning environment in which a Christian worldview of service, leadership, and reconciliation emphasizes the use of scientific knowledge, critical thinking, effective communication, and interprofessional collaboration to enhance nursing care and education directed at population health across diverse settings.

3. Promote evidence-based knowledge for integration and dissemination across learning environments and the healthcare system.

4. Provide an educational foundation for doctoral study and life long learning.

5. Provide student-centered, evidence-based teaching and learning for nursing practice, leadership, service, and reconciliation.

**Doctor of Nursing Practice (DNP) Program Goals**

1. Prepare doctoral-level professional nurses to provide leadership and service in promoting quality, holistic nursing care.

2. Provide a learning environment where a Christian worldview of service and leadership is integrated toward a culture of excellence for life-long learning.

3. Promote evidence-based knowledge for integration across learning environments and the healthcare system.

4. Provide an educational foundation for advanced nursing practice and post-doctoral study.

5. Provide student-centered, evidence-based teaching and learning for advanced nursing practice, leadership, service and reconciliation.

**Graduate Learning Outcomes (GLOs)**

Messiah University has established learning outcomes for graduate students. These learning outcomes are accomplished through curricular and co-curricular programming and structures.

They are:

1. Exhibit mastery of specialized knowledge
2. Perform scholarly activities informed by professional standards.
3. Demonstrate mastery of competencies required in their field of study
4. Articulate how Christian faith and principles inform their vocation
5. Apply ethical principles relevant to their profession
6. Demonstrate intercultural competence

**Concepts Central to the Curriculum**

The following concepts are central to the curriculum of the Messiah University Department of Nursing program. Each concept is defined based on the faculty's understanding of its meaning and use within the curriculum. It is understood that no concept can be defined in isolation; however, for clarity, each is individually defined in relation to the others.

**Client System**

**Person.** A person is a unique being, an integration of physiological, psychological, sociocultural, developmental, and spiritual variables. Each person is created in God's image and therefore has inherent value. The person is created to live in a harmonious relationship with God, self, and others. A person is an open system who lives in relationship with families and communities in interface with the environment. Healthy persons manifest wholeness by acting purposefully and morally, thinking rationally, and exercising creative and responsible stewardship of the environment.

**Family.** The family is, by God's design, the basic unit of society. Its bonds are defined biologically, legally, culturally, and personally. The department of nursing defines family as a relationship of people in heterosexual marriage, adoption, lineage, and other relationships that function as family. The family exists for the transmission of values, the growth and development of its members, and the enhancement of the community. The healthy family can manifest wholeness by love, commitment, intimacy, open communication, and shared goals. The family interacts with and is influenced by the larger community as it nurtures its members.

**Community.** The community is an open social system characterized by a group of people with a common identity or perspective in a given place or time. A community has shared purposes, commitments, relationships, and responsibilities. A healthy community has environmental, social, and economic conditions in which people can thrive. The role of the community is to support and encourage its subsystems (individual, family, or client system) to optimal physiological, psychological, sociological, developmental, and spiritual health. Therefore, social justice is an inherent concept of community health. A community may also be geopolitical or phenomenological, local, national, international, global, ethnic, inter-ethnic, academic, professional, or faith-based (Maurer & Smith, 2013). In understanding the interconnectedness of the local and global community, social justice and sharing of resources is also a part of community.

**Environment.** The client system environment can be internal, external, or a created environment. The internal (intrapersonal) environment includes factors within the boundaries of the client system. The external environment factors can be interpersonal or extrapersonal in nature and occur outside the boundaries of the client system. A created environment occurs with attempts to shape a safe setting for functioning through being a responsible steward of resources. A healthy human environment reflects the glory of God the Creator, supports harmonious social relationships and human well-being with its resources, is ecologically balanced and free of pollution, and is characterized by shalom and freedom from violence.
Health. Health is a dynamic state of varying system stability on a continuum of wellness and illness. God's intention for persons, families, and communities is optimal wellness or stability which means living creatively within their limitations, finding meaning in suffering, or experiencing a peaceful death. Variations from health or wellness or varying degrees of system instability are caused by stressor invasion of the normal line of defense that is inherent in this imperfect world.

Nursing. Nursing is a unique profession that uses nursing knowledge and actions in partnership with persons, families, and communities to retain, attain, and maintain their optimal health or wellness. Nursing, motivated by compassion, is guided by theory, ethical principles, and professional standards. Nursing is realized through the roles of provider of care, designer/manager/coordinator of care, and member of a profession using critical thinking, communication, assessment, and technical skills. Nursing is influenced by the socioeconomic, political, and cultural contexts in which it is practiced.
Essential Curriculum Components

Bachelor of Science Degree in Nursing Program

The American Association of Colleges of Nursing (AACC) *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) are fundamental to the curriculum for the baccalaureate (BSN) nursing program and thereby essential for the practice of professional nursing. This education provides the basis for professional knowledge development which includes skills in critical thinking, communication, ethical decision making, leadership, safe and quality care implementation, inter and intraprofessional collaboration, evidence-based care, culturally humble care, and life-long learning pursuits, all for promotion of quality population health across the lifespan. Furthermore, the curriculum competencies for the baccalaureate nursing program are derived from the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (Appendix A & B).

For the baccalaureate nurse, professional nursing is realized through the roles of provider of care, designer/manager/coordinator of care, and member of a profession. Each role requires, in differing degrees, critical thinking, communication, assessment, and technical skills. The three roles are carried out in a variety of organizational structures and health care settings. Each role requires ongoing practice and experience to develop expertise. As providers of care, students implement the nursing process and learn to manage the care of persons, families, and communities within the environment. As designers/managers/coordinators of care, they learn to match the needs of persons with resources; collaborate with persons, families, and members of the health care delivery system; and coordinate the delivery of health care services. As members of a profession, students learn to be accountable for their own nursing practice, to function within the organizational structure of various health care settings, to serve as health care advocates, to challenge and suggest change for ineffective delivery systems, and to promote nursing as a profession (Appendix C).

Messiah University’s Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program is designed for RNs to have a clear path from their Associate Degree in Nursing (ADN) or diploma in nursing to earn a Messiah University BSN degree. Our professional nursing curriculum is grounded in the arts and applied sciences which nurtures and improves the student’s ability to practice nursing with compassionate Christian caring, academic and clinical excellence and, service to others with cultural humility.

Messiah University’s RN to BSN program is accredited through CCNE (AACN, 2020) and is a fully online program except for two courses that each require 45 hours clinical experience. Clinical experiences can be coordinated through our graduate of nursing administrative assistant and can be completed at the student’s current workplace (or nearby location). It is a fast-paced program intended to build upon the background, knowledge, and experiences of registered nurses. Our program focuses on elements of evidence-based practice, safe quality patient care, improving patient and population health outcomes, as well as professional and leadership development. It is our hope the program will prepare nurses for graduate and doctoral level
education through health assessment and pharmacology courses that integrate pathophysiologic concepts needed for advanced role development.

**Master of Science Degree in Nursing Program**

Students of the Master of Science in Nursing program (MSN) build upon baccalaureate foundational professional knowledge and expand their knowledge and expertise for higher level understanding and implementation of advanced nursing roles. The AACN *Essentials of Master’s Education in Nursing* (AACN, 2011) and MSN Curricular Competencies provide the foundation for the tracks of the MSN program (Appendices D & F). The NLN *Core Competencies of Nurse Educators* (NLN, 2012) guide the curriculum of MSN nurse educator track (Appendix E). The AONE Nurse Executive Competencies (AONE, 2015) from the American Organization for Nurse Leaders (AONL, 2019) guide the MSN nursing administration track curriculum (Appendix G). Completion of the MSN curriculum provides a core foundation for doctoral education.

**Curriculum level description.** There are two levels in the MSN curriculum.

Level one of the MSN curriculum includes foundational core courses and advanced core courses. The advanced core courses of level one are specific to either the MSN nurse educator curriculum track or the MSN nursing administration curriculum track. Level one MSN foundational core courses facilitate increased depth of understanding in areas of nursing research and evidence-based practice, healthcare ethics from a Christian worldview, and healthcare informatics. The foundational core courses provide opportunities for application to population health, education, and leadership at an advanced level. The advanced core courses of level one for MSN nurse educator students include advanced pathophysiology, advanced pharmacology, and advanced physical assessment across the lifespan. The advanced core courses for the MSN nursing administration students include courses in interprofessional collaboration, healthcare policy, regulation, and law, and healthcare economics. Accomplishment of level one foundational and advanced core courses is required before students may progress to the second level of the MSN curriculum.

Level two courses of the MSN curriculum are focused on a chosen area of nursing specialization at the master’s level.

**MSN-Nurse Educator**
- Within the MSN nurse educator specialty, highlights of content areas include learning theories and educational philosophies, curriculum design and development, evaluation methods and measurement, multiple teaching methodologies, educational needs assessment, scholarship and service in the academic role, clinical nursing practice for direct and indirect nursing practice and educator roles, and clinical scholarship application in nursing practice and education to facilitate positive healthcare outcomes.

**MSN-Nursing Administration**
- Within the MSN nursing administration specialty, highlights of content areas include interprofessional collaboration, communication and relationship management,
healthcare law, policy, and regulation, administrative and executive leadership, application of change theories, professionalism, business skills and principles, budget management in healthcare, healthcare economics, strategic planning, organizational leadership, and performance improvement and evaluation.

Completion of the MSN curriculum provides graduates with a strong foundation for lifelong learning and readiness to pursue additional education at the doctoral level.

Post-BSN to DNP/FNP Program


Curriculum level description. There are two levels in the Post-BSN to DNP/FNP curriculum. Level one provides students with graduate nursing core content areas focused on nursing informatics, statistics for evidence-based practice, nursing research for evidence-based practice, advanced pharmacology, advanced pathophysiology, advanced physical assessment across the lifespan, and Christian ethical and philosophical foundations for advanced nursing. Accomplishment of level one core courses is required before students may progress to the second level of the Post-BSN to DNP/FNP curriculum. Level two courses are focused on multiple facets of the doctorally prepared family nurse practitioner. Specifically, level two courses build upon the direct care core courses. Level two courses afford students opportunities to master and use theoretical content through clinical practicum mentored patient care experiences in primary care across the lifespan. Level two, non-direct care content areas include genetics, health promotion across the lifespan, epidemiological principles, health policy and legal aspects of healthcare, interprofessional collaboration, epidemiology, economics of healthcare, clinical diagnostics, and advanced practice evidence-based inquiry. The Post-BSN to DNP/FNP curriculum fosters students’ mastery of the knowledge, skills, and abilities that are essential to independent clinical practice. The program culminates in a scholarly project requiring each student to implement and evaluate an evidence-based intervention to improve patient outcomes. Completion of the Post-BSN to DNP/FNP curriculum provides graduates with a strong foundation for life-long learning and post-doctoral education.
DNP Nursing Leadership (post-master’s)

Messiah’s post-master’s DNP nursing leadership program is appropriate for nurse practitioners, certified registered nurse anesthetists, certified nurse midwives, clinical nurse specialists, as well as nurse educators, nurse administrators, clinical nurse leaders and nurses with master’s degrees in other related fields. Students of the DNP Nursing Leadership program build upon the generalist foundation afforded through baccalaureate nursing education guided by the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) (Appendix H). In addition, DNP Nursing Leadership students expand their knowledge and expertise for the advanced nursing role through extensive clinical hours and role preparation within a Christian worldview. The AACN Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) and the AONE Nurse Executive Competencies (AONE, AONL, 2015) guide the curriculum of the DNP Nursing Leadership program (Appendices H & G).

The DNP curricular competencies reflect the Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) and AONE Nurse Executive Competencies (AONE, AONL, 2015) (Appendices K, H, & G). DNP Nursing Leadership graduates are prepared for the highest level of evidence-based practice and research translation.

Curriculum level description. There are two levels in the DNP Nursing Leadership curriculum. Level one provides students with nursing leadership foundational content areas focused on Christian ethical and philosophical foundations, interprofessional team collaboration, organizational change and strategic thinking, economics, quality and safety, and health policy. Level two courses are focused on the application of leadership strategies and principles in the development and implementation of a scholarly project. Specifically, level two courses build upon the nursing leadership foundational courses in level one. Level two courses afford students opportunities to master and use theoretical content through mentored experiences in a variety of healthcare settings. The DNP Nursing Leadership curriculum fosters students’ mastery of the knowledge, skills, and abilities that are essential to advanced nursing leadership. The program culminates in a scholarly project requiring each student to implement and evaluate an evidence-based change to improve healthcare outcomes. Completion of the DNP Nursing Leadership curriculum provides graduates with a strong foundation for life-long learning and post-doctoral education.

Design of the Program

RN-BSN

Messiah University’s Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program is designed to prepare nurses at a baccalaureate level to have opportunity for advancement in professional roles, as well as continuing education in advanced degree programs. A total of 10 nursing courses and three pre-requisite courses (39 credits) are required which include two clinical courses.

Course Delivery
The program can be completed in two years but must be finished within six years. Courses are
offered online in 6-week (summer only) and 8-week (Fall/Spring) sessions throughout the year. Courses are delivered asynchronously online. Faculty may opt to hold synchronous class meetings at their discretion which will be communicated on the course syllabus. Students are encouraged to make attendance a priority, but sessions will be recorded for later viewing as needed. Health Informatics is taken at a graduate level.

**Student Status**
Students are expected to complete all general education requirements and prerequisites (Chemistry, Nutrition, and Statistics) prior to beginning nursing courses. Prerequisites and general education credits may be transferred from another college/university. RN-BSN students will abide by the expectations set forth in the School of Graduate Studies Catalog and ADP and Graduate Nursing Student Handbook at all times.

**Financial Aid Note**
RN-BSN students are eligible to apply for financial aid available to undergraduate students.

**MSN-Nurse Educator**

The curriculum for the Master of Science in Nursing (MSN) nurse educator track is designed to prepare nurse educators at the graduate level to have the opportunity for entry level teaching positions in undergraduate nursing education programs or to serve as clinical nurse educators in clinical practice settings. There are two levels in the curriculum design; the first level includes seven core nursing courses (21 credits) and the second includes five courses specific to nursing education which include clinical components (18 credits) for a total of 39 credits.

Graduates will be prepared to take the National League for Nursing (NLN) Certified Nurse Educator examination after meeting the eligibility requirements.

**Course Delivery**
The program can be completed in two years but must be finished within six years. Courses are offered online in 6, 8, 12, or 16-week sessions throughout the year. Courses without a clinical component are delivered asynchronously online, with the exception of NURS 506, which includes two synchronous class sessions. Courses with a clinical component will meet asynchronously online with synchronous online sessions held two to three times during each course.

The program follows a cohort model. However, a student will be permitted to begin courses after the first course of level one with the understanding that progression to level two of the program will occur only after the student has completed all level one courses. In other words, a student may start to take courses in level one at any time but will have to wait to move to level two until all level one courses are completed.

**RN-MSN Nurse Educator**
The RN-MSN Nurse Educator is designed for registered nurses who have earned an associate degree in nursing or a nursing diploma and wish to streamline their education to earn a master of
science in nursing (MSN) that will advance their career in nursing education. A total of 150 credit hours are required to complete the RN-MSN Nurse Educator, with 111 credit hours counted toward undergraduate requirements and 39 credit hours counted toward graduate requirements.

**Course Delivery**
Courses are offered online in 6, 8, 12, or 16-week sessions throughout the year. Courses without a clinical component are delivered asynchronously online, with the exception of NURS 506, which includes two synchronous class sessions. Courses with a clinical component will meet asynchronously online with synchronous online sessions held two to three times during each course.

**Student Status**
Students are expected to complete the undergraduate courses prior to completing the graduate courses (with the exception of NURS 500, 501, and 506) and accordingly will be categorized as undergraduate students until they have earned 120 undergraduate credits. Regardless of undergraduate or graduate status, the RN-MSN students will abide by the expectations set forth in the [ADP and School of Graduate Studies Catalogs](#) and [ADP and Graduate Nursing Student Handbook](#).

**Financial Aid Note**
RN-MSN Nurse Educator students with undergraduate status are eligible to apply for financial aid available to undergraduate students, and likewise when RN-MSN students reach graduate status they are eligible to apply for financial aid available to graduate students. RN-MSN students (regardless of undergraduate or graduate status) are not eligible for Messiah University undergraduate scholarships or grants, but they may be eligible for an ADP or Graduate Discount, see listing [here](#).

**Graduate Post-BSN Certificate in Nursing Education**
The Graduate Certificate in nursing education is designed for post-BSN graduates who wish to advance their career as a nurse educator. This 12-credit online certificate is a combination of clinical fieldwork and graduate nursing courses that will assist in preparation of the MSN degree.

**Certificate of Advanced Graduate Studies – Nursing Education**
The Certificate of Advanced Graduate Studies (CAGS) in nursing education is designed for registered nurses who hold an advanced degree in nursing (MSN, DNP, or Ph.D.) without a nurse educator focus. This 12-credit online certificate consists of both theory and clinical experiences. Those who complete this certificate program will be prepared to take the National League for Nursing (NLN) Certified Nurse Educator exam after meeting the eligibility requirements.

**MSN - Nursing Administration**
The Master of Science in Nursing (MSN) nursing administration track is 38 credits and prepares students to serve diverse patient populations in a variety of healthcare settings. Students will grow as a nursing professional who leads through ethical decision-making and critical thinking and who develops effective teams and builds interprofessional collaborations. In partnership with
Messiah’s MBA program, this degree track brings together cutting-edge nursing science and practice with executive management skills.

Graduates will be prepared for the AONL certified nurse manager/nurse leader examination (AONL-CNML).

**Course Delivery**
The program can be completed in two years but must be finished within six years. Courses are offered online in 6, 8, 12, or 16-week sessions throughout the year. Courses without a clinical component are delivered asynchronously online, with the exception of NURS 506, which includes two synchronous class sessions. Courses with a clinical component will meet asynchronously online with synchronous online sessions held two to three times during each course.

**DUAL MSN MBA – Nursing Administration**
The MSN MBA coursework is a 56-credit program with courses offered online in 6, 8, and 16-week sessions. The program is completed in four years and has 180 clinical practicum hours. Students will develop the necessary skills to operate effectively as a leader in a number of executive healthcare roles. Graduates will be qualified to advocate for healthcare quality from both the patient and administrative perspectives.

**RN-MSN Nursing Administration**
The RN-MSN Nursing Administration is designed for registered nurses who have earned an associate degree in nursing or a nursing diploma and wish to streamline their education to earn a master of science in nursing (MSN) that will advance their career in nursing administration. A total of 152 credit hours are required to complete the RN-MSN; 114 credit hours are counted toward undergraduate requirements and 38 credit hours are counted toward graduate requirements. Upon completion of 152 credits, students are awarded a Master of Science in Nursing degree.

**Course Delivery**
Courses are offered online in 6, 8, 12, or 16-week sessions throughout the year. Courses without a clinical component are delivered asynchronously online, with the exception of NURS 506, which includes two synchronous class sessions. Courses with a clinical component will meet asynchronously online with synchronous online sessions held two to three times during each course.

**Student Status**
In the RN-MSN Nursing Administration, students are expected to complete the undergraduate courses prior to completing the graduate courses (with the exception of NURS 500 and 506) and accordingly will be categorized as undergraduate students until they have earned 120 undergraduate credits. Regardless of undergraduate or graduate status, the RN-MSN students will abide by the expectations set forth in the *ADP and School of Graduate Studies Catalogs* and *ADP and Graduate Nursing Student Handbook*.

**Financial Aid Note**
RN-MSN Nursing Administration students with undergraduate status are eligible to apply for financial aid available to undergraduate students, and likewise when RN-MSN students reach graduate status they are eligible to apply for financial aid available to graduate students. RN-MSN students (regardless of undergraduate or graduate status) are not eligible for Messiah University undergraduate scholarships or grants, but they may be eligible for an ADP or Graduate Discount, see listing here.

**Graduate Post-BSN Certificate – Nursing Management and Leadership**
The Graduate Certificate is 13 credits and provides an option for post-BSN graduates who work in direct care management roles to gain knowledge and advanced leadership and management skills. The certificate prepares students for the AONL certified nurse manage/nurse leader examination (AONL-CNML) and pursuit of a Master of Science in Nursing degree.

**Certificate of Advanced Graduate Studies – Nursing Administration**
The Certificate of Advanced Graduate Studies (CAGS) in nursing administration is designed for registered nurses who hold an advanced degree in nursing (MSN, DNP, Ph.D.) without a nursing administrator focus. This 12-credit online certificate addresses the American Organization for Nursing Leadership (AONL) key competencies and the American Nurses Credentialing Center (ANCC) Standards of Professional Performance for Nursing Administration to facilitate preparation for national certification.

**Post-BSN to DNP/FNP**
The curriculum for the Post-BSN to DNP/FNP (DNP) program is designed to prepare baccalaureate degree nurses at the graduate level with holistic nursing care in an advanced role as a family nurse practitioner. There are two levels in the curriculum design. The first level includes seven core nursing courses (21 credits), and the second level includes 27 didactic and clinical practicum specialty courses specific to DNP/FNP role (65 credits), for a total of 86 credits.

Graduates will be prepared to take the Family Nurse Practitioner national certification exam through either the American Association of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (ANCC).

The program can be completed in three years but must be finished within eight years. Most courses are offered asynchronously online in 6, 8, 12, or 16-week sessions throughout the year. NURS 601 and 602 are delivered as on-campus intensives. Some courses offer synchronous sessions throughout the semester that are available live or recorded.

**DNP Nursing Leadership (post-master's)**
The curriculum for the DNP Nursing Leadership program is designed to prepare advanced practice nurses or nurses with a master’s degree in a related field, at the graduate level to provide holistic care in an advanced role of nursing leadership. The program is a minimum of 34 credits to include at least 1,000 graduate-level (post baccalaureate) clinical/project hours.
The program can be completed in two years, but must be finished within eight years. Courses are offered asynchronously online in 6, 8, 12, or 16-week sessions throughout the year. Some courses may offer synchronous online sessions throughout the semester that are available live or recorded.

Admission and Enrollment

Admissions

Applications are accepted and reviewed throughout the year on a rolling basis. To be considered for admission to the RN-BSN, MSN, and DNP programs at Messiah University, applicants must complete the admission application and meet all the stated requirements for the general application as well as the specific requirements for the specific program. Applicants will be considered when the application file is complete. In some cases, a conditional acceptance or a provisional acceptance will be granted. Specific information pertaining to conditional and provisional acceptances is explained in the *ADP and School of Graduate Studies Catalogs*. Acceptance is limited to the semester indicated on the student’s application.

Non-Degree Seeking Students

Students can take up to nine credits of graduate level nursing courses as a non-degree seeking student as long as there is space available. The courses approved for this option and the application process can be found [here](#).

Admission Requirements

Degree Program

- DNP – Family Nurse Practitioner
- DNP – Nursing Leadership (post-master’s DNP)
- MSN – Nurse Educator
- MSN – Nursing Administration
- Nursing Administration (Dual MSN MBA)
- RN-BSN
- RN-MSN Nurse Educator
- RN-MSN Nursing Administration

Graduate Certificates

- Certificate of Advanced Graduate Studies – Nursing Administration
- Certificate of Advanced Graduate Studies (CAGS) – Nursing Education
- Post – BSN Certificate – Nursing Education
- Post-BSN Certificate – Nursing Management and Leadership
Transfer Credits
Undergraduate students in the RN to BSN Program need a total of 120 credits to earn a BSN degree. The last 30 credits must be earned at Messiah and RN to BSN students may transfer up to 90 credits from previously completed courses*. Of the 120 credits, 28 credits are university required general education credits, 30 credits are nursing courses, and 9 credits are pre-requisites (Statistics, Chemistry and Nutrition).

* Residency requirements mandate that the last 30 credits towards the bachelor’s degree must be taken in residence at Messiah University. Credits earned through “credit by examination” or advanced placement do not qualify for these 30 hours.

Graduate students in the MSN Nurse Educator Program may transfer up to nine credits of graduate coursework that meet the following conditions:
1. The coursework must have been completed from a regionally accredited institution.
2. A minimum grade of a “B” was earned for each course.
3. The credits must have been completed within the last seven years.
4. The course is not listed as one that is required to have been completed at Messiah University.
5. Currently enrolled students who wish to take credits at another institution and then have them transferred to Messiah University must have written approval of the program coordinator prior to starting coursework*.

*NURS 530 and NURS 531 must be completed at Messiah University.

Graduate students in the MSN Nursing Administration Program may transfer up to nine credits of graduate coursework that meet the following conditions:
1. The coursework must have been completed from a regionally accredited institution.
2. A minimum grade of a “B” was earned for each course.
3. The credits must have been completed within the last seven years.
4. The course is not listed as one that is required to have been completed at Messiah University.
5. Currently enrolled students who wish to take credits at another institution and then have them transferred to Messiah University must have written approval of the program coordinator prior to starting coursework*.

*NURS 560 and NURS 562 must be completed at Messiah University.

Graduate students in the Post-BSN to DNP/FNP Program may transfer up to 18 credits of graduate coursework that meet the following conditions:
1. The coursework must have been completed from a regionally accredited institution.
2. A minimum grade of a “B” was earned for each course.
3. The credits must have been completed within the last seven years.
4. The course is not listed as one that is required to have been completed at Messiah University.
5. Currently enrolled students who wish to take credits at another institution and then have them transferred to Messiah University must have written approval of the program coordinator prior to starting coursework*.

*NURS 601, 602, 623, 632, 731, and 732 must be completed at Messiah University.

Graduate students in the DNP Nursing Leadership Program may transfer up to 9 credits of graduate coursework that meet the following conditions:
1. The coursework must have been completed from a regionally accredited institution.
2. A minimum grade of a “B” was earned for each course
3. The credits must have been completed within the last seven years.
4. The course is not listed as one that is required to have been completed at Messiah University.
5. Currently enrolled students who wish to take credits at another institution and then have them transferred to Messiah University must have written approval of the program coordinator prior to starting coursework*.

*NURS 623, 632, 731, and 732 must be completed at Messiah University.

Academics

Adult Degree Program (ADP) and Graduate Academic Calendars
Current ADP and graduate academic calendars are located on the Messiah University website.

Academic and Faculty Advising for Graduate Students
An academic advisor is assigned to all students who enter into the RN-BSN and graduate nursing programs. The advisor will assist the student in planning the coursework for the program of study. Since the program is an online program, advisor communication occurs via email, the LMS Canvas Advising site, Google Drive Advising sheet, Zoom, or telephone. Students can expect a response to email correspondence within 2 to 3 business days.

While the academic advisor will be available to serve as a resource in helping students to create their course of action, it is ultimately the student’s responsibility to ensure all coursework is complete. The final responsibility in meeting graduation requirements rests with the student. An exit interview for each program is expected to be completed by the student prior to graduation. More information about academic advising is found in the Messiah University ADP and School of Graduate Studies Catalogs.

A faculty advisor is assigned to all students who enter into the RN-BSN and graduate nursing programs. This advisor is available for any questions pertaining to the program such as course rigor, certification, DNP project, clinical experiences, MSN capstone, and course sequencing.
Course Registration
An academic advisor is assigned to all students who have been fully admitted into the University. Together, the student and advisor develop an academic plan customized for each student while meeting all of the requirements of the ADP and graduate nursing programs. Course registration is completed online once the advisement process has been completed. Prior to registration, students must ensure their accounts are up-to-date with the Business Office. Students not in compliance with these requirements will be unable to register.

Messiah University ADP and graduate programs follow a three-semester calendar: fall, spring, and summer. More information about academic advising and registration dates is located on the Messiah University Graduate Studies website.

Academic Infractions
Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah University. These violations found in the ADP Catalog (ADP students) and School of Graduate Studies Catalog (Graduate Students) include:

1. **Plagiarism.** Submitting as one’s own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another’s work as your own, etc.

2. **Self-Plagiarism:** The reuse of significant, identical, or nearly identical portions of one's own work without acknowledging that one is doing so or citing the original work. Examples: Reusing portions of a previously written text, paper, or article (published or unpublished text), republishing or reusing the same paper that is published elsewhere without notifying the reader nor publisher of the journal, etc.

3. **Cheating.** Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer’s exam, having someone else take the exam for you, using any kind of electronic mobile or storage devices (such as cell phones, PDAs, Blackberry, iPods, iPhones, Flash drives, DVDs, CDs), communicating via email, IM, or text messaging during an exam, using the internet, sniffers, spyware or other software to retrieve information or other students’ answers, purposely disconnecting from the internet to cause a lock on an online exam, etc.

4. **Fabrication.** Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

5. **Misrepresentation of Academic Records.** Tampering with any portion of a student’s record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means.
6. **Facilitating Academic Dishonesty.** Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one’s own work to be copied.

7. **Computer Offenses.** Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.

8. **Unfair Advantage.** Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

Procedures for perceived, multiple, or egregious violations and of academic integrity and the penalties for violations can be found in the [ADP and School of Graduate Studies Catalogs](#) under Academic Integrity. Students who find it necessary to request an exception to academic policy can find the procedure in the [ADP and School of Graduate Studies Catalogs](#).

ADP and graduate nursing students are expected to annually review the University’s plagiarism policy found in the [ADP and School of Graduate Studies Catalogs](#).

**Netiquette Rules & Online Course Expectations**

**Netiquette for Online Discussions and Emails**

The purpose of online postings in discussion forums is so that students more actively engage with the material by reflecting on that material and communicating thoughts, observations, and questions on that material with each other (e.g., students/students; students/faculty; faculty/students). In order to ensure that this learning experience is both productive and enjoyable, students are expected to follow rules of online etiquette or, netiquette, when posting.

- Before posting anything online, read what others have posted. Avoid repetition.
- Do not respond too quickly; take the time to reflect upon what you have learned in the assignment.
- When responding to someone else’s posting(s):
  - Summarize or quote what the student has said and include their name.
  - State your position clearly.
  - Always re-read what you’ve written in response to another. How would this sound if it were written to you? How would you interpret what the person is saying? Should you send it?
- Be sure to respond to someone else’s comment(s) about your original posting(s).
- If you agree or disagree with someone, make sure you back up your position with solid reasoning and justification.
- Cite sources whenever using someone else’s ideas or words. Remember:
  - Do not use cut and paste
  - Make sure the information is referenced properly
  - Paraphrase; don’t quote verbatim
  - Give credit where credit is due
Make sure the sources are reliable

- Online Forums/Discussions are not texting:
  - Do not use abbreviations
  - Use proper grammar & proper case, e.g., capitalize only when proper to do so
  - No foul language
  - Spell check your document before posting

- Keep in mind that some people are not comfortable sharing their thoughts, even in an electronic format. For those who are comfortable, encourage the participation of others. For those who are a bit hesitant to post, challenge yourself to post some thoughts. All input is valuable.

Finally, remember that your messages reflect on YOU; take time to make sure that you are proud of them. Be careful with the use of humor and avoid sarcasm. Do not forget that the person on the other end of the discussion is a human being who deserves courtesy and respect, just as you do in return.

**Curriculum**

**RN-BSN Course of Study**

**General Adult Education Requirements:** (28 Credits)

- Orientation
- Writing Course
- Communication in the workplace met by **NRSG 370** – Professional Role Development
- Quantitative reasoning and Numeracy met by **STAT 269** – Introductory Statistics
- Scientific Investigation
- Social Sciences
- Literature, Religion, Philosophy, History, and Arts Courses (15 credits, no more than 6 credits in one topic)
- Christian Faith
- Ethics met by **NRSG 301** Ethics for Nursing Practice
- Intercultural competence met by **NRSG 431** – Population Health (45 hours clinical)
- Wellness

**Additional Required Nursing Major Undergraduate Courses:** (39 credits)

- **CHEM 213** – Chemistry for Nursing (pre-requisite for **NRSG 321**)
- **NUTR 222** – Nutrition Theory (pre-requisite for **NRSG 311**)
- **STAT 269** – Introductory Statistics (pre-requisite for **NRSG 350**)
- **NRSG 211** – Professional Writing for Nurses
- **NRSG 370** – Professional Role Development
- **NRSG 301** – Ethics for Nursing Practice
- **NRSG 350** – Nursing Research for Evidence-based Practice
- **NRSG 311** – Health Assessment
- **NRSG 321** – Pharmacology for Nursing Practice
- **NRSG 431** – Population Health (45 hours clinical)
- **NURS 500** – Health Informatics
- **NRSG 401** – Healthcare Policy
- **NRSG 451** – Nursing Leadership (45 hours clinical)

**Undergraduate Electives/Transfer Credits** (53 credits)

- includes nursing courses from previously completed diploma or Associate’s degree
Master’s Degree in Nursing – Nurse Educator Course of Study

Level One
- NURS 500 – Health Informatics
- NURS 501 – Statistics for Evidence-based Practice
- NURS 502 – Nursing Research Design and Methodology
- NURS 503 – Advanced Pathophysiology
- NURS 504 – Advanced Pharmacology
- NURS 505 – Advanced Physical Assessment Across the Lifespan
- NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare

Level Two
- NURS 520 – Foundations and Applications of the Nurse Educator Role
- NURS 521 – Curriculum in Nursing Education
- NURS 522 – Principles of Measurement & Evaluation
- NURS 530 – Teaching Methods for Clinical Practice in Nursing Education
- NURS 531 – Nurse Educator: Leadership Role Development – Capstone

RN-MSN Nurse Educator (150 Credits)

General Adult Education Requirements: (37 credits)
- Orientation
- Writing Course
- Communication in the work place met by NRSG 370 – Professional Role Development
- Quantitative reasoning met by STAT 269 – Introductory Statistics
- Scientific Investigation
- Social Sciences
- Literature, Religion, Philosophy, History, and Arts Courses (15 credits, no more than 6 credits in one topic)
- Christian Faith
- Ethics met by NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare
- Intercultural competence met by NRSG 431 – Population Health
- Wellness

Additional Required Undergraduate Courses: (24 credits)
- CHEM 213 – Chemistry for Nursing
- NUTR 222 – Nutrition Theory
- NRSG 211 – Professional Writing for Nurses
- NRSG 311 – Health Assessment
- NRSG 321 – Pharmacology for Nursing Practice
- NRSG 350 – Nursing Research for Evidence-based Practice
- NRSG 370 – Professional Role Development (counts in gen ed)
- NRSG 431 – Population Health (45 hours clinical) (counts in gen ed)
- NRSG 451 – Nursing Leadership (45 hours clinical)
- NRSG 401 – Healthcare Policy

Undergraduate Electives/Transfer Credits (50 credits)
- includes undergraduate nursing courses from previously completed diploma or degree

Master’s Degree in Nursing Nurse Educator Requirements (39 credits)
- NURS 500 – Health Informatics
- NURS 501 – Statistics for Evidence-based Practice
- NURS 502 – Nursing Research Design and Methodology
- NURS 503 – Advanced Pathophysiology
• NURS 504 – Advanced Pharmacology
• NURS 505 – Advanced Physical Assessment Across the Lifespan
• NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare
• NURS 520 – Foundations and Applications of the Nurse Educator Role
• NURS 521 – Curriculum in Nursing Education
• NURS 522 – Principles of Measurement & Evaluation
• NURS 530 – Teaching Methods for Clinical Practice in Nursing Education
• NURS 531 – Nurse Educator: Leadership Role Development – Capstone

Post-BSN Certificate - Nursing Education
• NURS 500 – Health Informatics
• NURS 502 – Nursing Research Design and Methodology
• NURS 520 – Foundations and Applications of the Nurse Educator Role
• NURS 522 – Principles of Measurement & Evaluation

Certificate of Advanced Graduate Studies (CAGS) - Nursing Education
• NURS 521 – Curriculum in Nursing Education
• NURS 522 – Principles of Measurement & Evaluation
• NURS 530 – Teaching Methods for Clinical Practice in Nursing Education

RN-MSN Nursing Administration (152 credits)

General Adult Education Requirements: (37 credits)
• Orientation
• Writing Course
• Communication in the workplace met by NRSG 370 – Professional Role Development
• Quantitative reasoning met by STAT 269 – Introductory Statistics
• Scientific Investigation
• Social Sciences
• Literature, Religion, Philosophy, History, and Arts Courses (15 credits, no more than 6 credits in one topic)
• Christian Faith
• Ethics met by NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare
• Intercultural competence met by NRSG 431 – Population Health (45 hours clinical)
• Wellness

Additional Required Undergraduate Courses: (21 credits)
• CHEM 213 – Chemistry for Nursing
• NUTR 222 – Nutrition Theory
• NRSG 211 – Professional Writing for Nurses
• NRSG 311 – Health Assessment
• NRSG 321 – Pharmacology for Nursing Practice
• NRSG 350 – Nursing Research for Evidence-based Practice
• NRSG 370 – Professional Role Development
• NRSG 431 – Population Health (45 hours clinical)
• NRSG 451 – Nursing Leadership (45 hours clinical)

Undergraduate Electives/Transfer Credits (56 credits)
• includes undergraduate nursing courses from previously completed diploma or degree

Master’s Degree in Nursing: Nursing Administration Courses (38 credits)
• NURS 500 – Health Informatics
• NURS 501 – Statistics for Evidence-based Practice
• NURS 502 – Nursing Research Design and Methodology
• NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare
• NURS 620 – Collaboration in Inter-professional Teams
• NURS 631 – Policy and Legal Aspects of Healthcare
• NURS 640 – Economics of Healthcare
• NURS 560 – Nursing Administration and Executive Leadership I
• NURS 562 – Nursing Administration and Executive Leadership II Capstone
• BUSA 501 – Business Strategy & Execution
• LEAD 505 – Strategic Thinking, Planning and Organizational Change
• LEAD 550 – Organizational Effectiveness

Post-BSN Certificate – Nursing Management and Leadership
• NURS 500 – Health Informatics
• NURS 502 – Nursing Research Design and Methodology
• NURS 560 – Nursing Administration and Executive Leadership I
• NURS 620 – Collaboration in Inter-professional Teams

Certificate of Advanced Graduate Studies (CAGS) – Nursing Administration
• LEAD 550 – Organizational Effectiveness
• NURS 560 – Nursing Administration and Executive Leadership I
• NURS 640 – Economics of Healthcare
• NURS 620 – Collaboration in Inter-professional Teams

Nursing Administration – Dual MSN MBA
• 1– Business and Leadership Elective
• ACCT 501 – Managerial Accounting and Finance
• BUSA 501 – Business Strategy & Execution
• BUSA 510 – Innovation and Entrepreneurship
• BUSA 590 – Management Capstone
• ECON 501 – Global and Economic Development
• LEAD 505 – Strategic Thinking, Planning and Organizational Change
• LEAD 550 – Organizational Effectiveness
• MRKT 515 – Marketing Strategy
• NURS 500 – Health Informatics
• NURS 631 – Health Policy and Legal Aspects of Healthcare
• NURS 640 – Economics of Healthcare
• NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare
• NURS 501 – Statistics for Evidence-based Practice
• NURS 502 – Nursing Research Design and Methodology
• NURS 620 – Collaboration in Inter-professional Teams
• NURS 560 – Nursing Administration and Executive Leadership I
• NURS 562 – Nursing Administration and Executive Leadership II Capstone

Post-BSN to DNP/FNP – Course of Study
Level One
• NURS 500 – Health Informatics
• NURS 501 – Statistics for Evidence-based Practice
• NURS 502 – Nursing Research Design and Methodology
• NURS 503 – Advanced Pathophysiology
• NURS 504 – Advanced Pharmacology
• NURS 505 – Advanced Physical Assessment Across the Lifespan
• NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare
Level Two

- **NURS 601** – Foundational Concepts of the Family Nurse Practitioner Role I
- **NURS 602** – Foundational Concepts of the Family Nurse Practitioner Role II
- **NURS 620** – Collaboration in Interprofessional Teams
- **NURS 621** – Advanced Concepts in Health Promotion and Prevention
- **NURS 622** – Principles of Care in Advanced Family Nursing Practice
- **NURS 623** – Theoretical Foundations, DNP Role Development, & Project Planning
- **NURS 624** – Epidemiological Principles in Family Nursing Practice
- **NURS 630** – Principles of Clinical Genetics
- **NURS 631** – Health Policy and Legal Aspects of Healthcare
- **NURS 632** – DNP Project Proposal
- **NURS 640** – Economics of Healthcare
- **NURS 701** – Advanced Family Nursing Practice of Adults I
- **NURS 702** – Advanced Family Nursing Practice of Adults I Practicum
- **NURS 703** – Advanced Family Nursing Practice of Adults II
- **NURS 704** – Advanced Family Nursing Practice of Adults II Practicum
- **NURS 705** – Advanced Physical Assessment of Children and Adolescents
- **NURS 706** – Advanced Physical Assessment of Children and Adolescents Practicum
- **NURS 707** – Advanced Family Nursing Practice of Children and Adolescents
- **NURS 708** – Advanced Family Nursing Practice of Children and Adolescents Practicum
- **NURS 709** – Advanced Family Nursing Practice for Women’s Health
- **NURS 710** – Advanced Family Nursing Practice for Women’s Health Practicum
- **NURS 721** – Advanced Family Nursing Application of Clinical Diagnostics
- **NURS 722** – Advanced Family Nursing Application of Clinical Diagnostics Practicum
- **NURS 723** – Advanced Family Nursing Practice of Older Adults
- **NURS 724** – Advanced Family Nursing Practice of Older Adults Practicum
- **NURS 731** – DNP Project Implementation
- **NURS 732** – DNP Project Analysis and Evaluation

**DNP Nursing Leadership – Course of Study**

- **LEAD 505** – Strategic Thinking, Planning & Organizational Change
- **NURS 506** – Christian Philosophical & Ethical Foundations of Healthcare
- **NURS 620** – Collaboration in Interprofessional Teams
- **NURS 621** – Advanced Concepts in Health Promotion and Prevention
- **NURS 623** – Theoretical Foundations, DNP Role Development, & Project Planning
- **NURS 631** – Health Policy and Legal Aspects of Healthcare
- **NURS 632** – DNP Project Proposal
- **NURS 640** – Economics of Healthcare
- **NURS 715** – Clinical Residency
- **NURS 731** – DNP Project Implementation
- **NURS 732** – DNP Project Analysis and Evaluation
- **NURS 740** – Managing Healthcare Quality & Safety

**Course Descriptions**

**ACCT 501 – Managerial Accounting and Finance**
This course focuses on the interpretation of financial information for making effective business decisions. Students will examine accounting and finance primarily from the perspective of the user (e.g., senior manager) of the information as opposed to the preparer (e.g., accountant). Topics of this course include financial theories for maximizing returns, financial statements, common financial analysis frameworks, ratios, financial modeling, cash flow analysis, asset management, liabilities, shareholder equity, investments, and valuations. 3 credits.
**BUSA 501 – Business Strategy and Execution**
This course focuses on values-led organizations, examining topics such as vision, mission, core values, strategy, planning, and management execution. In addition, this course provides opportunities for students to apply management techniques to aid in strategic planning and execution in a changing business environment, and to examine how faith informs and gives purpose to business and profits. 3 credits.

**BUSA 510 – Innovation and Entrepreneurship**
This course focuses on new product, service, and business model innovation with a special emphasis on entrepreneurial ventures. Topics in this course include market strategies, industry analysis, competitive forces, business model generation, customer value proposition creation, LEAN startup practices, securing financial capital, and business pitching practices. 3 credits.

**BUSA 590 – Management Capstone**
This course is an independent learning experience designed to allow the student the opportunity to incorporate the material learned in the MBA program in an integrative, applied project. Students in this course complete a field project in an organization of their choice, supervised by a faculty member. 3 credits.

**ECON 501 – Global Business and Economic Development**
This course examines how to effectively grow a business in the global marketplace. Student will examine global business strategy, international financial markets, macroeconomics, and economic development. 3 credits.

**LEAD 505 – Strategic Thinking, Planning and Organizational Change**
This course focuses on the leader's role in strategic thinking, planning, and organizational change. Students will examine best practices in assessing an organization's readiness for change, change management implementation and strategies for coping with resistance to change. 3 credits.

**LEAD 550 – Organizational Effectiveness**
This course focuses on theories, approaches, and techniques to evaluate, measure, and maximize an organization's effectiveness at achieving its desired outcomes. Students examine how leadership, organizational structure, people, work processes, policies and procedures, systems, and organizational culture influence effectiveness. 3 credits.

**MRKT 515 – Marketing Strategy**
This course defines the core concepts of marketing and describes how its many parts are applied in effective marketing plans. Students examine marketing's theoretical foundations as well its challenging contemporary issues as they explore ways to apply market strategies in uncertain and ever changing environments. Special attention is paid to the integration of faith into these decisions and strategies. 3 credits.

**NRSG 211 – Professional Writing for Nurses.** Professional literacy requires nurses to develop skills in nursing scholarship that demonstrate depth, clarity, and precision in writing. Scholarly writing fosters the development of analysis, synthesis, and critical thinking in the application of evidence in the practice of nursing. This course will build foundational skills in grammar, writing style, and APA formatting in order to facilitate communication in documentation, development of educational materials, policies, and procedures, and collaboration with interdisciplinary professionals. 3 credits.

**NRSG 301 – Ethics for Nursing Practice.** In an ever-changing world impacted by scientific and technological advances, economic fluctuations, and pluralistic worldviews, nurses must become familiar with ethical dilemmas presented regularly in nursing. This course will introduce and guide students in the exploration of ethical theories rooted in philosophical and theological foundations for the purpose of exercising clinical judgment with a variety of patient populations. This course will prepare students to exercise justice and unbiased care when confronted with persons whose values contrast with the healthcare provider. 3 credits.

**NRSG 311 – Health Assessment.** This course is designed to build health history and assessment skills in the practicing Registered Nurse. Following a systematic review of basic assessment skills, students expand their knowledge to include a holistic approach assessing physiological, psychological, sociocultural, developmental, and spiritual variables of health across the lifespan. Clinical reasoning is developed through case studies involving differentiation between normal and abnormal assessment findings. A comprehensive health history and assessment provides the foundation for development of an educational resource to promote health and wellness for an identified
client need. 3 credits.

NRSG 321 – Pharmacology Nursing Practice. The science of pharmacology is ever-changing, as medication therapy evolves to target pharmacogenomics. Safe medication administration is paramount for the professional nurse. This course introduces students to the relationship between pharmacology and genetics through the concepts of pharmacogenomics. Major classifications of medications, side effects, drug interactions, and mechanism of action will be covered with an emphasis on patient education. Medication compliance, polypharmacy, and medication risks will be considered in the context of patient safety and person-centered care in the hospital and community settings. 3 credits.

NRSG 350 – Nursing Research for Evidence-based Practice. This course introduces students to critical appraisal of qualitative and quantitative research methods as a foundation for nursing practice. Students will develop a clinical question, search the literature and appraise the evidence. Ethical and legal implications of research and evidence-based practice will be explored from a Christian perspective. Students will develop skills to use evidence-based practice to improve care. Students will follow the steps of the evidence-based practice process to design a poster presentation. 3 credits.

NRSG 370 – Professional Role Development. This course provides an overview of the historical, theoretical, and conceptual basis for professional nursing practice from a Christian worldview. Through the concepts of the nursing metaparadigm (nurse, person, health, and environment), students will explore the role of the professional nurse to apply principles of patient safety, person-centered care, and quality improvement to nursing practice. Opportunities for professional role development will be considered. Students will analyze the domains of interprofessional collaboration and other standards, such as QSEN, to enhance nursing practice. 3 credits.

NRSG 401 – Healthcare Policy. Stewardship of healthcare resources in the United States requires knowledge of healthcare history, policies, and financial structures. This course will introduce students to the components of high-quality healthcare, cost-containment strategies, quality improvement, impact of policy decisions, and health outcomes. Students will analyze health policies and participate in legislative advocacy at the local, state, or national level. 3 credits.

NRSG 431 – Population Health. As the world becomes smaller through technology and travel, nurses must be prepared for challenges in population health. This course addresses the community as a culturally diverse client through a synthesis of nursing theory and public health science. Social determinants of health and health disparities are examined along with upstream thinking for health maintenance and disease prevention among populations, locally, nationally, and globally. Students will incorporate epidemiologic and population level data to develop interventions in the care of targeted and/or vulnerable populations. Students will consider how communities are affected by natural and man-made disasters. 3 credits 45 clinical hours.

NRSG 451 – Nursing Leadership. Transformational leadership skills and systems-thinking are required for nurses working in rapidly changing healthcare environments. Leaders are needed at all levels of organizational structures. This course will address basic competencies needed for visionary leadership including communication, collaboration, change, conflict negotiation, delegation, and coordination. Students will explore leadership characteristics and theories, differences between leadership and management, and the maintenance of safe, high-quality work environments serving healthcare consumers within complex health systems. 3 credits 45 clinical hours.

NURS 500 – Health Informatics. This course provides an introduction to health informatics in healthcare environments. An interprofessional approach is used for students to explore the use of health informatics for practice, administration, health policy, and education areas of healthcare. Emphasis is placed on the selection and use of healthcare information systems to promote quality and safety in healthcare. 3 credits.

NURS 501 – Statistics for Evidence-based Practice. This course focuses on the development of skills needed to understand statistical analysis and reasoning. Emphasis is placed on comprehending the use and relevance of statistics in nursing research. 3 credits.
NURS 502 – Nursing Research Design and Methodology. This course focuses on the critical appraisal of nursing research and methods of inquiry to guide evidence-based practice. Emphasis is placed on the skills and knowledge needed to critically appraise and determine the strength of evidence available to inform issues of current nursing practice and education. 3 credits.

NURS 503 – Advanced Pathophysiology. This course provides an in-depth analysis of physiological processes and pathological alterations that affect health across the lifespan. Synthesis and application of current research-based knowledge regarding pathological changes also are considered. 3 credits.

NURS 504 – Advanced Pharmacology. This course focuses on a study of the pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents. Emphasis is placed on topics of pharmacologic mechanisms of action, effects on organ systems, routes of administration, therapeutic uses, considerations related to age and physiologic state, adverse reactions, contraindications, and drug interactions. 3 credits.

NURS 505 – Advanced Physical Assessment across the Lifespan. This course provides an introduction to the skills of advanced clinical history taking and physical assessment. Emphasis is placed on discernment between normal and abnormal findings, recognition of common health problems, and the process of critically analyzing problems. The clinical component of the course gives students the opportunity to apply concepts, theory and practice in obtaining comprehensive health histories and physical assessment data for patients of all ages across the lifespan and states of health. 3 credits (2 theory; 1 clinical = 60 hours).

NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare. This course focuses on a Christian perspective of ethical theories and principles for application to moral dilemmas within the social context of healthcare. Emphasis is placed on professional responsibility and accountability, patient’s rights, social justice, and principles of analysis used to resolve moral and spiritual dilemmas encountered in all areas of healthcare. 3 credits.

NURS 520 – Foundations and Applications of the Nurse Educator Role. The focus of this course is on professional role development of the nurse educator. Philosophical foundations of nursing education as well as learning theories and instructional methods are introduced. A review of conceptual models and theories of nursing also is presented. Emphasis for the clinical component of the course is placed on knowledge and skills needed for teaching in higher education and clinical practice settings. 3 credits (2 theory; 1 clinical =60 hours). Prerequisites: NURS 500, 501, 502, 503, 504, 505, and 506.

NURS 521 – Curriculum in Nursing Education. This course focuses on the development of an in-depth understanding of curriculum design principles. Emphasis is placed on the analysis of curricular components including teaching/learning philosophies, mission statements, program goals, learning objectives, individual course competencies, and teaching plans. Standards and regulations influencing nursing education programs and curriculum development also are analyzed. 3 credits. Prerequisites: NURS 500, 501, 502 503, 504, 505, and 506; Prerequisite or concurrent: NURS 520.

NURS 522 – Principles of Measurement & Evaluation. This course focuses on the concepts of measurement and evaluation in nursing. Emphasis is placed on topics of test construction, item analysis, clinical performance evaluation, course evaluation, and program evaluation. Standards for program evaluation for program accreditation as well as legal and ethical issues related to evaluation also will be discussed. 3 credits. Prerequisite: NURS 520.

NURS 530 – Teaching Methods for Clinical Practice in Nursing Education. This course is focused on the nurse educator role in both higher education and clinical practice learning environments. Students explore various teaching modalities that facilitate critical thinking and clinical decision-making in learners. Emphasis is placed on the integration of theory and practice through practicum experiences of direct care and teaching in both the classroom and in clinical practice environments with application of evidence-based practice educational research for capstone project development. Nurse educator competencies are emphasized. 6 credits (3 theory; 3 clinical = 180 hours). Prerequisites: NURS 520 and 521. Prerequisite or concurrent course: NURS 522.
NURS 531 – Nurse Educator: Leadership Role Development – Capstone. This course serves as the capstone course for the nurse educator curriculum. Key topics include skills for leadership and management in clinical nursing practice education and academic nursing education environments, methods for empowerment and change within higher education and healthcare systems, application of nurse educator competencies, and components of excellence in nursing education. Clinical-practicum experiences include application of leadership and management skills in nursing education environments and completion of an evidence-based nursing education capstone project. 3 credits (2 theory; 1 clinical = 60 hours). Prerequisite: NURS 530. 3 credits (2 theory; 1 clinical = 60 hours).

NURS 560 – Nursing Administration and Executive Leadership I
This course focuses on nursing administration in healthcare environments. Key concepts include leadership and management theory, change theory, interprofessional collaboration, technology in healthcare, organizational structure, strategic planning and resource management. Emphasis is placed on applying key course concepts through clinical practicum experiences. Application of evidence-based practice occurs through capstone project development. Nursing administration and nurse executive core competencies are emphasized. 4 credits (2.5 theory; 1.5 clinical = 90 hours). Prerequisites: NURS 500, 501, 502, and 506.

NURS 562 – Nursing Administration and Executive Leadership II - Capstone
This course focuses on the practice of nursing administration in healthcare environments. Key concepts include resource management, performance appraisal management, information management, laws, regulations, and healthcare policy implementation, risk management, sustainability management, healthcare ethics, and characteristics of leadership excellence and evidence-based practice development for promotion of population health. Emphasis is placed on applying key course concepts through clinical practicum experiences. Application of evidence-based practice occurs through completion of the capstone project. Nursing administration and nurse executive core competencies are emphasized. 4 credits (2.5 theory; 1.5 clinical = 90 hours). Prerequisites: NURS 500, 501, 502, 506, and 560.

NURS 601 – Foundational Concepts of the Family Nurse Practitioner Role I. This course introduces foundational concepts of the family nurse practitioner role. Key points include aspects of the advanced practice nurse/patient relationship, teacher/mentoring roles, introduction to healthcare delivery systems, technology in practice, quality, and safety indicators of clinical practice. A verification of advanced physical assessment, clinical skills, and simulated patient care is required in the simulation laboratory. 1 credit. Prerequisites: NURS 500, 501, 502, 503, 504, and 505. Corequisite course: NURS 506.

NURS 602 – Foundational Concepts of the Family Nurse Practitioner Role II. This course is a continuation of foundational concepts of the family nurse practitioner role presented in NURS 601: Foundational Concepts of the Family Nurse Practitioner Role I. Key points include aspects of the advanced practice nurse/patient relationship, teacher/mentoring roles, introduction to healthcare delivery systems, technology in practice, quality, and safety indicators of clinical practice. A verification of advanced physical assessment, clinical skills, and simulated patient care is required in the simulation laboratory. 1 credit. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601.

NURS 620 – Collaboration in Inter-professional Teams. This course introduces the foundational concepts of working in interprofessional healthcare teams. Key areas of discussion include communication skills, interprofessional interactions, team dynamics, group management strategies, leadership and facilitation skills, problems posed by dysfunctional groups, and change theory. 3 credits.

NURS 621 – Advanced Concepts in Health Promotion and Prevention. This course focuses on application of preventative health concepts and health promotion principles across the lifespan of specific populations. Key areas of discussion include physiological and psychological preventative health principles, counseling about personal health behaviors and lifestyle modifications, cultural and socioeconomic dimensions of health, and evidence-based practice implementation of health promotion and prevention as guided by Healthy People and U.S. Preventative Services Task Force guidelines. 3 credits.

NURS 622 – Principles of Care in Advanced Family Nursing Practice. This course focuses on family health theory and its application to advanced practice nursing in primary care. Key areas include developmental stages of
family development, assessment of the family and communities, impact of acute and/or chronic illness on the family, and cultural aspects of family health problems. Evidence-based family-centered inquiry will be the basis for determining best practice healthcare interventions within the context of current healthcare policy and financing. 1 credit. Prerequisites: NURS 500, 501, 502, 503, 504, 505, and 506.

**NURS 623 – Theoretical Foundations, DNP Role Development, & Project Planning.** This course examines nursing theory and its application to evidence-based practice. The role of the DNP prepared nurse will be explored across a variety of specialties. Project planning will include the identification of a clinical problem, development of a PICO(T) question, and completion of review of literature and evidence matrix for future translation in healthcare settings. 3 credits (2 credits theory, 1 credit clinical – 60 project hours) Prerequisites: NURS 500, 501, and 502.

**NURS 624 – Epidemiological Principles in Family Nursing Practice.** This course focuses on epidemiological principles, concepts, and methods in the investigation of health-related issues affecting family nursing practice. 2 credits. Prerequisites: NURS 500, 501, 502, 503, 504, 505, and 506.

**NURS 630 – Principles of Clinical Genetics.** This course focuses on discussions of individuals, families, and populations at risk for genetic conditions with application of genetic science to advanced practice nursing assessments and interventions. 2 credits. Prerequisites: NURS 500, 501, 502, 503, 504, 505, and 506.

**NURS 631 – Health Policy and Legal Aspects of Healthcare.** This course focuses on legislative, regulatory, and private health policy that provide the framework for how healthcare is delivered in the U.S. Key points of discussion include healthcare policy translation, insurance coverage, Medicare and Medicaid, and future health policy issues. 3 credits.

**NURS 632 – DNP Project Proposal.** This course focuses on the role of DNP prepared nurse in translating research into practice. Key points include analysis of organizational culture and stakeholder commitment, and comprehensive development of a DNP project proposal for translation. A proposal for the DNP project will be developed, defended, and submitted for IRB approval. 3 credits (2 credits theory, 1 credit clinical – 60 project hours) Prerequisites: NURS 623.

**NURS 640 – Economics of Healthcare.** This course introduces microeconomic principles, laws of economics, and economic theory to address market driven issues of healthcare. Key points of discussion include economic and regulatory responses to market changes, dynamic adjustment in healthcare markets, resource use, and strategies for economic decision making. 3 credits.

**NURS 642 – Clinical Extension.** This course is designed for students who need to complete remaining clinical hours in a designated course. Instructor permission is required. 1-6 credits.

**NURS 701 – Advanced Family Nursing Practice of Adults I.** This theory course focuses on diagnosis and management of acute needs of adults and families in primary healthcare settings. Key points include preparation of family nurse practitioners to address health promotion, disease prevention, early detection, and management of common healthcare problems. Emphasis is placed on pathophysiology, etiology, incidence, clinical findings, differential diagnosis, complication management, patient education, and preventative measures. 3 credits. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 702.

**NURS 702 – Advanced Family Nursing Practice of Adults I Practicum.** This practicum course provides clinical practicum hours to apply concepts of the family nurse practitioner role in addressing adult health as a complement to content learned in NURS 701: Advanced Family Nursing Practice of Adults I. 2 clinical credits – 120 clinical hours. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 701.

**NURS 703 – Advanced Family Nursing Practice of Adults II.** This theory course focuses on diagnosis and management of healthcare needs of adults and families in primary healthcare settings. Key points include preparation of family nurse practitioners to address health promotion, disease prevention, early detection, and management of common chronic/complex healthcare problems. Emphasis is placed on pathophysiology, etiology, incidence, clinical findings, differential diagnosis, complication management, patient education, and
preventative measures. 3 credits. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 704.

NURS 704 – Advanced Family Nursing Practice of Adults II Practicum. This practicum course provides clinical practicum hours to apply concepts of the family nurse practitioner role in addressing adult health as a complement to content learned in NURS 703: Advanced Family Nursing Practice of Adults II. 2 clinical credits – 120 clinical hours. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 703.

NURS 705 – Advanced Physical Assessment of Children and Adolescents. This course provides a foundation for advanced clinical nursing practice of children and adolescents in primary care settings. Presentation of health history, developmentally appropriate screenings and evaluation, and physical examination on children and adolescents are learned for application to practice in a clinical setting. 2 credits. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 706.

NURS 706 – Advanced Physical Assessment of Children and Adolescents Practicum. This practicum course provides clinical practicum hours to apply concepts of the family nurse practitioner role in assessing children and adolescents as a complement to content learned in NURS 705: Advanced Physical Assessment of Children and Adolescents. 1 clinical credit – 60 clinical hours. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 705.

NURS 707 – Advanced Family Nursing Practice of Children and Adolescents. This theory course provides an introduction to primary healthcare for children and adolescents. Key points include developmental theories and concepts, physical and developmental assessment, identification and management of health conditions, the impact of health conditions on families, and rationale for physiologic and psychological treatment measures in children and adolescents. 3 credits. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, 601, 705, and 706. Co-requisite: NURS 708.

NURS 708 – Advanced Family Nursing Practice of Children and Adolescents Practicum. This practicum course provides clinical practicum hours to apply concepts of the family nurse practitioner role in assessing pediatric health as a complement to content learned in NURS 707: Advanced Family Nursing Practice of Children and Adolescents. 1.5 clinical credits – 90 clinical hours. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, 601, 705, and 706. Co-requisite: NURS 707.

NURS 709 – Advanced Family Nursing Practice for Women’s Health. This course focuses on the family nurse practitioner role in addressing women’s health throughout the lifespan in regards to health promotion, disease prevention, early detection of health problems, and treatment and management of acute and chronic health conditions. Key points include the role of gender in healthcare policy, pharmacologic therapies for women’s health conditions, Healthy People recommendations for eliminating women’s healthcare disparities, and the use of evidence-based practice to inform the treatment and management of women’s healthcare issues. 3 credits. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 710.

NURS 710 – Advanced Family Nursing Practice for Women’s Health Practicum. This practicum course provides clinical practicum hours to apply concepts of the family nurse practitioner role in addressing women’s health throughout the lifespan as complement to content learned in NURS 709: Advanced Family Nursing Practice for Women’s Health. 1.5 clinical credits – 90 clinical hours. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 709.

NURS 715 – Clinical Residency. This course is designed as a variable credit option to facilitate completion of the DNP Scholarly Project. Students complete clinical residency hours outside of the DNP project specific courses to fulfill the requirement of 1000 post-baccalaureate clinical hours. Examples of project-related activities include, but are not limited to, attending meetings with stakeholders, collecting and analyzing data, developing project related communications, and project implementation. Students will articulate goals for the clinical hours and analyze their progress under the supervision of their DNP Project faculty mentor. 1–5 credits.

NURS 721 – Advanced Family Nursing Application of Clinical Diagnostics. This theory course focuses on
methods for accurate diagnosis of common health problems. Key points include diagnostic frameworks for clinical
decision making, diagnostic testing and imaging, appropriate test selection, and interpretation of findings. 3 credits.

NURS 722 – Advanced Family Nursing Application of Clinical Diagnostics Practicum. This practicum course
provides clinical practicum hours to apply concepts of the family nurse practitioner role in applying methods of
clinical diagnosis as a complement to content learned in NURS 721: Advanced Family Nursing Application of
Clinical Diagnostics. 2 clinical credits – 120 clinical hours. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506,

NURS 723 – Advanced Family Nursing Practice of Older Adults. This theory course focuses on the family nurse
practitioner role in providing primary care to older adults. Key points include health promotion, disease prevention,
early detection, and management of common acute and chronic healthcare problems of older adults in primary
healthcare settings. Emphasis is placed on maintenance of function and promotion of self-care in older adults.
Effective use of community and family resources and discussion of ethical dilemmas are integrated throughout the
course. 3 credits. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisites: NURS 724.

NURS 724 – Advanced Family Nursing Practice of Older Adults Practicum. This practicum course includes
clinical practicum hours to apply concepts of family nursing practice to the care of older adults as a complement to
the content learned in NURS 723: Advanced Family Nursing Practice of Older Adults. 3 clinical credits – 180

NURS 731 – Advanced Nursing Practice Leadership Role Integration – DNP Project (Graduates of 2021
only) This course focuses on the implementation and translation of clinical scholarship and practice management
issues that advanced practice nurses encounter in the role transition from direct care providers to doctorally prepared
advanced practice nurse leaders. Key points include benchmarking of outcome measures in clinical practice,
advanced certification options, leadership in healthcare policy, negotiation of contracts, opportunities for health
promotion and advocacy, and clinical scholarship responsibilities of the DNP role. Prerequisites: All NURS 500 and

NURS 731- DNP Project Implementation (Graduates of 2022 and beyond). This course focuses on the
implementation and translation of the DNP scholarly project. Emphasis is on application of a translation model for
assessing the barriers and facilitators of project implementation. Key points include data collection, advanced
certification options, strengths-based leadership, emotional intelligence, and clinical scholarship responsibilities of
the DNP role. 3 credits (1 credit theory, 2 credits clinical – 120 project hours). Prerequisites: NURS 632.

NURS 732 – Integration of Evidence-based Practice across Healthcare Settings – DNP Project (Graduates of
2021 only) This course is a culmination of the doctor of nursing practice, family nurse practitioner leadership role.
Key points include discussion of challenges and opportunities in implementing change in the doctor of nursing
practice, family nurse practitioner role, and analysis and evaluation of the DNP project. 4 credits (0.25 class, 3.75
clinical = 225 clinical hours). Prerequisite: NURS 731.

NURS 732 – DNP Project Analysis and Evaluation (Graduates of 2022 and beyond) This course is a
culmination of the doctor of nursing practice, family nurse practitioner leadership role. Key points include
discussion of challenges and opportunities in implementing change in the doctor of nursing practice, family nurse
practitioner role, and analysis and evaluation of the DNP project. 4 credits (1.75 credits theory, 2.25 credits clinical –
135 project hours). Prerequisite: NURS 731.

NURS 740 – Managing Healthcare Quality & Safety. This course prepares healthcare leaders to use data to
interpret and improve quality and patient safety outcomes. Key areas of focus include quality improvement models,
application of theories related to quality and safety, and the use of quality improvement methods and tools. Students
will apply a quality and safety lens to examine and evaluate actual problems in healthcare and consider how data can
be used to inform decision-making for system level improvement. 3 credits.

Sample RN-BSN, MSN, DNP/FNP plans of study are located in Appendix M
Course Test Policy
Course faculty reserves the right to administer and collect course tests, exams and/or quizzes.

Application for Graduation
RN-BSN students working toward a degree must file an application for degree with the Registrar’s Office at the beginning of their final year of study. This presupposes the completion of a minimum of 87 semester hours of credit. Applications require the approval of the ADP Council and the Community of Educators before students are formally admitted to degree candidacy.

Graduate nursing students working toward a graduate degree must file an online Application for Degree with the Registrar’s Office at the beginning of their last full year in the Program. Applications require the approval of the Graduate Council and the Community of Educators before students are formally admitted to degree candidacy. For additional graduation requirements and commencement information please contact gradregistrar@messiah.edu.

Student Opportunities for Representation on Committees
ADP nursing and graduate nursing students have the opportunity to serve on several university and department specific committees. The various committees are COE Senate, Graduate Council, Graduate Nursing Committee, and the Department of Nursing Advisory Council. For additional information, please email the graduate administrative assistant.

Scholarship Opportunities
Information for nursing scholarships are located on the Undergraduate Nursing and the Graduate Nursing websites.

Grading Policy

Grading System
The grading system can be roughly divided into two major categories: letter grades and auxiliary symbols.

1. Letter Grades. Letter grades carry a quality point value and are used in the computation of semester and cumulative grade point averages (GPA).

2. Auxiliary Symbols. Auxiliary symbols do not carry a quality point value and are not used in the computation of semester and cumulative grade point averages (GPA).
   a. $W =$ Withdrawal. Given to any student who withdraws from a class on or after the first day of class and before the final third of the term.
   b. $I =$ Incomplete. Used only when a student cannot, for valid reasons, complete a course by the end of the session of enrollment.
   c. $IP =$ In progress. Used only when a student cannot, for valid reasons, complete a course by the end of the session of enrollment and may not be able to complete the course by the end of the following semester. Used with coordinator and registrar permission only.
# Grading Matrix Chart

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grading Scale</th>
<th>Description of the Standard</th>
<th>Quality Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>This grade is given in recognition of outstanding achievement.</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>This grade is given in recognition of excellent achievement.</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>This grade is given in recognition of achievement above that expected at the graduate level.</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>This grade indicates achievement expected of graduate students.</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>This grade indicates achievement somewhat less than expected of most graduate students.</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>This grade indicates less than expected achievement but somewhat more than minimal meeting of course requirements.</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>75-77</td>
<td>This grade indicates below average achievement and a minimally satisfactory meeting of requirements. This is the lowest grade for which credit can be earned toward a graduate degree.</td>
<td>2.0</td>
</tr>
<tr>
<td>I</td>
<td>N/A</td>
<td>An “I” signifying “incomplete” is a temporary grade given when a student is unable to complete the work for a course on time because of extraordinary circumstances, such as illness, emergency, or other reasonable cause. This temporary grade does not influence the student’s grade point average. To be considered for an incomplete, the student must be passing the course and have completed at least two-thirds of the coursework. An incomplete should not be given merely because a student fails to complete all the course requirements on time. The instructor giving the incomplete will establish an appropriate completion date with the student. This date may extend to the end of the semester following the one in which the course was taken. If the work is not completed by the designated date, the incomplete will be changed to an “F” and will be calculated as such in the student’s grade point average.</td>
<td>0.0</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>F*</td>
<td>Less than 75</td>
<td>This grade indicates unsatisfactory meeting of course requirements and results in a course failure and dismissal from the graduate program.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*Percentage course grades lower than 75% will result in an F grade for the course and an academic dismissal from the graduate nursing program.*

## Grade Point Average (GPA)

Semester GPA: The GPA for each semester is calculated from the graded courses attempted during that semester

- **Undergraduate Cumulative GPA:** This is the grade point average for all undergraduate courses taken at Messiah University.

- **Graduate Cumulative GPA:** This is the grade point average for all graduate courses taken at Messiah University.
Please refer to the ADP and School of Graduate Studies Catalogs for additional information on Grading Policies in Graduate Programs at Messiah University.

Commonwealth of Pennsylvania (PA) Code of Professional and Vocational Standards
(PA, 2010)
21.18 Standards of Nursing Conduct.

A. A registered nurse shall:
   1. Undertake a specific practice only if the registered nurse has the necessary knowledge, preparation, experience and competency to properly execute the practice.
   2. Respect and consider, while providing nursing care, the individual’s right to freedom from psychological and physical abuse.
   3. Act to safeguard the patient from incompetent, abusive or illegal practice of any individual.
   4. Safeguard the patient’s dignity, the right to privacy and the confidentiality of patient information. This standard does not prohibit or affect reporting responsibilities under 23 Pa.C.S. Chapter 63 (relating to the Child Protective Services Law), the Older Adults Protective Services Act (35 P.S. 10211-10224) and other statutes which may mandate reporting of this information.
   5. Document and maintain accurate records.

B. A registered nurse may not:
   1. Knowingly aid, abet or assist another person to violate or circumvent a law or Board regulation.
   2. Discriminate, while providing nursing services, on the basis of age, marital status, sex, sexual preference, race, religion, diagnosis, socioeconomic status or disability.
   3. Knowingly permit another individual to use his license or temporary permit for any purpose or knowingly permit the unlicensed person under the registered nurse’s jurisdiction or supervision to misrepresent that the individual is a licensed nurse
   4. Misappropriate equipment, materials, property, drugs, or money from an employer or patient.
   5. Solicit, borrow or misappropriate money, materials or property from a patient or the patient’s family.
   6. Leave a nursing assignment prior to the proper reporting and notification to the appropriate department head or personnel of such an action.
   7. Knowingly abandon a patient in need of nursing care. Abandonment is defined as the intentional deserting of a patient for whom the nurse is responsible.
   8. Falsify or knowingly make incorrect entries into the patient’s record or other related documents.
   9. Engage in conduct defined as a sexual violation or sexual impropriety in the course of a professional relationship.
Technology and Support Services

Hardware and Software Recommendations
Student technology recommendations are found on the Information Technology Services website. These guidelines have been put in place to best equip you to have an optimal technological experience in our online programs.

Minimum Computer Skills Requirements
Students must possess basic computer skills and have regular access to a computer with the Minimum System Requirements in order to participate fully. Specifically, students who enroll in an online course must have basic computer skills including:
- A working knowledge of word processing
- Ability to navigate the internet using different search engines
- Ability to use email (Compose, Attach, Send, Read)
- Ability to use MS Office programs (Word & PowerPoint)
- Ability to copy and paste in documents

Technical Support for Students
Technological support is available to all students during the days and times listed on the Information Technology Services homepage. Students also have access to technical support (i.e. tutorials, help functions, etc.) through the University’s portal, FALCONlink, and through the University’s Learning Management System.

For your convenience, a telephone hotline is available seven days a week in order to help with technological problems. This hotline is staffed by the University’s Information & Technology Services staff and provides ‘real person’ assistance during the following times:
- By phone at (717) 796-1800 ext. 3333
  - 7am – 11pm (EST) – Monday through Friday
  - 8am – 11pm (EST) – Weekends & Holidays
- Via email helpdesk@messiah.edu

In the event that you leave a message, please provide your name, number, and a brief description of the issue you are experiencing. You will receive a call back as soon as possible.

You also have access to technical support (i.e. tutorials, help functions, etc.) through the University’s portal, FALCONLink, and through the University’s Learning Management System, Canvas-Help (for graduate students).

Social Media
The term “social media” includes, but is not limited to: blogs, social networks, apps, podcasts, discussion forums, video sharing, Really Simple Syndication (RSS) feeds, and online collaborative information and publishing systems (i.e., Wikis).

Social Media Content Guidelines
The Messiah University Department of Nursing recognizes that social media sites like Facebook, Instagram, Twitter, YouTube and others have become important communication tools for the community. Therefore, the Department of Nursing supports the use of social media in personal/non-
school or non-work contexts. Students at Messiah University may encounter confidential information within the University or within the patient care environment during clinical practicum. It is the students’ responsibility to refrain from any of the following:

- Using of patients’ name (any identifier including initials, hospital name, etc.) and personal health information in any way
- Disclosing confidential information about the University, its employees, or its students
- Stating personal opinions as being endorsed by the University
- Using information and conducting activities that may violate Messiah University academic policies, or may violate local, state, or federal laws, and regulations

If students identify themselves as a Messiah University student online, it should be clear that any views expressed are not necessarily those of the institution. In the event that opposing views arise on a social media feed, exercise professional judgment. Messiah University does not tolerate content from students that is defamatory, harassing, libelous or inhospitable to a reasonable academic/work environment. Social media may be used to investigate student behavior.

This policy provides Messiah University Nursing students with rules for participation in social media. Guidelines:

1. Students must remain respectful of Messiah University, clinical agencies, and faculty/peers at all times. Students should NOT engage in any activity that reflects negatively upon Messiah University, clinical agencies, and faculty/peers.
2. Material may NOT be posted which is obscene, vulgar, discriminatory, sexually explicit, defamatory, threatening, harassing, abusive, racist, lewd, filthy, unlawful, hateful, or embarrassing to another user or any other person or entity.
3. Students may NOT disclose any confidential or proprietary information regarding Messiah University, patients, and faculty/peers.
4. Students may NOT use or disclose any patient identifying information of any kind on any social media without the express written permission of the patient and authorization by the Department of Nursing. This rule applies even if the patient is not identified by name where the information to be used or disclosed may enable someone to identify the patient.
5. Students are personally responsible and legally liable for what they post on their own site and on the sites of others.
6. Students may NOT use their Messiah University email address in their personal profile on social media sites.
7. Students must NOT “friend” current or former patients on a social media site as this tends to blur the boundaries of a therapeutic relationship.
8. Students should NOT be using location-based services on their mobile phone while in the clinical setting. Students should NOT place clinical sites as a check-in location on various sites such as Foursquare, Gowalla, Loopt, etc.
9. Students may NOT use SMS (mobile phone text messaging) or messaging on Social Networking sites such as Twitter, Facebook, or LinkedIn to contact faculty. These sites are not secure and not every faculty member engages in social media.
10. Social media is NOT to be accessed or used during class or clinical time unless specific approval is given by the nursing faculty. This also includes the use of SMS (mobile phone text messaging).
11. Students may NOT take pictures, by camera or phone, and post them on a social media site without the express written permission of those in the picture and authorization by the Department of Nursing.
12. Students may NOT upload tests/quizzes, class notes, PowerPoints, or faculty information on any websites.
13. Students may NOT establish a Messiah University social media site without the approval of the Department of Nursing.
14. Social media may be used to investigate student behavior. Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what is posted today will not come back to haunt one later.
15. The Department of Nursing may exercise broad discretion if students disregard these expectations. The range of consequences may include verbal warning to dismissal of the program.

**Canvas**
Canvas is the learning management system Messiah University uses for online courses. For more information on Canvas, please view [https://help.instructure.com/home](https://help.instructure.com/home).

**Synchronous Online Sessions: Zoom**
Zoom is the synchronous software that Messiah University uses for the virtual classroom sessions. In the event that a synchronous online class is scheduled you will need a headset and webcam to take part in these classes and should perform a systems check with [Information Technology Services](#) prior to the first session to make sure the equipment is functioning properly. In order to get accustomed to Zoom, please view [Zoom for Students](#).

**Library Access**

**Use of APA Format**
APA format (7th edition) is the format to be used for all papers submitted to faculty. Faculty may refuse to read papers that are submitted using improper APA format.

Specific databases and journal articles for ADP and graduate nursing are found [here](#).

**Murray Library**
Murray Library provides the following services for online students:

- Reference Service
- Connect off campus
- Mobile options
- Request books from Murray Library Collection
- Ebrary (e-books)
- Interlibrary loan for journal articles and books Messiah does not own
- Need a library near your home

Any of these services may be used and viewed through Messiah University’s website at [http://www.messiah.edu/info/21167/library_services/1847/for_online_students](http://www.messiah.edu/info/21167/library_services/1847/for_online_students)

Please contact Beth Transue Librarian/Collection Department Coordinator at [btransue@messiah.edu](mailto:btransue@messiah.edu) or 717-691-6006 ext. 3810. Also, for additional information specific to the ADP and Graduate Program in Nursing click [here](#).
Writing Assistance
The Writing Center is available to any student who has a desire to improve his/her writing. The role of the center is to provide feedback (not editing) on written work. Feedback alerts you to the kinds of errors you are making, lets you know when something is not clear, and suggests that you have not fully supported an argument. Feedback does NOT correct your grammatical errors, rewrite your sentences, or provide you with the specific points to support your argument. Ultimately, it is your responsibility to find and use the resources you need to improve your writing but connecting with our Writing Center, either online or face-to-face, is a good place to start.

Tutorials for Writing in the Sciences, Stanford School of Medicine: https://online.stanford.edu/courses/som-y0010-writing-sciences. This is a series of free, online tutorials for improving your writing skills.

Grammarly, a free, web-based grammar checker is another helpful resource.

Heartful Editor provides writing coaching and editing session to all ADP and graduate students. Heartful Editor's team of caring and supportive academic coaches and editors strives to uphold the highest ethical standards in their work with students, blending ethics and compassion to build a responsible and productive editing and coaching experience. Heartful Editor coaches and guides graduate students on writing and the mechanics of style, specifically the guidelines outlined in the Publication Manual of the American Psychological Association (APA, 7th Edition) and the American Medical Association Manual of Style (AMA, 11th Edition). Our academic coaches and editors: • Read and review all documents for grammar, spelling, punctuation, consistency in formatting, and alignment with style guidelines. • Suggest alternative words or phrases, provide guidance on sentence structure, and advise on how to better organize ideas. • Provide graduate students with a thorough overview of areas that need attention and improvement. • Track all edits and changes for the client to review and accept or reject. • Format master’s theses and doctoral dissertations in alignment with Messiah University formatting standards. To learn more about Heartful Editor or to schedule an appointment for editing or writing coaching, please visit https://heartfuleditor.com/messiah-university/. They will respond to your request within 2-3 business days.

Americans with Disability Act
Any student whose disability falls within the ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Academic Accessibility. Contact information: OAA@messiah.edu

MedChallenger
Students in the Family Nurse Practitioner program will use a school paid subscription to MedChallenger, which is used throughout the FNP program. The subscription is available to the student until the board exam is passed with a maximum extension until June 1, 20XX (approx. 1 year after graduation). If access is needed beyond June 1, the student will be charged the current subscription rate.
ECG Academy

Students in the Family Nurse Practitioner program will use a school paid subscription to ECG Academy for NURS 721 Advanced Family Nursing Application of Clinical Diagnostics. Students will access to this software for one year after enrollment into ECG Academy.

Clinical Course Guidelines

It is strongly preferred that students secure preceptors for all clinical courses so that the clinical placements are geographically convenient and will fit with the student’s personal schedule. Please acquire all preceptors one month prior to the start of the clinical course. Students may use multiple preceptors for clinical courses. If unable to secure a preceptor, please notify the graduate clinical coordinator 2-4 months prior to the course so that we can help secure a preceptor. All nursing clinical checklist items are required before the start of the student’s clinical course.

At the beginning of every clinical course, the student’s most current compliance documentation must be uploaded into Exxat. Be sure to maintain copies of all medical and clinical forms.

Preceptor Information

RN-BSN: Preceptors for the RN-BSN students must have a BSN degree or higher and a minimum of one year experience in the current role. Students may use multiple preceptors for clinical courses. Clinical forms (student-preceptor agreement and resume) need to be submitted for each preceptor.

MSN: Preceptors for the RN-MSN and MSN students must have a MSN degree or higher and a minimum of one year experience in their current role. NURS 505 preceptors may be NPs, physicians, or advanced practice nurses (APNs). Students may use multiple preceptors for clinical courses. Clinical forms (student-preceptor agreement and resume) need to be submitted for each preceptor.

DNP/FNP: Preceptors for students in the DNP/FNP program must be nurse practitioners (NPs), physicians, or advanced practice nurses (APNs). Preceptors must have minimum of one year experience in the field. Students may use multiple preceptors for clinical courses but the same preceptor cannot be used as the sole preceptor for more than 2 clinical courses (starting in NURS 700 level courses). Clinical forms (student-preceptor agreement and resume) need to be submitted for each preceptor. Post-BSN to DNP/FNP students must complete approximately 50% of the total clinical hours for the Post-BSN to DNP/FNP program with a nurse practitioner, which may exclude DNP project hours. If you have any questions about preceptors for the Post-BSN to DNP/FNP program, please contact the graduate clinical coordinator.

Approximately 6-12 months prior to the start of each clinical course, the graduate clinical coordinator will email students information about the clinical course and attach a pre-course information letter to share with prospective preceptors.

Additionally, at the start of the semester, preceptors receive an email containing some or all of the following information:

- completed preceptor verification form (Appendix L)
- clinical visit guidelines
course outline explaining the preceptor role

Preceptors have the responsibility to complete the Preceptor Student Assessment Tool in Exxat at the conclusion of the course/semester. For accreditation purposes, it is required that we verify each preceptor and have documentation of the clinical and educational experiences of each preceptor. Therefore, we do require a CV/resume and a completed preceptor verification form on file.

Preceptors may not have two students at the same time on the same unit completing clinical hours. Preceptors that have two of our ADP or graduate nursing students should give priority to the most senior graduate nursing student. If the preceptor is uncertain of the student’s academic standing, please inquire with the graduate clinical coordinator.

An amorous relationship between students and preceptors is strictly prohibited (i.e. dating, sexual, or romantic relationships between individuals in positions of unequal power). Additionally, preceptors should not be family members or intimate partners. Failure to abide by this policy will be cause for disciplinary action, which may include dismissal from the program.

International Clinical Experiences

DNP/FNP Program
Students can count a maximum of 215 hours across the curriculum from international experiences. Students need to have Wi-Fi access to keep up with the coursework from the didactic and clinical course during the international experiences. For additional explanation, please contact the Coordinator of the DNP programs or graduate clinical coordinator.

MSN Program
Students interested in international clinical experiences should contact the Coordinator of the MSN, CAGS, and RN-BSN or graduate clinical coordinator for placement possibilities.

ADP and Graduate Nursing Pre-Clinical Requirements
Within one (1) year prior to starting ADP and graduate nursing clinical courses, each student must complete a state police criminal background check, child abuse clearance, and FBI fingerprinting clearance. Each state will have their own background check, FBI, and clearance processes. Students must complete background checks in the state in which they plan to do clinical hours. Please check with your local police/state police if you are uncertain of your state’s procedure. Additionally, we have a working relationship with Castle Branch for state clearances that are most commonly required by health agencies/institutions. These background checks will be valid throughout the program unless a clinical agency requests updated clearances, or the student has a lapse in ADP or graduate course enrollment greater than 1 year. Also, at the beginning of every clinical course, the student’s most current compliance documentation must be uploaded into Exxat. More information about Exxat on Page 57.

Current RN license
- Please submit a copy of your signed and updated RN license, certificate, or verification

Basic Life Support for Healthcare Providers
• Submit a copy of your current CPR certificate/card
• Only American Red Cross or American Heart Association will be accepted
• Current certification must be obtained prior to a clinical experience.
  o American Heart Association:  http://www.heart.org/HEARTORG/CPRAndECC/FindaCourse/Find-a-Course_UCM_303220_SubHomePage.jsp
  o American Red Cross:  http://www.redcross.org/take-a-class

TB Test
• Submit a copy of TB test results within the last year. PPD results expire after 1 year and must be updated prior to a clinical course.
• *TB screen (PPD or Interferon Gamma Release Assay)

*A positive TB screen will require a provider examination that includes a focused symptom screen and chest x-ray. Documentation of appropriate medical treatment is required following a positive diagnosis of active or latent TB infection. Following a positive TB screen conversion with appropriate treatment, documentation of an annual symptom screen is required from a Medical Doctor, Doctor of Osteopathic, Physician Assistant, or Nurse Practitioner.

Medical Insurance
• Submit a copy of the front and back of your health insurance card prior to the start of each clinical course.
• If the information changes during the course, you are required to submit an updated copy of the card.
• Each student must secure health insurance coverage to meet any and all needs for payment of medical costs while participating in graduate clinical courses. Messiah University will use its best efforts to see that the student receives adequate medical care while participating in the graduate clinical program, but it is the student who assumes all risk and responsibility for the medical or medication needs and costs. Failure to obtain health insurance can result in a student not being permitted to participate in a clinical experience since clinical agencies require students to have health insurance. In the case of an unexpected medical expense incurred during the experience, the student will be responsible for all fees/charges.

Liability Insurance
• FNP students must obtain and demonstrate proof of NP student liability insurance
• RN-BSN, RN-MSN, MSN, and DNP NL students obtain individual RN liability insurance coverage prior to beginning a clinical course.
• The minimum amount required is $1 million each claim/ $3 million aggregate.

Some organizations that offer nursing liability insurance are:
• NSO:  http://www.nso.com/
• Proliability:  http://www.proliability.com/
• CPH & Associates:  http://www.cphins.com/

Criminal History Background Checks Policy and Procedure

Criminal History Background Checks Policy
In order to comply with the Commonwealth of PA Older Adult Protective Services Act and the Chapter 63 of 23 PA Consolidated Statutes Annotated relating to the Child Protective Services law,
the student who decides to pursue the Graduate Nursing Program must provide evidence that he/she has no record of criminal offenses. The complete Criminal History Background Checks Policy and Procedure is distributed to each nursing student prior to the clinical nursing course. A positive criminal history will result in dismissal from the program.

The student who pursues nursing at a graduate level does so with the understanding that these clearances will need to be obtained and the results made known to the Messiah University Graduate Nursing Department. Progression in the nursing program is conditional pending results of the criminal history background checks. Failure to comply with criminal background checks will prohibit progression in the graduate nursing program. **No student may enter any clinical site without completion. All background check procedures and associated costs will be the responsibility of the student.** If during routine criminal checks and drug screenings, a student is found in violation of any University Policy or Ethos, the Graduate Nursing Department will report those violations to the appropriate University office and/or offices. Additional background checks may be requested at any time during the nursing curriculum if deemed necessary.

**Drug Screening Policy**

It is the policy of Messiah University’s Department of Nursing and Graduate Nursing Program to adhere to all policies of clinical facilities with which the University affiliates for student clinical learning experiences. Many clinical facilities are now requiring drug testing of all students. Use of drugs, prescribed or otherwise, may create a risk of being denied a clinical placement. This includes, but is not limited to, prescribed medical marijuana or opiates. **All graduate nursing students will be required to have and pay for an initial drug screening.** Additionally, any student suspected of being under the influence of alcohol or drugs will be required to submit to an immediate substance screening, as a condition of remaining in the program. The student will pay the cost of any subsequent drug screening.

The nursing program maintains a no tolerance policy regarding substance abuse. Students must demonstrate a clear urine drug test with the exception of documented and prescribed medications. When submitting urine specimen for drug screening, the student must disclose any prescribed medications on intake form that accompanies specimen. Failure to undergo the drug test will result in dismissal from the program. If the urine drug test comes back positive for any substance not prescribed by Health Care Provider, the student will be dismissed from the program. If the drug screen comes back diluted or adulterated, the student will be allowed one retest. If the student fails or refuses the second test, the student will be dismissed from the program.

If during routine criminal checks and drug screenings, a student is found in violation of any University Policy or Ethos; the Graduate Nursing Department will report those violations to the appropriate University office and/or offices. Additional drug screenings may be requested at any time during the nursing curriculum if deemed necessary.

**Urine Drug Screen Instructions:**

Tell the laboratory or urgent care center that you need a **10 Panel Urine drug screening**. Ten different drugs must be tested, and results included for each. Costs and drugs screened vary based on location.
A typical 10-drug screen includes:
- Amphetamines
- Barbiturates
- Benzodiazepines
- Cannabinoids (marijuana)
- Cocaine
- Methadone
- Methaqualone
- Opiates
- Phencyclidine (PCP)
- Propoxyphene

You can go to a vendor of your choice. Concentra is one option and is closest to campus. You can find locations at: [http://www.concentra.com/](http://www.concentra.com/) Upload a copy of your results including which drugs were tested into Exxat.

**Graduate Nursing Physical Examination**

The form (Appendix M) is valid for the entire student clinical experience unless the clinical agency requires an update or the student’s enrollment lapses for greater than 1 year. The physical exam must be performed by a physician (MD or DO), nurse practitioner, or physician assistant.

The following information **must be included** with the Physical Examination form:
- Physical examination (completed within 1 year prior to first clinical course)
- TB Test*
- Varicella vaccination 2 dose series OR Varicella titer (to verify immunity)
- Tdap vaccination (current within 10 years)
- MMR
- Hepatitis B
- Influenza (see more additional details below in next section)

*TB screen (PPD or Interferon Gamma Release Assay) - A positive TB screen will require a physician exam that includes a focused symptom screen and chest x-ray. Documentation of appropriate medical treatment is required following a positive diagnosis of active or latent TB infection. Following a positive TB screen conversion with appropriate treatment, documentation of an annual symptom screen is required from a Medical Doctor, Doctor of Osteopathic, Physician Assistant, or Nurse Practitioner.

**Influenza Vaccination**

Documentation of influenza vaccination for current flu season (October-April) is required. Student must upload into Exxat after receiving the annual vaccination.
Confidentiality
Messiah University Nursing Students are required to abide by the Health Insurance Portability and Accountability Act (HIPAA), the Messiah University Code of Conduct, and confidentiality policies of all affiliating agencies. Students are not permitted to remove or be in possession of any electronic or paper documents from a current or potential clinical site that contain patient information. Clinical faculty have broad discretion in addressing violations of electronic, paper, and verbal disclosures. Consequences may range from a warning, up to and including, course failure or a dismissal from the graduate nursing program and/or Messiah University.

Dress Code
This policy is included because, while the ADP and graduate nursing student is in the clinical institutions, he/she is representing Messiah University. The policy delineates guidelines for proper attire, which reflect a professional appearance.

A. The following personal appearance and grooming guidelines are in effect **during clinical experience in any setting:**

   1. Hair: A natural hair color, clean, off the collar and pulled back; a conservative & culturally congruent style that presents a professional image; Facial Hair: clean-shaven or neatly groomed & trimmed
   2. Sufficient oral hygiene
   3. Makeup: Tasteful and natural
   4. Perfume: None
   5. Nails: Short, well-manicured, no polish, no artificial nails
   6. Jewelry:
      a. Rings: May only wear one ring
      b. Watch: Sweep second hand or digital watch with expression of seconds
      c. Body piercing: None visible
      d. Earrings: Non-dangling earrings of simple design; one earring per ear
      e. Accessories: No bracelets or necklaces
   7. Neatness: Clinical attire should be discussed with the preceptor and must be clean and wrinkle-free
   8. No gum chewing

B. Visible tattoos are not allowed by some of our clinical agencies. Therefore, students may be asked to cover or remove tattoos (i.e., clothing, bandage). If a student has any questions regarding this policy, please check with the program coordinator.

C. Clinical Attire: **Please check with preceptor prior to clinical experiences.**

D. Street clothes: no jeans, stretch pants, cargo, cropped or capri pants, miniskirts, maxiskirts, or t-shirts. No bare midriffs and no low scooped or V-neck shirts permitted. No sneakers or open-toe shoes.

Suspension
Faculty in the ADP and Graduate Program in Nursing reserve the right to suspend a nursing student’s privilege to be in the clinical setting if any one or more of the following conditions are present:

1. If the student is not able to perform “essential functions of the employment position” (see policy “Performance and Essential Functions of Nursing”)
2. If the student is not in compliance with the policy “Criminal History Background Checks.”
3. If the student does not follow the Preparation for Clinical Learning.
4. If the student does not follow the Simulation Laboratory Policy.
5. If the student does not abide by the Dress Code Policy.
6. If the student does not complete the required health forms (see policy on Student Health).
7. If the student has a problem with alcohol or drugs as described in the section of the Professional Nursing Law cited below.

Although these sections of the law apply to the professional nurse, nursing schools are required to follow these rules as set forth by the Pennsylvania State Board of Nursing. Additionally, any student not licensed in Pennsylvania, but in another state/s is held to the same set of standards and cannot have an encumbered license in any state. A copy of the Pennsylvania Professional Nursing Law is in the office of the Department of Nursing. The licensee is unable to practice professional nursing with reasonable skill and safety to patients by reason of mental or physical illness or condition or physiological or psychological dependence upon alcohol, hallucinogenic or narcotic drugs or other drugs which tend to impair judgment or coordination, so long as such dependence shall continue. In enforcing this clause (2), the Board shall, upon probable cause, have authority to compel a licensee to submit to a mental or physical examination as designated by it. After notice, hearing, adjudication, and appeal as provided for in section 15, failure of a licensee to submit to such examination when directed shall constitute an admission of the allegations against him or her unless failure is due to circumstances beyond his or her control, consequent upon which a default and final order may be entered without the taking of testimony or presentation of evidence. A licensee affected under this paragraph shall, at reasonable intervals, be afforded an opportunity to demonstrate that he or she can resume a competent practice of professional nursing with reasonable skill and safety to patients. [Pennsylvania State Board of Nursing. (Nov. 2006). Professional Nurse Law/Practical Nurse Law (Section 14, a, 2 p. 21). Harrisburg, Pa: Bureau of Professional and Occupational Affairs.]

Any hospital or healthcare facility, peer or colleague who has substantial evidence that a professional has an active addictive disease for which the professional is not receiving treatment, is diverting a controlled substance or is mentally or physically incompetent to carry out the duties of her/his license shall make or cause to be made a report to the Board: Provided, That any person or facility who acts in a treatment capacity to impaired professionals in an approved treatment program is exempt from the mandatory reporting requirements of this subsection. Any person or facility who reports pursuant to this section in good faith and without malice shall be immune from any civil or criminal liability arising from such report. Failure to provide such report within a reasonable time from receipt of knowledge of impairment shall subject the person or facility to a fine not to exceed one thousand dollars ($1,000). The Board shall levy this penalty only after affording the accused party the opportunity for a hearing, as provided in Title 2 of the Pennsylvania Consolidated Statutes (relating to administrative law and procedure), (Section 14.1 (f) of the Professional Nursing Law as cited above) (14.1 amended June 29, 2002, P.L. 651, No. 99).

8. If the student is in violation of the Code of Conduct (see policy “Code of Conduct”).

In the event of ongoing suspension, the course faculty may refer the student’s case to the Graduate Nursing Committee for further evaluation.

**Transportation**

The student is required to provide their own transportation for the clinical component of each nursing course. The student bears the responsibility for safety and for following the Pennsylvania Vehicle Code rules and regulations as well as any other state in which the clinical component is held. Messiah
University and the Department of Nursing are not responsible to provide transportation and are not liable for any personal injury, accident, or financial loss suffered by the student during this travel. Messiah University and the Department of Nursing do not reimburse students for mileage.

Universal Precautions
The basic infection control measure is good hand washing. For the prevention of contamination by blood and body fluids, the official guidelines published by the Centers for Disease Control and Prevention will be used as the final authority in determining safety precautions. Here is Messiah’s Exposure Control Plan.

Additional Requirements
Individual clinical agencies may require additional prerequisites, such as completion of educational modules or computer access request forms, prior to approval of clinical placement. The student is responsible for completing and submitting the particular requirements of the chosen agency in a timely manner. The graduate clinical coordinator and Exxat will notify the student of any missing, incomplete, or additional documents needed to confirm and begin the clinical experience.

Supplies Needed for Clinical Experiences:
- Graduate Student Photo ID Badge is expected to be worn during all clinical experiences
- Quality stethoscope for physical assessment
- Check with preceptor if a lab coat is required

Prior to the start of clinical experiences, the following documents must be completed:
1. Clinical Requirements: Complete series of Immunizations: (all requirements submitted and up to date)
2. Affiliation Agreement (arranged by graduate clinical coordinator)
3. Student Mentor Agreement (project courses) or Student-Preceptor Agreement (clinical courses) (Appendix O) completed and uploaded into Exxat

Exxat STEPS
Exxat STEPS is a clinical education management software that streamlines handling data, documents, and relationships with students and clinical sites. STEPS is an internet-based system, giving students the ability to log in from anywhere there is internet access. There is a fee associated with this software and directly paid by the student. This software system tracks clinical data for all clinical, residency, and project courses. Exxat will be used throughout your tenure as an ADP and graduate nursing student for clinical and project courses. You will have access to the data in Exxat for up to one year after you graduate. Once the graduate clinical coordinator submits the ADP and graduate nursing student registration data to Exxat, you will receive an email from Exxat with payment details. Exxat provides good tutorials and is user friendly. If you are having any problems with Exxat, please email Exxat support at support@exxat.com or email the graduate clinical coordinator. Once you have access to Exxat, please start uploading clinical compliance paperwork (i.e. signed RN license, TB Test, signed BLS certificate/card, medical and liability insurance, immunizations, physical exam, clearances, and urine screen).
Clinical Guidelines for NRSG 431 – Population Health
- Students are required to obtain 45 hours of clinical experience in a community-based setting that will allow for experiential learning/application of course content
- Clinical experiences are directly supervised by a clinical preceptor
- Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical Guidelines for NRSG 451 – Nursing Leadership
- Students are required to obtain 45 hours of clinical experience with a nurse in a leadership role at the unit level of higher
- Clinical experiences are directly supervised by a clinical preceptor.
- Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical Guidelines for NURS 505 – Physical Assessment across the Lifespan
- Students will complete a minimum of 40 clinical hours with a physician, NP, or APN who performs head-to-toe physical exams on patients across the lifespan. Virtual experience (Shadow Health) will account for additional 20 hours of clinical practicum for a total of 60 hours of clinical practicum experience. Shadow Health has a fee associated with it and is directly paid by the student. The student will have access to this virtual software for five years after the subscription has been paid
- Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical Guidelines for NURS 520 – Foundations and Applications of the Nurse Educator Role
- Students will observe a masters or doctorally prepared nurse faculty member from a nursing program for a minimum of 15 hours in the classroom and 30 hours of clinical instruction. Students should contact the graduate clinical coordinator before contacting a Messiah University faculty member to request preceptorship.
- Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical Guidelines for NURS 530 – Teaching Methods for Clinical Practice in Nursing Education
- Students are required to obtain 180 hours of clinical practicum experience
- Clinical preceptors in both academic and clinical practice settings directly supervise clinical practicum experiences.
- Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical Guidelines for NURS 531 – Nurse Educator: Leadership Role Development – Capstone
- Students will work with a MSN and a Ph.D./DNP nurse educator in a leadership role in either an academic or clinical practice setting for 3 hours.
- Students will work with the course instructor for 27 hours of teaching and leading discussions in an online learning environment.
- Students will work with a nurse educator project mentor with a Ph.D. or DNP from an academic higher-education setting or from a clinical practice setting for 30 hours.
- Academic and other pertinent information will be shared with clinical agencies upon written request from the agency.

**Clinical Guidelines for NURS 560 – Nursing Administration and Executive Leadership I**
- Students are required to have 90 clinical hours in a clinical setting working with a nurse manager at the unit level, nursing supervisor at the facility level, and high-level nursing administrator at the systems level.
- Academic and other pertinent information will be shared with clinical agencies upon written request from the agency.

**Clinical Guidelines for NURS 562 – Nursing Administration and Executive Leadership II – Capstone**
- Students are required to have 90 clinical hours in a clinical setting working with a nurse manager at the unit level, nursing supervisor at the facility level, and high-level nursing administrator at the systems level.
- Academic and other pertinent information will be shared with clinical agencies upon written request from the agency.

**Clinical Guidelines for NURS 702 – Advanced Family Nursing Practice of Adults I Practicum**
- Students are required to complete the clinical hours as indicated on their personalized plan of study in a **primary care setting** for this course.
- Students should only spend clinical time with approved preceptors within the course dates.
- Clinical hours and case entries need to be logged in Exxat within 1 week after the hours have been completed.
- Students must achieve a passing grade for the clinical course in order to proceed in the program.
- Students will have assessments completed by the preceptor and evaluations completed by the faculty member.
- Evaluations of preceptors, clinical sites, and faculty and Assessments of students are located in Exxat.
- Students will have site visit(s) during the clinical rotation according to the course syllabus and will be documented in Exxat. See clinical site visit guidelines for further information (Appendix L).
- Academic and other pertinent information will be shared with clinical agencies upon written request from the agency.

**Clinical Guidelines for NURS 704 – Advanced Family Practice of Adults II Practicum**
- Students are required to complete the clinical hours as indicated on their personalized plan of study in a **primary care setting** for this course.
- Students should only spend clinical time with approved preceptors within the course dates.
- Clinical hours and case entries need to be logged in Exxat within 1 week after the hours have been completed.
- Students must achieve a passing grade for the clinical course in order to proceed in the program.
- Students will have assessments completed by the preceptor and evaluations completed by the faculty member.
- Evaluations of preceptors, clinical sites, and faculty and Assessments of students are located in Exxat.
- Students will have site visit(s) during the clinical rotation according to the course syllabus and will be documented in Exxat. See clinical site visit guidelines for further information (Appendix L).
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical guidelines for NURS 706 – Advanced Physical Assessment of Children and Adolescents Practicum
• Students will complete the clinical hours as indicated on their personalized plan of study hours with a NP, DO, MD, or APN who performs head to toe physical exams on pediatric patients ages newborn to adolescent.
• Students should only spend clinical time with approved preceptors within the course dates.
• Clinical hours and case entries need to be logged in Exxat within 1 week after the hours have been completed
• Students must achieve a passing grade for the clinical course in order to proceed in the program
• Students will have assessments completed by the preceptor and evaluations completed by the faculty member
• Evaluations of preceptors, clinical sites, and faculty and Assessments of students are located in Exxat.
• Students will have site visit(s) during the clinical rotation according to the course syllabus and will be documented in Exxat. See clinical site visit guidelines for further information (Appendix L).
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical guidelines for NURS 708 – Advanced Family Nursing Practice of Children and Adolescents Practicum
• Students are required to complete the clinical hours as indicated on their personalized plan of study in a pediatric primary care setting for this course
• Students should only spend clinical time with approved preceptors within the course dates.
• Clinical hours and case entries need to be logged in Exxat within 1 week after the hours have been completed
• Students must achieve a passing grade for the clinical course in order to proceed in the program
• Students will have assessments completed by the preceptor and evaluations completed by the faculty member
• Evaluations of preceptors, clinical sites, and faculty and Assessments of students are located in Exxat.
• Students will have site visit(s) during the clinical rotation according to the course syllabus and will be documented in Exxat. See clinical site visit guidelines for further information (Appendix L).
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical guidelines for NURS 710 – Advanced Nursing Practice for Women’s Health Practicum
• Students are required to complete the clinical hours as indicated on their personalized plan of study in a women’s health setting for this course with a physician, nurse practitioner, or APN (nurse midwife)
• Students should only spend clinical time with approved preceptors within the course dates.
• Clinical hours and case entries need to be logged in Exxat within 1 week after the hours have been completed
• Students must achieve a passing grade for the clinical course in order to proceed in the program
• Students will have assessments completed by the preceptor and evaluations completed by the faculty member
• Evaluations of preceptors, clinical sites, and faculty and Assessments of students are located in Exxat.
• Students will have site visit(s) during the clinical rotation according to the course syllabus and will be documented in Exxat. See clinical site visit guidelines for further information (Appendix L).
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical guidelines for NURS 715 – Clinical Residency
• Students will find a preceptor/mentor with the guidance of the program coordinator and complete the Student-Mentor Residency Agreement (Appendix O)
• Students may not begin any hours until an agency agreement is finalized.
• All hours must be logged in Exxat within one week of completion.

Clinical guidelines for NURS 722 – Advanced Family Nursing Application of Clinical Diagnostics Practicum
• Students are required to complete the clinical hours as indicated on their personalized plan of study in any setting of their choice (i.e. inpatient, urgent care, cardiology, pulmonology, family practice, or psychiatry, etc) with an MD, DO, NP, or APN.
• Students should only spend clinical time with approved preceptors within the course dates.
• Clinical hours and case entries need to be logged in Exxat within 1 week after the hours have been completed
• Students must achieve a passing grade for the clinical course in order to proceed in the program
• Students will have assessments completed by the preceptor and evaluations completed by the faculty member
• Evaluations of preceptors, clinical sites, and faculty and Assessments of students are located in Exxat.
• Students will have site visit(s) during the clinical rotation according to the course syllabus and will be documented in Exxat. See clinical site visit guidelines for further information (Appendix L).
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical guidelines for NURS 724 – Advanced Family Nursing Practice of Older Adults Practicum
• Students are required to complete the clinical hours as indicated on their personalized plan of study with an older adult healthcare population for this course
• Students should only spend clinical time with approved preceptors within the course dates.
• Clinical hours and case entries need to be logged in Exxat within 1 week after the hours have been completed
• Students must achieve a passing grade for the clinical course in order to proceed in the program
• Students will have assessments completed by the preceptor and evaluations completed by the faculty member
• Evaluations of preceptors, clinical sites, and faculty and Assessments of students are located in Exxat.
• Students will have site visit(s) during the clinical rotation according to the course syllabus and will be documented in Exxat. See clinical site visit guidelines for further information (Appendix L).
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical guidelines for the DNP Project courses (NURS 623, 632, 731, and 732)
• Students will find a project mentor from the clinical practice site where they intend to implement their project.
• A project mentor agreement form must be approved prior to beginning project hours.
• Refer to the DNP Scholarly Project Toolkit (Appendix N) and course syllabi for more information.
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717.796.5039
Disclaimer

Disclaimer for Program-Specific Handbooks

The Graduate Nursing Student Handbook ("Handbook") serves as a reference guide regarding the Program’s policies, procedures, and services. Several things are important to keep in mind about this Handbook.

First, this Handbook contains only general information and guidelines. It is not intended to be comprehensive, and it does not contain all the rules, regulations, policies, and procedures that relate to graduate students. For that reason, if you have any questions concerning the applicability of any rules, regulations, policies, or procedures, you should address your specific questions to the Chief Nursing Administrator.

Second, this Handbook does not confer any contractual right, either express or implied, between the student and Messiah University ("University").

Third, the University reserves the right to amend, revise, modify, or revoke the policies, procedures, rules, regulations, and services, both academic and financial, described herein at any time. The University will endeavor to inform graduate students of any changes as they occur. However, it is the students’ responsibility to keep themselves apprised of current policy and procedures by referencing the ADP and graduate program’s website, as well as to adhere to the rules at all times. Publishing on the ADP and graduate program’s website shall be deemed to be reasonable notice of any such change.

Finally, the Messiah University ADP and School of Graduate Studies Catalogs also contains information regarding policies, rules, procedures, and services for graduate students. The ADP and School of Graduate Studies Catalogs should be used in conjunction with this program-specific Handbook. However, it is not uncommon for individual programs to establish policy and expectations that exceed the minimum standards delineated in the general ADP and School of Graduate Studies Catalogs. When this occurs, the text of this program-specific Handbook supersedes that which addresses the same topic in the general ADP and School of Graduate Studies Catalogs.
References


AACN. (2020). *Commission on Collegiate Nursing Education (CCNE)*. Retrieved from [https://www.aacnnursing.org/CCNE](https://www.aacnnursing.org/CCNE)


Appendices

Appendix A
Baccalaureate Nursing Program Curriculum Competencies

Graduates from the baccalaureate program at Messiah College practice nursing from a Christian worldview and demonstrate the following competencies in their professional nursing roles of provider of care, designer/manager/coordinator of care, and member of the profession.

1. Critical thinking through the integration of theoretical and empirical knowledge derived from general education courses.

2. Application of knowledge and skills for leadership, quality improvement and patient safety in all aspects of health care delivery.

3. Application of research for evidence-based nursing practice.

4. Use of knowledge and skills of information management and patient care technology for delivery of quality patient care.

5. Adherence to healthcare policies, including financial, regulatory, and legal parameters in all aspects of nursing practice.

6. Effective communication and collaboration with patients, families, communities, and other health care professionals for the delivery of high quality and safe patient care including health promotion, risk reduction, disease prevention, and delivery of comprehensive health care services at the individual and population level.

7. Knowledge of local, national, and global health care issues.

8. Ethical behavior for adherence to the professional values of altruism, autonomy, human dignity, integrity, and social justice.

9. Skill in providing comprehensive holistic, culturally humble care for persons, families and communities across the lifespan.
Appendix B
Essentials of Baccalaureate Nursing Education for Professional Nursing Practice
(AACN, 2008, p. 3 - 4)

I. Liberal Education for Baccalaureate Generalist Nursing Practice
   • A solid base in liberal education provides the cornerstone for the practice and education of nurses.

II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
   • Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

III. Scholarship for Evidence Based Practice
   • Professional nursing practice is grounded in the translation of current evidence into one’s practice.

IV. Information Management and Application of Patient Care Technology
   • Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

V. Health Care Policy, Finance, and Regulatory Environments
   • Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
   • Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

VII. Clinical Prevention and Population Health
   • Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

VIII. Professionalism and Professional Values
   • Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

IX. Baccalaureate Generalist Nursing Practice
   • The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
   • The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.
Appendix C
Roles of the Beginning Professional Nurse

Provider of Care Role

In the role of Provider of care, the nurse implements the nursing process to deliver nursing care. Care is structured toward persons, families, and communities who need a safe and effective care environment; physiological, psychological, sociocultural, developmental, and spiritual wholeness; and health promotion and maintenance. The provider of care role also involves the use of critical thinking, communication, assessment, and technical skills as the nurse makes clinical judgments in meeting the needs of persons, families, and communities.

Designer/Manager/Coordinator of Care Role

In the role of designer/manager/coordinator of care, the nurse is involved in planning, coordinating, and facilitating the delivery of nursing and other health services. The nurse identifies the comprehensive health needs of persons, families, and communities. Coordination is based on knowledge of and collaboration with other health care disciplines, knowledge of principles of leadership and management, and awareness of human and material resources. Various communication skills are essential for referral and other collaborative endeavors. In this role, the nurse also uses critical thinking skills for continuous evaluation of the comprehensiveness, efficiency, and appropriateness of nursing and other health services.

Member of the Profession Role

In the role of member of the profession, the nurse aspires to improve the discipline of nursing and the quality of nursing care provided to persons, families, and communities. Critical thinking skills are used to apply knowledge and research findings to nursing practice and to raise questions for further research about nursing and healthcare in a rapidly changing health care environment. Communication skills are used while participating in professional organizations and the political process, and while interacting with other health care providers. The nurse acts as an advocate for health care recipients in a variety of organizational structures and health care settings. Knowledge of legislative, regulatory, ethical, and professional standards that define the scope of nursing practice is essential. In this role, the beginning professional nurse is committed to collegiality and the need for life-long learning and continuing growth toward expert nursing practice.
Appendix D

Essentials of Master’s Education in Nursing (AACN, 2011, p. 4 - 5)

I: Background for Practice from Sciences and Humanities

- Recognizes that the master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

II: Organizational and Systems Leadership

- Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

III: Quality Improvement and Safety

- Recognizes that a master’s-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

IV: Translating and Integrating Scholarship into Practice

- Recognizes that the master’s-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

V: Informatics and Healthcare Technologies

- Recognizes that the master’s-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

VI: Health Policy and Advocacy

- Recognizes that the master’s-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and healthcare.

VII: Inter-professional Collaboration for Improving Patient and Population Health Outcomes

- Recognizes that the master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

VIII: Clinical Prevention and Population Health for Improving Health

- Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

IX: Master’s-Level Nursing Practice

- Recognizes that nursing practice, at the master’s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.
### Appendix E

**Core Competencies of Nurse Educators (NLN, 2012, p. 14-22)**

<table>
<thead>
<tr>
<th>Nurse Educator Core Competencies</th>
<th>Task Statements</th>
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</table>
| **Competency I:** Facilitate Learning | - Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context  
- Grounds teaching strategies in educational theory and evidence-based teaching practices  
- Recognizes multicultural, gender, and experiential influences on teaching and learning  
- Engages in self-reflection and continued learning to improve teaching practices that facilitate learning  
- Uses information technologies skillfully to support the teaching-learning process  
- Practices skilled oral, written, and electronic communication that reflects awareness of self and others, along with the ability to convey ideas in a variety of contexts  
- Models critical and reflective thinking  
- Creates opportunities for learners to develop their critical thinking and critical reasoning skills  
- Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students  
- Demonstrates interest in and respect for learners  
- Uses personal attributes (e.g. caring, confidence, patience, integrity, and flexibility) that facilitate learning  
- Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments  
- Maintains the professional practice knowledge base needed to help learners prepare for contemporary nursing practice  
- Serves as a role model of professional nursing  
- Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at risk, and second degree learners  
- Provides resources to diverse learners that help meet their individual learning needs  
- Engages in effective advisement and counseling strategies that help learners meet their professional goals  
- Creates learning environments that are focused on socialization to the role of the nurse and facilitate learners’ self-reflection and personal goal setting  
- Fosters cognitive, psychomotor, and affective development of learners  
- Recognizes the influence of teaching styles and interpersonal interactions on learner outcomes  
- Assists learners to develop the ability to engage in thoughtful and constructive self and peer evaluation  
- Models professional behaviors for learners including, but not limited to, involvement in professional organizations, engagement in lifelong learning |

<table>
<thead>
<tr>
<th>Competency II: Facilitate Learner Development and Socialization</th>
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### Nurse Educator Core Competencies

#### Competency III:
Use Assessment and Evaluation Strategies

<table>
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<th>Task Statements</th>
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<tbody>
<tr>
<td>- Uses extant literature to develop evidence-based assessment and evaluation practices</td>
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<tr>
<td>- Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains</td>
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<tr>
<td>- Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals</td>
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<tr>
<td>- Uses assessment and evaluation data to enhance the teaching-learning process</td>
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<tr>
<td>- Provides timely, constructive, and thoughtful feedback to learners</td>
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<tr>
<td>- Demonstrates skill in the design and use of tools for assessing clinical practice</td>
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#### Competency IV:
Participate in Curriculum Design and Evaluation of Program Outcomes

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<thead>
<tr>
<th>Task Statements</th>
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<tbody>
<tr>
<td>- Ensures that the curriculum reflects the institutional philosophy and mission, and current nursing and healthcare trends, and community and societal so as to prepare graduates for practice in a complex, dynamic, multicultural healthcare environment</td>
</tr>
<tr>
<td>- Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies</td>
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<tr>
<td>- Bases curriculum design and implementation decisions on sound educational principles, theory, and research</td>
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<td>- Revises the curriculum based on assessment of program outcomes, learner needs, and societal and healthcare trends</td>
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<td>- Implements curricular revisions using appropriate change theories and strategies</td>
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<tr>
<td>- Creates and maintains community and clinical partnerships that support educational goals</td>
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<td>- Collaborates with external constituencies throughout the process of curriculum revision</td>
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<td>- Designs and implements program assessment models that promote continuous quality improvement of all aspects of the program</td>
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<tr>
<td>- Models cultural sensitivity when advocating for change</td>
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<tr>
<td>- Integrates a long-term, innovative, and creative perspective into the nurse educator role</td>
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<tr>
<td>- Participates in inter-disciplinary efforts to address healthcare and educational needs locally, regionally, nationally, or internationally</td>
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<tr>
<td>- Evaluates organizational effectiveness in nursing education</td>
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<tr>
<td>- Implements strategies for organizational change</td>
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<tr>
<td>- Provides leadership in the parent institution as well as in the nursing program to enhance visibility of nursing and its contributions to the academic community</td>
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<tr>
<td>- Promotes innovative practices in educational environments</td>
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<tr>
<td>- Develops leadership skills to shape and implement change</td>
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<tr>
<td>- Demonstrates a commitment to life-long learning</td>
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<td>- Recognizes that career enhancement needs and activities change as experience is gained in the role</td>
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#### Competency V:
Function as a Change Agent and Leader

<table>
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<th>Task Statements</th>
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<tbody>
<tr>
<td>- Models cultural sensitivity when advocating for change</td>
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<td>- Develops leadership skills to shape and implement change</td>
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#### Competency VI:
Pursue Continuous Quality Improvement in the Nurse Educator Role

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<tbody>
<tr>
<td>- Demonstrates a commitment to lifelong learning</td>
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<td>- Recognizes that career enhancement needs and activities change as experience is gained in the role</td>
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</tbody>
</table>
Nurse Educator Core Competencies

Task Statements

- Participates in professional development opportunities that increase one’s effectiveness in the role
- Balances the teaching, scholarship, and service demands inherent in the role of educator and member of an academic institution
- Uses feedback gained from self, peer, student, and administrative evaluation to improve role effectiveness
- Engages in activities that promote one’s socialization to the role
- Uses knowledge of legal and ethical issues relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment
- Mentors and supports faculty colleagues
- Draws on extant literature to design evidence-based teaching and evaluation practices
- Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role
- Designs and implements scholarly activities in an established area of expertise
- Disseminates nursing and teaching knowledge to a variety of audiences through various means
- Demonstrates skill in proposal writing for initiatives that include, but are not limited to, research, resource acquisition, program development, and policy development
- Demonstrates qualities of a scholar: integrity, courage, perseverance, vitality, and creativity

Competency VII: Engage in Scholarship

- Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues
- Identifies how social, economic, political, and institutional forces influence higher education in general and nursing education in particular
- Develops networks, collaborations, and partnerships to enhance nursing’s influence within the academic community
- Determines own professional goals within the context of academic nursing and the mission of the parent institution and nursing program
- Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students and teachers
- Incorporates the goals of the nursing program and the mission of the parent institution when proposing change or managing issues
- Assumes a leadership role in various levels of institutional governance
- Advocates for nursing and nursing education in the political arena
Appendix F
Master of Science in Nursing (MSN)
Curricular Competencies

Graduates from the Master of Science in Nursing (MSN) program at Messiah University practice nursing from a Christian worldview and demonstrate the following competencies in their advanced professional nursing roles.

The MSN graduate

1. Integrates knowledge from the science of nursing with the knowledge of other disciplines for the development of quality nursing care across diverse settings
2. Applies leadership skills that emphasize ethical and critical decision making for the promotion of high quality and safe nursing care
3. Applies quality principles to all areas of nursing practice
4. Uses translational research skills for the integration of evidence-based findings into nursing practice through written and verbal scholarly communication
5. Uses technology for the enhancement of communication and delivery of quality patient care
6. Uses knowledge of healthcare policy to promote advocacy strategies for the promotion of health and healthcare
7. Uses professional written and verbal scholarly communication for interprofessional collaboration for leadership in the management and coordination of care
8. Applies culturally humble care concepts in the planning, delivery, management, and evaluation of care across healthcare populations
9. Applies an advanced level of understanding of nursing concepts to nursing practice in both direct and indirect care settings
Appendix G
Core Competencies of Nurse Executives
(AONL, 2015, p. 2-8)

Competency I – Communication and Relationship Building
- Effective communication
- Relationship management
- Influence behaviors
- Ability to work with diversity
- Shared decision making
- Community involvement
- Medical staff relationships
- Academic relationships

Competency II – Knowledge of the Healthcare Environment
- Clinical practice knowledge
- Patient care delivery models and work design knowledge
- Healthcare economics knowledge
- Healthcare policy
- Understanding of governance
- Understanding of evidence-based practice
- Outcomes measurement
- Knowledge of, and dedication to, patient safety
- Understanding of utilization and case management
- Knowledge of quality improvement and metrics
- Knowledge of risk management

Competency III – Leadership Foundational thinking skills
- Personal journey disciplines
- Ability to use systems thinking
- Succession planning
- Change management

Competency IV – Professionalism
- Personal and professional accountability
- Career planning
- Ethics
- Evidence-based clinical management practices
- Advocacy for the clinical management practices
- Active membership in professional organizations

Competency V – Business Skills
- Understanding of healthcare financing
- Human resources management and development
- Strategic management
- Marketing
- Information management and technology
Appendix H
Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006, p. 8 – 18)

**Essential I: Scientific Underpinnings for Practice**

- Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
- Use science-based theories and concepts to:
  - determine the nature and significance of health and healthcare delivery phenomena;
  - describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and healthcare delivery phenomena as appropriate; and evaluate outcomes.
- Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

**Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking**

- Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
- Ensure accountability for quality of healthcare and patient safety for populations with whom they work.
  - Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in healthcare systems.
  - Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
  - Develop and/or monitor budgets for practice initiatives.
  - Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of healthcare outcomes.
  - Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
- Develop and/or evaluate effective strategies for managing the ethical dilemma inherent in patient care, the healthcare organization, and research.

**Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice**

- Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
- Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, healthcare organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
• Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
• Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
• Use information technology and research methods appropriately to:
  o collect appropriate and accurate data to generate evidence for nursing practice
  o inform and guide the design of databases that generate meaningful evidence for nursing practice
  o analyze data from practice
  o design evidence-based interventions
  o predict and analyze outcomes
  o examine patterns of behavior and outcomes
  o identify gaps in evidence for practice
• Function as a practice specialist/consultant in collaborative knowledge-generating research.
• Disseminate findings from evidence-based practice and research to improve healthcare outcomes

Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Healthcare
• Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of healthcare information systems.
• Analyze and communicate critical elements necessary to the selection, use and evaluation of healthcare information systems and patient care technology.
• Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.
• Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
• Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

Essential V: Healthcare Policy for Advocacy in Healthcare
• Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
• Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
• Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve healthcare delivery and outcomes.
• Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.
• Advocate for the nursing profession within the policy and healthcare communities.
• Develop, evaluate, and provide leadership for healthcare policy that shapes healthcare financing, regulation, and delivery.
• Advocate for social justice, equity, and ethical policies within all healthcare arenas.

Essential VI: Inter-professional Collaboration for Improving Patient and Population Health Outcomes
• Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
• Lead interprofessional teams in the analysis of complex practice and organizational issues.
• Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in healthcare and complex healthcare delivery systems.

Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health
• Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
• Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
• Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

Essential VIII: Advanced Nursing Practice
• Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.
• Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
• Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.
• Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
• Guide, mentor, and support other nurses to achieve excellence in nursing practice.
• Educate and guide individuals and groups through complex health and situational transitions.
• Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.
## Appendix I

### Integrated Core Competencies of the National Organization of Nurse Practitioner Faculties
(NONPF, 2017, p. 2 - 15)

<table>
<thead>
<tr>
<th>NONPF Competency Area</th>
<th>Nurse Practitioner (NP) Competencies</th>
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</thead>
<tbody>
<tr>
<td><strong>Scientific Foundation Competencies</strong></td>
<td>• Critically analyzes data and evidence for improving advanced nursing practice.</td>
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<td></td>
<td>• Integrates knowledge from the humanities and sciences within the context of nursing science.</td>
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<td></td>
<td>• Translates research and other forms of knowledge to improve practice processes and outcomes.</td>
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<td></td>
<td>• Develops new practice approaches based on the integration of research, theory, and practice knowledge.</td>
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<tr>
<td><strong>Leadership Competencies</strong></td>
<td>• Assumes complex and advanced leadership roles to initiate and guide change.</td>
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<td></td>
<td>• Provides leadership to foster collaboration with multiple stakeholders (e.g., patients, community, integrated healthcare teams, and policy makers) to improve healthcare.</td>
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<td></td>
<td>• Demonstrates leadership that uses critical and reflective thinking.</td>
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<td></td>
<td>• Advocates for improved access, quality and cost effective healthcare.</td>
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<tr>
<td></td>
<td>• Advances practice through the development and implementation of innovations incorporating principles of change.</td>
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<td></td>
<td>• Communicates practice knowledge effectively, both orally and in writing.</td>
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<td></td>
<td>• Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.</td>
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<tr>
<td><strong>Quality Competencies</strong></td>
<td>• Uses best available evidence to continuously improve quality of clinical practice.</td>
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<td></td>
<td>• Evaluates the relationships among access, cost, quality, and safety and their influence on healthcare.</td>
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<tr>
<td></td>
<td>• Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of healthcare.</td>
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<tr>
<td></td>
<td>• Applies skills in peer review to promote a culture of excellence.</td>
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<td></td>
<td>• Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</td>
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<tr>
<td><strong>Practice Inquiry Competencies</strong></td>
<td>• Provides leadership in the translation of new knowledge into practice.</td>
</tr>
<tr>
<td></td>
<td>• Generates knowledge from clinical practice to improve practice and patient outcomes.</td>
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<tr>
<td></td>
<td>• Applies clinical investigative skills to improve health outcomes.</td>
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<tr>
<td></td>
<td>• Leads practice inquiry, individually or in partnership with others.</td>
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<td></td>
<td>• Disseminates evidence from inquiry to diverse audiences using multiple modalities.</td>
</tr>
<tr>
<td><strong>Technology and Information Literacy Competencies</strong></td>
<td>• Analyzes clinical guidelines for individualized application into practice.</td>
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<tr>
<td></td>
<td>• Integrates appropriate technologies for knowledge management to improve healthcare.</td>
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<tr>
<td></td>
<td>• Translates technical and scientific health information appropriate for various users’ needs.</td>
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<td></td>
<td>o Assesses the patient’s and caregiver’s educational needs to provide effective, personalized healthcare.</td>
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<td></td>
<td>o Coaches the patient and caregiver for positive behavioral change.</td>
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<td></td>
<td>• Demonstrates information literacy skills in complex decision making.</td>
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<tr>
<td></td>
<td>• Contributes to the design of clinical information systems that promote safe, quality and cost effective care.</td>
</tr>
<tr>
<td></td>
<td>• Uses technology systems that capture data on variables for the evaluation of nursing care</td>
</tr>
</tbody>
</table>
Policy Competencies

- Demonstrates an understanding of the interdependence of policy and practice.
- Advocates for ethical policies that promote access, equity, quality, and cost.
- Analyzes ethical, legal, and social factors influencing policy development.
- Contributes in the development of health policy.
- Analyzes the implications of health policy across disciplines.
- Evaluates the impact of globalization on healthcare policy development.
- Advocates for policies for safe and healthy practice environments.

Health Delivery System Competencies

- Applies knowledge of organizational practices and complex systems to improve healthcare delivery.
- Effects healthcare change using broad based skills including negotiating, consensus-building, and partnering.
- Minimizes risk to patients and providers at the individual and systems level.
- Facilitates the development of healthcare systems that address the needs of culturally diverse populations, providers, and other stakeholders.
- Evaluates the impact of healthcare delivery on patients, providers, other stakeholders, and the environment.
- Analyzes organizational structure, functions and resources to improve the delivery of care.
- Collaborates in planning for transitions across the continuum of care.

Ethics Competencies

- Integrates ethical principles in decision making.
- Evaluates the ethical consequences of decisions.
- Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.

Independent Practice Competencies

- Functions as a licensed independent practitioner.
- Demonstrates the highest level of accountability for professional practice.
- Practices independently managing previously diagnosed and undiagnosed patients.
  - Provides the full spectrum of healthcare services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.
  - Uses advanced health assessment skills to differentiate between normal, variations of normal, and abnormal findings
  - Employs screening and diagnostic strategies in the development of diagnoses.
  - Prescribes medications within the scope of practice.
  - Manages the health/illness status of patients and families over time.
  - Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.
    - Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.
    - Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.
    - Incorporates the patient’s cultural and spiritual preferences, values, and beliefs into healthcare.
    - Preserves the patient’s control over decision making by negotiating a mutually acceptable plan of care.
    - Develops strategies to prevent one’s own personal biases from interfering with delivery of quality care.
    - Addresses cultural, spiritual, and ethnic influences that potentially create conflict among individuals, families, staff, and caregivers.
- Educates professional and lay caregivers to provide culturally and spiritually sensitive, appropriate care.
- Collaborates with both professional and other caregivers to achieve optimal care outcomes.
- Coordinates transitional care services in and across care settings.
- Participates in the development, use, and evaluation of professional standards and evidence-based care.
These are entry-level competencies for the family nurse practitioners (FNP) and supplement the core competencies for all nurse practitioners.

The graduate of an FNP program is prepared to care for individuals and families across the lifespan. The FNP role includes preventative healthcare, as well as the assessment, diagnosis and treatment of acute and chronic illness and preventative health care for individuals and families. Family nurse practitioners demonstrate a commitment to family–centered care and understand the relevance of the family’s identified community in the delivery of family-centered care.

See the “Introduction” for how to use this document and to identify other critical resources to supplement these competencies.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>NP Core Competencies</th>
<th>Family/Across the Lifespan NP Competencies</th>
<th>Curriculum Content to Support Competencies</th>
</tr>
</thead>
</table>
| Scientific Foundation Competencies | 1. Critically analyzes data and evidence for improving advanced nursing practice.  
  2. Integrates knowledge from the humanities and sciences within the context of nursing science.  
  3. Translates research and other forms of knowledge to improve practice processes and outcomes.  
  4. Develops new practice approaches based on the integration of research, theory, and practice knowledge. |                                                                                                              | Neither required nor comprehensive, this list reflects only suggested content specific to the population |
<table>
<thead>
<tr>
<th>Leadership Competencies</th>
<th>NP Core Competencies</th>
<th>Family/Across the Lifespan NP Competencies</th>
<th>Curriculum Content to Support Competencies</th>
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<tbody>
<tr>
<td>1. Assumes complex and advanced leadership roles to initiate and guide change.</td>
<td>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care...</td>
<td>2. Engages diverse health care professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.</td>
<td>Neither required nor comprehensive, this list reflects only suggested content specific to the population</td>
</tr>
<tr>
<td>2. Demonstrates leadership that uses critical and reflective thinking.</td>
<td>3. Demonstrates leadership that uses critical and reflective thinking.</td>
<td>3. Engages in continuous professional and interprofessional development to enhance team performance.</td>
<td>coach, advocate, administrator, researcher, and leader.</td>
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<tr>
<td>4. Advocates for improved access, quality and cost effective health care.</td>
<td>4. Advocates for improved access, quality and cost effective health care.</td>
<td>4. Assumes leadership in interprofessional groups to facilitate the development, implementation and evaluation of care provided in complex systems.</td>
<td>Building and maintaining a therapeutic team to provide optimum therapy.</td>
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<td>5. Advances practice through the development and implementation of innovations incorporating principles of change.</td>
<td>5. Advances practice through the development and implementation of innovations incorporating principles of change.</td>
<td></td>
<td>Skills for interpretation and marketing strategies of the family/lifespan nurse practitioner role for the public, legislators, policy-makers, and other health care professions.</td>
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<td>6. Communicates practice knowledge effectively, both orally and in writing.</td>
<td>6. Communicates practice knowledge effectively, both orally and in writing.</td>
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<td>Advocacy for the role of the advanced practice nurse in the health care system.</td>
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<td>Importance of participation in professional organizations.</td>
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<td>Acceptance and embracement of cultural diversity and individual differences that characterize patients, populations, and the health care team and embrace the cultural diversity and individual differences that characterize patients, populations, and the health care team.</td>
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<td>Recognition and respect for the unique cultures, values, roles/responsibilities and expertise of other health care team members.</td>
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<td>Importance of honesty and integrity in relationships with patients, families and other team members.</td>
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<td>Importance of knowledge and opinions to team members involved in patient care with</td>
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<tr>
<td>Quality Competencies</td>
<td>1. Uses best available evidence to continuously improve quality of clinical practice.</td>
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<td>confidence, clarity, and respect and work to ensure common understanding of information, treatment and care decisions.</td>
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<td></td>
<td>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</td>
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<td>3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</td>
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<td>4. Applies skills in peer review to promote a culture of excellence.</td>
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<td>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</td>
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<tr>
<td>Practice Inquiry Competencies</td>
<td>1. Provides leadership in the translation of new knowledge into practice.</td>
<td></td>
<td>Translation and application of research that is client or patient centered and contributes to positive change in the health of or the healthcare delivery.</td>
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<td></td>
<td>2. Generates knowledge from clinical practice to improve practice and patient outcomes.</td>
<td></td>
<td>Use of an evidence-based approach to patient management that critically evaluates and applies research findings pertinent to patient outcomes.</td>
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<td></td>
<td>3. Applies clinical investigative skills to improve health outcomes.</td>
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<td>4. Leads practice inquiry, individually or in partnership with others.</td>
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<td>care management and outcomes.</td>
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<td>5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.</td>
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<td>Technology and Information Literacy Competencies</td>
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<td>Use of available technology that enhances safety and monitors health status and outcomes.</td>
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<td>2. Translates technical and scientific health information appropriate for various users’ needs.</td>
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<td>1.a Assesses the patient’s and caregiver’s educational needs to provide effective, personalized health care.</td>
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<td>1.b Coaches the patient and caregiver for positive behavioral change.</td>
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<td>3. Demonstrates information literacy skills in complex decision making.</td>
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<td>4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care.</td>
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<td>5. Uses technology systems that capture data on variables for the evaluation of nursing care.</td>
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<tr>
<td>Policy Competencies</td>
<td>1. Demonstrates an understanding of the interdependence of policy and practice.</td>
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<td>Strategies to influence legislation to promote health and improve care delivery models through collaborative and/or individual efforts.</td>
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<tr>
<td>Competency Area</td>
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<td>The relationship between community/public health issues and social problems (poverty, literacy, violence, etc.) as they impact the health care of patients.</td>
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<td>Relationship- building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient/population-centered care that is safe, timely, efficient, effective and equitable. Planning, development, and implementation of public and community health programs. Policies that reduce environmental health risks. Cost, safety, effectiveness, and alternatives when proposing changes in care and practice. Organizational decision making. Interpreting variations in outcomes. Uses of data from information systems to improve practice.</td>
</tr>
<tr>
<td><strong>Health Delivery System Competencies</strong></td>
<td>1. Applies knowledge of organizational practices and complex systems to improve health care delivery.</td>
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<td>2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.</td>
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<td>3. Minimizes risk to patients and providers at the individual and systems level.</td>
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<td>4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.</td>
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<td>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and</td>
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<td></td>
<td>the environment.</td>
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<td>Business principles that affect long-term financial viability of a practice, the efficient use of resources, and quality of care.</td>
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<td></td>
<td>6. Analyzes organizational structure, functions and resources to improve the delivery of care.</td>
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<td>Relevant legal regulations for nurse practitioner practice, including, reimbursement of services.</td>
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<td>Skills needed to assist individuals, their families, and caregivers to navigate transitions and negotiate care across healthcare delivery system(s).</td>
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<td>Process of design, implementation, and evaluation of evidence-based, age-appropriate professional standards and guidelines for care.</td>
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<tr>
<td>Ethics Competencies</td>
<td>1. Integrates ethical principles in decision making.</td>
<td></td>
<td>Ethical dilemmas specific to interprofessional patient/population-centered care situations.</td>
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<td></td>
<td>2. Evaluates the ethical consequences of decisions.</td>
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<td>Ethics to meet the needs of patients.</td>
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<td>3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.</td>
<td></td>
<td>Ethical implications of scientific advances and practices accordingly.</td>
</tr>
<tr>
<td>Independent Practice Competencies</td>
<td>1. Functions as a licensed independent practitioner.</td>
<td></td>
<td>The influence of the family or psychosocial factors on patient illness.</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrates the highest level of accountability for professional practice.</td>
<td></td>
<td>Conditions related to developmental delays and learning disabilities in all ages.</td>
</tr>
<tr>
<td></td>
<td>3. Practices independently managing previously diagnosed and undiagnosed patients.</td>
<td></td>
<td>Women’s and men’s reproductive health, including, but not limited to, sexual health, pregnancy, and postpartum care.</td>
</tr>
<tr>
<td>Competency Area</td>
<td>NP Core Competencies</td>
<td>Family/Across the Lifespan NP Competencies</td>
<td>Curriculum Content to Support Competencies</td>
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<tr>
<td>3.a</td>
<td>Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end-of-life care.</td>
<td>behavioral screening, physical exam and mental health evaluations).</td>
<td>Problems of substance abuse and violence, e. mental health, f. cultural factors, g. genetics, h. dental health, i. families at risk, j. cultural health, k. spiritual, and l. sexual, M. academic functioning Family assessment.</td>
</tr>
<tr>
<td>3.b</td>
<td>Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.</td>
<td>3. Identifies health and psychosocial risk factors of patients of all ages and families in all stages of the family life cycle.</td>
<td>Functional assessment of family members (e.g., elderly, disabled).</td>
</tr>
<tr>
<td>3.c</td>
<td>Employs screening and diagnostic strategies in the development of diagnoses.</td>
<td>4. Identifies and plans interventions to promote health with families at risk.</td>
<td>Signs and symptoms indicative of change in mental status, e.g. agitation, anxiety, depression, substance use, delirium, and dementia.</td>
</tr>
<tr>
<td>3.d</td>
<td>Prescribes medications within scope of practice.</td>
<td>5. Assesses the impact of an acute and/or chronic illness or common injuries on the family as a whole.</td>
<td>Comprehensive assessment that includes the differentiation of normal age changes from acute and chronic medical and psychiatric/substance use disease processes, with attention to commonly occurring atypical presentations and co-occurring health problems including cognitive impairment.</td>
</tr>
<tr>
<td>3.e</td>
<td>Manages the health/illness status of patients and families over time.</td>
<td>6. Distinguishes between normal and abnormal change across the lifespan.</td>
<td>Assessment processes for persons with cognitive impairment and psychiatric/substance use disorders.</td>
</tr>
<tr>
<td>4.a</td>
<td>Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.</td>
<td>7. Assesses decision-making ability and consults and refers, appropriately.</td>
<td>Evidence-based screening tools for assessment of:</td>
</tr>
<tr>
<td>4.b</td>
<td>Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.</td>
<td>8. Synthesizes data from a variety of sources to make clinical decisions regarding appropriate management, consultation, or referral.</td>
<td>- ADHD</td>
</tr>
<tr>
<td></td>
<td>Creates a climate of patient-centered care to include</td>
<td>9. Plans diagnostic strategies and makes appropriate use of diagnostic tools for screening and prevention, with consideration of the costs, risks, and benefits to individuals.</td>
<td>- Anxiety disorders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Formulates comprehensive differential diagnoses.</td>
<td>- Mood disorders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Manages common acute and chronic physical and mental illnesses, including acute exacerbations and injuries across the lifespan to minimize the development of complications, and promote function and quality of living.</td>
<td>- Developmental variations to include physical differences, behavior and function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Prescribes medications with knowledge of altered pharmacodynamics and</td>
<td></td>
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<tr>
<td>Competency Area</td>
<td>NP Core Competencies</td>
<td>Family/Across the Lifespan NP Competencies</td>
<td>Curriculum Content to Support Competencies</td>
</tr>
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</tr>
</tbody>
</table>
|                 | confidentiality, privacy, comfort, emotional support, mutual trust, and respect. 4.c Incorporates the patient’s cultural and spiritual preferences, values, and beliefs into health care. 4.d Preserves the patient’s control over decision making by negotiating a mutually acceptable plan of care. | pharmacokinetics with special populations, such as infants and children, pregnant and lactating women, and older adults. 13. Prescribes therapeutic devices. 14. Adapts interventions to meet the complex needs of individuals and families arising from aging, developmental/life transitions, comorbidities, psychosocial, and financial issues. 15. Assesses and promotes self-care in patients with disabilities. 16. Plans and orders palliative care and end-of-life care, as appropriate. 17. Performs primary care procedures. 18. Uses knowledge of family theories and development stages to individualize care provided to individuals and families. 19. Facilitates family decision-making about health. 20. Analyzes the impact of aging and age-related changes in sensory/perceptual function, cognition, confidence with technology, and health literacy and numeracy on the ability and readiness to learn and tailor interventions accordingly. 21. Demonstrates knowledge of the similarities and differences in roles of various health professionals providing mental health services, e.g., psychotherapists, psychologist, psychiatric social worker, psychiatrist, and advanced practice psychiatric nurse. 22. Evaluates the impact of life transitions on the | e. Autistic Spectrum disorders  
<p>| | | | |
|                 |                      |                                          |                                           |
|                 |                      | e. Autistic Spectrum disorders           |                                           |
|                 |                      | f. Substance disorders                   |                                           |
|                 |                      | g. Suicidal ideation and self-injurious behavior |                                           |
|                 |                      | Risks to health related to:             |                                           |
|                 |                      | a. Bullying and victimization            |                                           |
|                 |                      | b. Environmental factors                |                                           |
|                 |                      | c. Risk-taking behaviors                |                                           |
|                 |                      | Signs and symptoms of acute physical and mental illnesses, and atypical presentations across the life span. |                                           |
|                 |                      | Resiliency and healthy coping.          |                                           |
|                 |                      | Pharmacologic assessment addressing polypharmacy; drug interactions and other adverse events; over-the-counter; complementary alternatives; and the ability to obtain, purchase, self-administer, and store medications safely and correctly. |                                           |
|                 |                      | Epidemiology, environmental and community characteristics, cultural, and life stage development, including the presentation seen with increasing age, family, and behavioral risk factors. |                                           |
|                 |                      | Assessment of families and individuals in the development of coping systems and lifestyle adaptations. |                                           |
|                 |                      | Referrals to other health care professionals and community resources for individuals and families, for example, coordination of care |                                           |</p>
<table>
<thead>
<tr>
<th>Competency Area</th>
<th>NP Core Competencies</th>
<th>Family/Across the Lifespan NP Competencies</th>
<th>Curriculum Content to Support Competencies</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>health/illness status of patients and the impact of health and illness on patients (individuals, families, and communities).</td>
<td>transitions within and between health care systems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23. Applies principles of self-efficacy/empowerment in promoting behavior change.</td>
<td>Women’s reproductive health, including sexual health, prenatal, and postpartum care and pre and post-menopausal care.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24. Develops patient-appropriate educational materials that address the language and cultural beliefs of the patient.</td>
<td>Performance of common office procedures which may include, but are not limited to, suturing, lesion removal, incision and drainage, casting/splinting, microscopy, and gynecology procedures.</td>
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<td></td>
<td></td>
<td>25. Monitors specialized care coordination to enhance effectiveness of outcomes for individuals and families</td>
<td>Comprehensive plan of care:</td>
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<tr>
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<td></td>
<td>Assistive devices which may include but not limited to nebulizers, walkers, CPAP.</td>
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<td></td>
<td>Appropriate referral for physical therapy, occupational therapy, speech therapy, home health, hospice and nutritional therapy.</td>
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<td></td>
<td>Establishment of sustainable partnership with individuals and families</td>
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<td></td>
<td>Ethical issues related to balancing differing needs, age-related transitions, illness, or health among family members.</td>
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<td></td>
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<td></td>
<td>Culturally appropriate communication skills adapted to the individual’s cognitive, developmental, physical, mental and behavioral health status.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion techniques for sensitive issues such as: a. suicide prevention, self-injury</td>
</tr>
</tbody>
</table>

*Neither required nor comprehensive, this list reflects only suggested content specific to the population*
<table>
<thead>
<tr>
<th>Competency Area</th>
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<td></td>
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<td>Neither required nor comprehensive, this list reflects only suggested content specific to the population</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>b. sexually-related issues</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>c. substance use/abuse</td>
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<td></td>
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<td></td>
<td>d. risk-taking behavior</td>
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<td></td>
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<td>e. driving safety</td>
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<td></td>
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<td>f. independence</td>
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<td></td>
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<td></td>
<td>g. finances</td>
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<td></td>
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<td></td>
<td>h. violence, abuse, and mistreatment</td>
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<td></td>
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<td></td>
<td>i. prognosis</td>
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<tr>
<td></td>
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<td></td>
<td>Assessment of decisional capacity (including the balance between autonomy and safety), guardianship, financial management and durable and healthcare powers of attorney to the treatment of older adults.</td>
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<td></td>
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<td></td>
<td>Intervention/crisis management and appropriate referrals to mental health care professionals and community agencies with resources</td>
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<td></td>
<td></td>
<td></td>
<td>Cognitive, sensory, and perceptual problems with special attention to temperature sensation, hearing and vision</td>
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<td></td>
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<td></td>
<td>Relationship development with patients, families, and other caregivers to address sensitive issues, such as driving, independent living, potential for abuse, end-of-life issues, advanced directives, and finances.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Education on preventive health care and end-of-life choices.</td>
</tr>
<tr>
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<td></td>
<td>Resources for payment of services related to fixed income (retired), entitlements (Medicaid</td>
</tr>
<tr>
<td>Competency Area</td>
<td>NP Core Competencies</td>
<td>Family/Across the Lifespan NP Competencies</td>
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<td>Neither required nor comprehensive, this list reflects only suggested content specific to the population</td>
</tr>
<tr>
<td>Provider communication skills which include validating and verifying findings, and the acknowledgement of patients strengths in meeting needs.</td>
<td></td>
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<tr>
<td>Patient comfort and support.</td>
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<tr>
<td>Importance of “being present” during communication with others.</td>
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<tr>
<td>Self-reflection</td>
<td></td>
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<tr>
<td>Evaluation of therapeutic interaction</td>
<td></td>
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<tr>
<td>Termination of nurse practitioner patient relationship and issue related to transition to another health care provider.</td>
<td></td>
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<tr>
<td>Patient and or caregiver support and resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect for the inherent dignity of every human being, whatever their age, gender, religion, socioeconomic class, sexual orientation, and ethnicity.</td>
<td></td>
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<tr>
<td>Rights of individuals to choose their care provider, participate in care, and refuse care.</td>
<td></td>
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<tr>
<td>Influence of cultural variations on child health practices, including child rearing.</td>
<td></td>
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<tr>
<td>Spiritual needs in the context of health and illness experiences, including referral for pastoral services.</td>
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<tr>
<td>Assessment of the influence of patient’s</td>
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<tr>
<td>Competency Area</td>
<td>NP Core Competencies</td>
<td>Family/Across the Lifespan NP Competencies</td>
<td>Curriculum Content to Support Competencies</td>
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<td></td>
<td>Neither required nor comprehensive, this list reflects only suggested content specific to the population</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>spirituality on his/her health care behaviors and practices.</td>
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<tr>
<td></td>
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<td></td>
<td>Appropriate incorporation of spiritual beliefs into the plan of care.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Collaboration with patients and families to discuss their wishes for end of life decision-making and care.</td>
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<td></td>
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<td></td>
<td>Learning style assessment for the patients</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Patient education about self-management of acute/chronic illness with sensitivity to the patient's learning ability and cultural/ethnic background.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>How to adapt teaching-learning approaches based on physiological and psychological changes, age, developmental stage, readiness to learn, health literacy, the environment, and resources.</td>
</tr>
</tbody>
</table>
Appendix K

**Doctor of Nursing Practice (DNP) Curricular Competencies**

Graduates from the Doctor of Nursing Practice (DNP) program at Messiah University practice nursing from a Christian worldview and demonstrate the following competencies in their advanced nursing practice role.

The DNP graduate:

1. Integrates nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences as the foundation in applying the highest level of clinical reasoning and decision making for nursing practice planning and implementation of care.
2. Uses advanced skills of written and verbal scholarly communication for leadership of quality, ethical, and safety healthcare initiatives that incorporate inter-professional collaborations to meet current and future needs of patient populations.
3. Applies analytic methods for critical appraisal of all evidence types for translation of best practice evidence into high level nursing practice implementation through written and verbal scholarly communication.
4. Uses information systems/technology proficiently to evaluate programs of care, outcomes of care, and care systems for quality improvement and administrative decision-making.
5. Analyzes health care policies from the perspective of nursing and stakeholders for application to healthcare financing, regulation, access, safety, quality, and efficacy in providing high quality nursing care.
6. Integrates effective professional written and verbal scholarly communication skills to provide leadership for interprofessional development and implementation of practice models, peer. review, practice guidelines, health policy, standards of care, and/or other scholarly projects in addressing complex practice and organizational issues.
7. Analyzes epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of culturally humble care directed toward health promotion and disease prevention.
8. Demonstrates advanced levels of clinical assessment and judgment in designing, delivering, and evaluating evidence-based care to improve patient outcomes in primary care environments.
Appendix L
Clinical Site Visit Form Guidelines

These guidelines were developed to support and assess the clinical experiences and the partnerships between the students, faculty, school, preceptors, and clinical sites.

Prior to the site visit:

- It is the student’s responsibility to coordinate the site visit scheduling based on number of hours completed and availability of preceptor, student, and faculty. Students who do not establish and maintain appropriate communication with the clinical faculty to schedule the site visit are at risk for not passing the course. Student should identify 3-4 available days/times and present them to clinical faculty at least 3 weeks in advance. When scheduled, the faculty will establish a Zoom link and send to the student or use the faculty member’s Personal Meeting ID number.
- Faculty should review Exxt for number of completed hours, types of patients being seen, independence level during patient encounters, and SOAP notes (minimum one per clinical day or at faculty discretion). Faculty should mark clinical hours as “approved” in Exxt after review.
- Student and preceptor should review the criteria in the Formative Assessment of Student Progress (FASP) in Exxt prior to the site visit. See sample below.
- Faculty should review student’s Exxt case log summary

During site visit:

- Observe clinical encounter with patient, if possible
- Student presents a patient to the faculty. If direct patient observation not possible, student may be referred for a phone or Zoom-based standardized patient simulation
- Establish goals for remainder of clinical hours
- Evaluate appropriateness of clinical site in terms of patient population, preceptor/staff dedication, and physical environment.
- Preceptor will provide objective input regarding student progress
- Faculty will debrief about progress, problems, and/or challenges if identified

After site visit:

- Faculty to complete FASP in Exxt, using input from preceptor, student, and site visit
- Faculty to mark site visit as complete in Canvas
- Student will review all comments on FASP
- Review student’s Exxt case log summary and debrief about progress, problems, and/or challenges if identified
## Sample Formative Assessment of Student Progress (FASP): Documented in Exxat

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reviews health records to gather pertinent information</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates age appropriate assessment via collection of HPI and ROS</td>
<td></td>
</tr>
<tr>
<td>3. Completes thorough and appropriate physical exam</td>
<td></td>
</tr>
<tr>
<td>4. Selects and interprets appropriate diagnostic tests</td>
<td></td>
</tr>
<tr>
<td>5. Identifies &amp; prioritizes accurate differential and final diagnoses based on knowledge of pathophysiology.</td>
<td></td>
</tr>
<tr>
<td>7. Develops a plan of care that reflects holistic consideration.</td>
<td></td>
</tr>
<tr>
<td>8. Addresses educational needs of patients and families, with their involvement.</td>
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</tr>
<tr>
<td>9. Identifies and manages emergent situations.</td>
<td></td>
</tr>
<tr>
<td>10. Collaborates inter and intraprofessionally and refers appropriately.</td>
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</tr>
<tr>
<td>11. Evaluates the effectiveness of the plan of care and implements changes as necessary.</td>
<td></td>
</tr>
<tr>
<td>12. Documents in a well-organized, thorough, and concise manner.</td>
<td></td>
</tr>
<tr>
<td>13. Accepts constructive feedback in a positive manner.</td>
<td></td>
</tr>
<tr>
<td>14. Additional comments regarding student strengths and/or areas for improvement:</td>
<td></td>
</tr>
<tr>
<td>15. Goals for the remaining hours or future semester(s)?</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
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</tbody>
</table>
## Appendix A

<table>
<thead>
<tr>
<th></th>
<th>History taking</th>
<th>Physical exam</th>
<th>Clinical reasoning</th>
<th>Client relationships</th>
<th>Professional relationships</th>
<th>Oral presentation of clinical encounter</th>
<th>Development of management plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Novice</strong></td>
<td>Unable to obtain accurate data.</td>
<td>Unable to obtain accurate exam data. Incorrect exam techniques.</td>
<td>Unable to apply basic science knowledge.</td>
<td>Not able to identify verbal and non-verbal client communication. Appears insensitive.</td>
<td>Obstructive, antagonistic.</td>
<td>Unable to communicate and explain patient problems.</td>
<td>Unable to synthesize patient information.</td>
</tr>
<tr>
<td><strong>2. Advanced Beginner</strong></td>
<td>Data gathered but often not pertinent or is incomplete.</td>
<td>Data gathered but often not pertinent, complete, or with incorrect exam techniques.</td>
<td>Has difficulty relating basic science principles and clinical information to patients’ problems.</td>
<td>Rarely identifies both verbal and non-verbal client communication to evaluate client needs.</td>
<td>Uncooperative, fails to accept criticism. Inappropriate relationships established with faculty and preceptors.</td>
<td>Rarely able to communicate clearly and explain patient problems without help. Descriptions reflect inability to synthesize</td>
<td>Rarely synthesizes patient information into assessment and management plan without intervention of preceptor.</td>
</tr>
<tr>
<td><strong>3. Competent</strong></td>
<td>Accurate and pertinent with some omissions. Exam techniques correct.</td>
<td>Accurate and pertinent with some omissions. Exam techniques correct.</td>
<td>Synthesizes basic science and clinical information appropriately to identify major problems.</td>
<td>Aware of both verbal and nonverbal client communication in evaluating physical and psychosocial needs.</td>
<td>Accepts and begins to incorporate feedback into clinical practice. Communicates with preceptor/faculty in identifying learning needs.</td>
<td>Sometimes able to communicate and explain problems without help. Descriptions reflect ability to synthesize and apply pathophysiology to simple problems.</td>
<td>Sometimes able to synthesize patient information in making assessment of comprehensive management plan, but requires prompting of preceptor.</td>
</tr>
<tr>
<td><strong>4. Proficient</strong></td>
<td>Complete, pertinent, and accurate.</td>
<td>Complete pertinent and accurate data gathered.</td>
<td>Possesses excellent knowledge of pathophysiology which enables understanding of the relationship among patient problems.</td>
<td>Consistently identifies clients verbal and nonverbal communication and usually responds.</td>
<td>Consistently integrates feedback into clinical practice. Actively seeks faculty/preceptor guidance in meeting comprehensive learning needs.</td>
<td>Usually communicates understanding of illness to preceptor and provides explanations without help. Descriptions of patient problems reflect ability to synthesize and apply pathophysiology to some complicated and most simple problems.</td>
<td>Usually synthesizes patient information in making assessment; requires minimal assistance in developing comprehensive management plan. Able to prioritize short- and long-term needs.</td>
</tr>
<tr>
<td><strong>5. Expert</strong></td>
<td>Consistently complete and precise. Organized and appropriate to chief complaint.</td>
<td>Consistently complete and precise in obtaining appropriate physical exam data. Significant findings pursued in an organized manner.</td>
<td>Adept in a broad base of basic science information and relating it to the patient’s problems, even in difficult cases.</td>
<td>Consistently responds to both verbal and nonverbal communication from clients in meeting their physical and psychosocial needs.</td>
<td>Independent and self-directed in identifying learning needs and utilizing appropriate resources to meet these needs.</td>
<td>Presentations to preceptor are organized and succinct. Description of problems reflect ability to synthesize and apply pathophysiology to complex patient problems.</td>
<td>Consistently synthesizes patient information, considering subjective and objective data, into a comprehensive management plan including further diagnostic tests, therapeutics, preventative care, patient education, use of resources, referral, and follow-up.</td>
</tr>
</tbody>
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## Appendix M

### Graduate Nursing Plan of Studies

**RN-BSN Sample Plan of Study**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
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<tbody>
<tr>
<td></td>
<td>Early Fall</td>
<td>Late Fall</td>
</tr>
<tr>
<td><strong>Year 1:</strong></td>
<td>NRSG 211 - Professional Writing for Nurses (3 credits)</td>
<td>NRSG 370 – Professional Role Development (3 credits)</td>
</tr>
<tr>
<td></td>
<td>NRSG 321 – Pharmacology for Nursing Practice (3 credits)</td>
<td>NURS 500 – Health Informatics (3 credits – graduate course)</td>
</tr>
</tbody>
</table>

Prerequisite credits (Chem, Stats & Nutrition): 9 credits  
NRSG credits: 30 Credits  
Total credits: 39 credits  
Total clinical hours: 90
<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
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<tbody>
<tr>
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<tr>
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<tr>
<td>NURS 501 – Statistics for Evidence-based Practice (3 credits)</td>
<td>NURS 502 – Nursing Research Design and Methodology (3 credits)</td>
<td>NURS 506 – Christian Philosophical and Ethical Foundations of Healthcare (3 credits)</td>
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<tr>
<td>BUSA 501 - Business Strategy &amp; Execution (3 credits)</td>
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<td>NURS 640 – Economics of Healthcare (3 credits)</td>
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<td>NURS 620 – Collaboration in Inter-professional Teams (3 credits)</td>
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<td><strong>Year 3:</strong></td>
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<tr>
<td>NURS 631 – Health Policy and Legal Aspects of Healthcare (3 credits)</td>
<td>NURS 562 – Nursing Administration and Executive Leadership II (4 credits; 2.5 theory/1.5 clinical = 90 hours)</td>
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</tr>
<tr>
<td>NURS 560 – Nursing Administration and Executive Leadership I (4 credits; 2.5 theory/1.5 clinical = 90 hours)</td>
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</table>

Total Credits: 38  Total Clinical Hours: 180
# Post-BSN Nursing Management and Leadership Certificate

## Plan of Study

13 Total Credits

### Post-MSN Certificate of Advanced Graduate Studies (CAGS)

#### Nursing Administration

**Sample Plan of Study**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Fall</td>
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</tr>
<tr>
<td>NURS 620 – Collaboration in Inter-professional Teams (3 credits)</td>
<td>NURS 502 – Nursing Research Design and Methodology (3 credits)</td>
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<tr>
<td>NURS 560 – Nursing Administration and Executive Leadership I (4 cr: 2.5 class/1.5 clinical practicum = 90 hours)</td>
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<tr>
<td>NURS 640 – Economics of Healthcare (3 credits)</td>
<td>LEAD 550 – Organizational Effectiveness (3 credits)</td>
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BSN to MSN-Nurse Educator  
Sample Plan of Study  
39 Total Credits - [33 theory credits and 6 clinical credits (360 clock hours)] (1 clinical credit = 60 clock hours)

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<tr>
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<th>Summer Semester</th>
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</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td><strong>Early Fall</strong></td>
<td><strong>Late Fall</strong></td>
<td><strong>Early Spring</strong></td>
</tr>
<tr>
<td>NURS 501 – Statistics for Evidence-based Practice (3 credits)</td>
<td>NURS 502 – Nursing Research Design and Methodology (3 credits)</td>
<td>NURS 503 – Advanced Pathophysiology (3 credits)</td>
</tr>
<tr>
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<td></td>
<td>NURS 504 – Advanced Pharmacology (3 credits)</td>
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<tr>
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<td>NURS 505 – Advanced Physical Assessment across the Lifespan (3 cr: 2 theory/1 clinical); 60 clinical hrs)</td>
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<td>NURS 500 – Health Informatics (3 credits)</td>
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<tr>
<td><strong>Year 2:</strong></td>
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</tr>
<tr>
<td></td>
<td>NURS 520- Foundations &amp; Role (3 cr: 2 theory/1 App of Nurse Educator clinical; 60 clinical hours)</td>
<td>NURS 522 - Measurement &amp; Evaluation (3 credits)</td>
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<td>NURS 521 - Curriculum in Nursing Education (3 credits)</td>
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<tr>
<td><strong>Year 3:</strong></td>
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<tr>
<td></td>
<td>NURS 530 - Teaching Methods for Clinical Practice (6 credits – 3 theory, 3 clinical; 180 clinical hours)</td>
<td>NURS 531- Nurse Educator: Leadership Role Development -Capstone (3 credits – 2 theory, 1 clinical; 60 clinical hours)</td>
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Total Credits: 39 Total Clinical Hours: 360
## Post BSN Nurse Educator Certificate
### Plan of Study
### 12 Total Credits

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<th>Summer Semester</th>
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<tbody>
<tr>
<td>Early Fall</td>
<td>Late Fall</td>
<td>Early Spring</td>
</tr>
<tr>
<td>NURS 520 – Foundations &amp; App of Nurse Edu Role (3 cr: 2 theory/1 clinical; 60 clinical hours)</td>
<td>NURS 522 – Measurement &amp; Evaluation (3 credits)</td>
<td>NURS 500 – Health Informatics (3 credits)</td>
</tr>
<tr>
<td>NURS 502 – Nursing Research Design and Methodology (3 credits)</td>
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## Post–MSN Certificate of Advanced Graduate Studies (CAGS)
### Nurse Educator
### Plan of Study
### 12 Total Credits

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<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Fall</td>
<td>Late Fall</td>
<td>Early Spring</td>
</tr>
<tr>
<td>NURS 530 – Teaching Methods for Clinical Practice (6 credits – 3 theory, 3 clinical; 180 clinical hours)</td>
<td>NURS 522 – Principles Measurement &amp; Evaluation (3 credits)</td>
<td>NURS 521 – Curriculum in Nursing Education (3 credits)</td>
</tr>
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## Post-BSN to DNP/FNP
### Sample Plan of Study

**Total credits:** 86  
**Total clinical hours:** 1,215  
**NP practice hours:** 840  
**DNP project hours:** 375

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Fall</strong></td>
<td><strong>Late Fall</strong></td>
<td><strong>Early Spring</strong></td>
</tr>
<tr>
<td>NURS 501 – Statistics for Evidence-based Practice (3 credits)</td>
<td>NURS 502 – Nursing Research Design and Methodology (3 credits)</td>
<td>NURS 503 – Advanced Pathophysiology (3 credits)</td>
</tr>
<tr>
<td><strong>Year 1:</strong></td>
<td>NURS 600 – Health Informatics (3 credits)</td>
<td>NURS 506 – Christian Philosophical &amp; Ethical Foundations of Healthcare (3 credits)</td>
</tr>
<tr>
<td>NURS 620 – Collaboration in Interprofessional Teams (3 credits)</td>
<td>NURS 621 – Advanced Concepts in Health Promotion and Prevention (3 credits)</td>
<td>NURS 622 – Principles of Care in Advanced Family Nursing Practice (1 credit)</td>
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<tr>
<td>NURS 701 – Advanced Family Nursing Practice of Adults I (3 credits)</td>
<td>NURS 702 – Advanced Family Nursing Practice of Adults I Practicum (2 clinical credits -120 clinical hours)</td>
<td>NURS 703 – Advanced Family Nursing Practice of Adults II (3 credits)</td>
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<tr>
<td><strong>Year 2:</strong></td>
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</tr>
<tr>
<td>NURS 630 – Principles of Clinical Genetics (2 credits)</td>
<td>NURS 631 – Health Policy and Legal Aspects of Healthcare (3 credits)</td>
<td>NURS 640 – Economics of Healthcare (3 credits)</td>
</tr>
<tr>
<td>NURS 705 – Advanced Physical Assessment of Children and Adolescents (2 credits)</td>
<td>NURS 706 – Advanced Physical Assessment of Children and Adolescents Practicum (1 clinical credit- 60 clinical hours)</td>
<td>NURS 707 – Advanced Family Nursing Practice of Children and Adolescents (3 credits)</td>
</tr>
<tr>
<td><strong>Year 3:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 632 – DNP Project Proposal (3 cr: 2 credits theory, 1 credit clinical- 60 project hours)</td>
<td>NURS 731 – DNP Project Implementation (3 credits: 1 credit theory, 2 credits clinical- 120 project hrs)</td>
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</tr>
</tbody>
</table>
# Post Master’s DNP Nursing Leadership Sample Plan of Study

<table>
<thead>
<tr>
<th>Year 1:</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>Early Fall</td>
<td>Late Fall</td>
</tr>
<tr>
<td><strong>NURS 620</strong> – Collaboration in Interprofessional Teams (3 credits)</td>
<td><strong>LEAD 505</strong> - Strategic Thinking, Planning &amp; Organizational Change (3 credits)</td>
</tr>
<tr>
<td><strong>NURS 621</strong> – Advanced Concepts in Health Promotion and Prevention (3 credits)</td>
<td><strong>NURS 506</strong> – Christian Philosophical &amp; Ethical Foundations of Healthcare (3 credits)</td>
</tr>
<tr>
<td><strong>NURS 632</strong> – DNP Project Proposal (3 cr: 2 credits theory, 1 credit clinical- 60 project hours)</td>
<td><strong>NURS 631</strong> – Health Policy and Legal Aspects of Healthcare (3 credits)</td>
</tr>
</tbody>
</table>

Minimum credits: 34  
Total clinical hours: 375-1,000 (DNP Project)
Appendix N
DNP Scholarly Project Toolkit

Introduction
The DNP Scholarly Project is the hallmark of the practice doctorate demonstrating an outcome of the student’s education experience. The student should focus on a clinical problem or project that enhances their knowledge and skill in a specific area of expertise for which research evidence already exists but is not yet implemented. The DNP degree does not prepare students to conduct original research (as with the PhD), but rather to translate and utilize existing evidence in clinical practice. The scholarly project embraces the synthesis of both coursework and practice application. All students should carefully review the AACN DNP Tool Kit (AACN, 2020) before beginning. Students will complete DNP project hours according to their plan of study which will be logged in Exxat.

According to the AACN DNP Tool Kit, “all DNP projects should (AACN, 2020):
• Focus on a change that impacts healthcare outcomes either through direct or indirect care.
• Have systems (micro-, meso-, or macro- level) or population/aggregate focus.
• Demonstrate implementation in the appropriate arena or area of practice.
• Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).
• Include an evaluation of processes and/or outcomes (formative or summative). DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.
• Provide a foundation for future practice scholarship”

DNP Project Outcomes:
• Demonstrate an inquisitiveness toward clinical practice
• Adhere to ethical and human subject guidelines
• Design and implement a project that provides confirmation of translating evidence into practice
• Analyze results and make recommendations for adoption into clinical practice
• Disseminate results

Project Types
The nature of the scholarly projects vary and will use existing data to support practice changes and may be done in partnership with another entity such as a clinical agency, health department, government agency, prison systems, schools, or community group. Examples of scholarly projects and settings can be found on the AACN DNP Project Tool Kit website (AACN, 2020). The outcome of the project is an evidence-based deliverable product that is reviewed, evaluated, and approved by a project team.
DNP Scholarly Project Team
The project team is comprised of the student, a doctorally-prepared faculty mentor/advisor, a clinical project mentor (from the project site), and another professional member with content expertise.

Team member responsibilities:

**DNP Faculty mentor**
1. Serve as the faculty member for the student project and proposal
2. Guide, advise, and mentor student in all project phases
3. Monitor project progression
4. Approve, evaluate, and sign the final DNP project- oral and written

**DNP Student**
1. Collect appropriate and accurate data to generate evidence for nursing practice
2. Analyze data from clinical practice
3. Design interventions based on evidence
4. Predict and analyze outcomes
5. Examine patterns of behavior and outcomes
6. Identify gaps in evidence for practice
7. Evaluate project to determine and implement best practice.

**Clinical Project Mentor**
1. Collaborate with the DNP project team and student to ensure the alignment of project goals and clinical site needs.
2. Support student completion of project requirements according to toolkit
3. Direct and facilitate student affiliation and compliance with policies and procedures of the clinical practice site
4. Provide feedback assessing implementation of project and impact at the project site.

**Content Expert**
1. Support student during planning, development, implementation, and analysis of project
2. Provide availability to answer questions
3. Review and provide feedback on drafts of written and oral presentations.
4. Provide support including technical, content, or methods expertise.
**Progression of Scholarly Project**

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Activity</th>
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<tbody>
<tr>
<td>DNP admission interview</td>
<td>Discuss areas of interest (topic or setting) for project</td>
</tr>
<tr>
<td>NURS 623</td>
<td>Project planning: PICO(T) development, evidence matrix, submit for approval of topic and project site</td>
</tr>
<tr>
<td>NURS 632</td>
<td>Proposal development, Protecting Human Research Participant training, proposal defense, complete and submit IRB application</td>
</tr>
<tr>
<td>NURS 731</td>
<td>Implementation of project</td>
</tr>
<tr>
<td>NURS 732</td>
<td>Data analysis/evaluation, final DNP scholarly paper and manuscript, oral and project presentation</td>
</tr>
<tr>
<td>After graduation</td>
<td>Submit manuscript for publication, present poster and podium presentations</td>
</tr>
</tbody>
</table>

**DNP Project Dissemination**

Dissemination modes include the final scholarly paper and a scholarly presentation involving a professional poster and oral presentation. The preparation of a manuscript for consideration for publication in a peer-reviewed journal will also be required. Submission and acceptance to the journal is strongly encouraged but will not be required prior to project completion and graduation.
Scholarly Project Components

Proposal
Students will write a proposal for their project that must be approved by their committee members. Proposals must be succinct, direct, and follow APA formatting. An outline of the proposal is provided in Canvas and includes the following:

- Abstract
- Title of Project
- Background
- Problem Statement
- Needs Assessment
- Aims, Objectives, Purpose Statement
- Review of Literature
- Theoretical Model Translation
- Model
- Methodology
  - Participants
  - Setting
  - Tools
  - Intervention
  - Data Collection
- Cost Analysis
- Timeline
- Ethics and Human Subject Protection
- Analysis and Evaluation Plan
- Expected Significance to Advanced Practice Nursing
- Conclusion
- References
- Appendices
  - Budget
  - Literature Review Table
  - PRISMA Table
  - Tools
  - Models
  - GANNT Chart
  - Process Map
  - Handouts
  - Informed consent/Information Script

Final Project Paper
In the final course, NURS 732, the student will submit a final project paper, which will be used to create the deliverables (manuscript draft, poster presentation, and oral presentation). All committee members must approve the final project paper. A template for the final paper is provided in Canvas and includes:
Title Page
Copyright Page
Dedication (optional)
Acknowledgements (optional)
Table of Contents
Abstract
Background
Problem Statement
Needs Assessment
Aims, Objectives, Purpose Statement
Review of Literature
Theoretical Model Translation
Model
Methodology
Participants
Setting
Tools
Intervention
Data Collection
Ethics and Human Subject Protection
Findings
Sample Characteristics
Changes in Outcomes
Discussion
Explanation of Findings
Significance to Advanced Practice Nursing
Limitations
Implications for future
Conclusion
References
Appendices
Budget
Literature Review Table
PRISMA Table
Tools
Models
GANNT Chart
Process Map
Handouts
Informed Consent/Information Script
Messiah University Graduate Program in Nursing
DNP Project Approval of Topic and Site

Student name: __________________________________________

Project topic: _________________________________________

Project site: ___________________________________________

Faculty signature of approval: _____________________________

Date: _________________________________________________
Messiah University Graduate Program in  
Nursing Student-Project Mentor Agreement

STUDENT AND MENTOR INFORMATION  
Student Name:  
Mentor Name:  
Mentor Phone Number and Email:  
Project Site:  
Project Title:  
Implementation Dates:  

The student agrees to:  
• Schedule all project time, including make-up time, at the convenience of the clinical site.  
• Be prepared and practical in the project area on scheduled days and times.  
• Notify mentor and faculty of schedule changes, as far in advance as possible.  
• Maintain patient confidentiality in accordance with state and federal laws.  
• Follow the protocols of the clinical agency and clinical scope of practice.  
• Demonstrate professionalism in all aspects of the project, including attendance, meetings, and discussions.  
• Contact the School of Nursing faculty with any concerns.  

The mentor agrees to:  
• Negotiate dates and times for student project experiences and arrange for a qualified substitute in the mentor’s absence.  
• Meet with the student before the project begins in order to discuss the objectives, activities, and outcomes of the project.  
• Provide necessary orientation.  
• Serve as a mentor and provide supervision for the student during the duration of the project implementation.  
• Evaluate student’s progress and provide regular feedback.  
• Inform the School of Nursing of any problems with the student.  
• Communicate with the faculty about student performance as requested.  

Student Signature  Date  
I certify that I have read and acknowledge these statements and verify that, by typing my name on the line above, I understand that this electronically serves the same purpose as offering my original signature to this document.

Mentor Signature  Date  
I certify that I have read and acknowledge these statements and verify that, by typing my name on the line above, I understand that this electronically serves the same purpose as offering my original signature to this document.
Messiah University Graduate Program in Nursing DNP Project Proposal Approval

Student Name:  
Project Title:  

Legend: Satisfactory (S), Needs Revision (NR), Unsatisfactory (U), Not Applicable (NA)

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<td>* indicates comment added after submission</td>
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<tr>
<td>Background</td>
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<td>Aims, SMART Objectives, Purpose Statement</td>
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<tr>
<td>Review of Literature</td>
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<td>Models - theoretical and translation</td>
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<td>Methodology</td>
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<td>Cost Analysis</td>
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<td>Timeline</td>
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<td>Human subject protection</td>
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<td>Analysis &amp; evaluation plan</td>
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<td>Expected significance to APN</td>
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<td>Conclusion</td>
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<td>Appendices</td>
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Overall Evaluation of DNP Proposal Defense:  
Approved as presented __________ 
Approve with recommendations __________ 
Not approved __________

Project Team Faculty: __________ Date: __________
Content Expert: __________ Date: __________

I understand that this electronically serves the same purpose as affixing my original signature to this document.

Comments:  

GrdNosHndbk 10 2020
# Messiah University Graduate Program in Nursing DNP Project Final Defense

**Legend:** Satisfactory (S), Needs Revision (NR), Un satisfactory (U), Not Applicable (NA)

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<td>Background.</td>
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<tr>
<td>Problem statement, includes PICO</td>
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</tr>
<tr>
<td>Needs assessment, includes SWOT, ECA</td>
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<tr>
<td>Aims, SMART Objectives, Purpose Statement</td>
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<tr>
<td>Review of Literature</td>
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<tr>
<td>Models, theoretical and translation</td>
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<tr>
<td>Methodology, participants, setting, tools, intervention, data collection</td>
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<td>Ethical &amp; human subject protection</td>
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<tr>
<td>Findings, Sample characteristics, changes as outcomes</td>
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<td></td>
</tr>
<tr>
<td>Discussion: explanation of findings, significance to APN, limitations, applications</td>
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<td></td>
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<tr>
<td>Conclusion</td>
<td></td>
<td></td>
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<tr>
<td>Appendices</td>
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</table>

**Overall Evaluation of DNP Project Defense:**
- Approved as presented
- Approve with recommendations
- Not approved

**Project Team Faculty:** ___________________________  **Date:** __________

**Content Expert:** ___________________________  **Date:** __________

*I understand that this electronically serves the same purpose as affixing my original signature to this document.*

**Comments:**
Appendix O
Clinical Experience Forms

Messiah University ADP and Graduate Program in Nursing
Student-Preceptor Agreement

STUDENT AND PRECEPTOR INFORMATION
Student Name: __________________________
Preceptor Name: __________________________
Clinical Site: __________________________
Course: __________________________
Dates: ____________ Hours Needed: ______

The student agrees to:
• Schedule all clinical time, including make-up time, at the convenience of the preceptor.
• Be prepared and punctual in the clinical area on scheduled days and times.
• Notify preceptor and faculty of schedule changes, as far in advance as possible.
• Maintain patient confidentiality in accordance with state and federal law.
• Function within the protocols of the clinical agency and clinical scope of practice.
• Demonstrate professionalism in all aspects of the preceptorship, including attendance, meetings, and discussions.
• Complete the agreed upon hours of clinical experience.
• Contact the School of Nursing faculty with any concerns.

The preceptor agrees to:
• Negotiate dates and times for student clinical experiences and arrange for a qualified substitute in the Preceptor’s absence
• Meet with the student before the clinical experience begins in order to discuss the objectives, activities, and outcomes of the preceptorship.
• Provide necessary orientation.
• Serve as a mentor and provide supervision for the student during the duration of the clinical experience.
• Evaluate student’s progress and provide regular feedback.
• Inform the School of Nursing of any problems with the student.
• Communicate with the faculty about student performance as requested.

Student Signature __________________________ Date ____________
I certify that I have read and acknowledge these statements and verify that, by typing my name on the line above, I understand that this electronically serves the same purpose as affixing my original signature to this document.

Preceptor Signature __________________________ Date ____________
I certify that I have read and acknowledge these statements and verify that, by typing my name on the line above, I understand that this electronically serves the same purpose as affixing my original signature to this document.
Preceptor Verification Form

Please complete the table below. We are required to have this information on file for accreditation purposes.

<table>
<thead>
<tr>
<th>Preceptor name &amp; credentials and clinical site location</th>
<th>Population-focused area of practice (and/or specialty, if applicable)</th>
<th>Certification* (specific type and certifying body as appropriate)</th>
<th>Years of practice in the population-focused area of practice or specialty</th>
<th># Students precepted concurrently</th>
<th>State Licensure/Approval Recognition**</th>
<th>Please include the expiration date</th>
</tr>
</thead>
</table>

* ANCC, AANP, or Board of Medicine certification information

** RN, Advanced Practice Nurse, or Physician license information
# ADP and Graduate Nursing Clinical Requirements Checklist

**Student Name:** ________________________________

**Course:** ____________________

<table>
<thead>
<tr>
<th>Document</th>
<th>Notes</th>
<th>Date</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Current RN license</td>
<td>Renew every 2 years</td>
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<td></td>
</tr>
<tr>
<td>*BLS for Healthcare Providers</td>
<td>Maintain current certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*TB Test</td>
<td>Less than 1 year prior to start of clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Medical Insurance</td>
<td>Update prior to clinical course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Liability Insurance</td>
<td>$1million/3 million minimum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DNP Students-NP student coverage needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Criminal Background Check</td>
<td>Less than 1 year prior to start of clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Abuse Clearance</td>
<td>Less than 1 year prior to start of clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBI Fingerprinting Clearance</td>
<td>Less than 1 year prior to start of clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urine Drug Screen</td>
<td>10 panel, within 1 year of clinical start</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Examination</td>
<td>Immunizations and lab tests complete, exam less than 1 year prior to clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influenza Vaccine</td>
<td>Need for fall and spring clinical courses only (October to April)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*These items need to be current and uploaded into Exxat at the beginning of every clinical course.*

**Additional requirements may be requested by individual clinical agencies and may include HIPPA training and educational modules.*
Physical Examination Form

MESSIAH UNIVERSITY
Graduate Program in Nursing
Physical Examination Form

Last Name  [First]  [Middle]  Male  Female

Home Address (Number and Street)  City  State  Zip Code  Date of Birth

Name, Relationship, & Phone Number of Emergency Contact  Telephone Number

TO THE EXAMINER: Please perform a physical examination and comment on all positive answers. Use the back if necessary.

Height  Weight  Blood Pressure

Are there abnormalities in the following areas?  Comments:

<table>
<thead>
<tr>
<th>Body System</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head, Ears, Nose, or Throat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respiratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gastrointestinal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genitourinary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musculoskeletal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metabolic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immunologic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Laboratory Tests and Immunizations: Please complete ALL of the following and include the dates.

- TB Screen®(TB or IGRA)(required yearly):
  - Date
  - Negative  Positive

- Hepatitis B: Title 1
  - Date
  - Date  Result

- Td or Tdap (within last 10 years)
  - Date

- Measles, Mumps, Rubella (MMR) Vaccination
  - Date

- Measles Title 1
  - Date
  - Date  Result

- Health Care Provider: Signing below indicates that you have found the named student to be in good physical and mental health, free from any health impairment which is of potential risk to patients, personnel, students, or faculty and which might interfere with the performance of this/nursing student responsibilities, and able to participate fully in a nursing student experience.

- Signature of Examiner
- Print Name
- Date

Address/Employer Site

*Positive TB Screen requires a physician exam that includes a directed symptom screen and chest x-ray. Documentation of appropriate medical treatment is required following a positive diagnosis or active or latent TB infection. Follow-up periodic TB screen, conversation with appropriate treatment, documentation of appropriate treatment, documentation of this annual symptom screen is required from a physician (MD or DO, NP or PA).
DNP Student Residency Agreement

Messiah University Graduate Program in Nursing
Student-Mentor Residency Agreement

STUDENT AND MENTOR INFORMATION
Student Name: ________________________________
Mentor Name: ________________________________
Mentor Phone Number and Email: _____________________
Residency Site: ________________________________
Residency Topic: ________________________________
Residency Dates: ________________________________
Course Faculty: ________________________________

The student agrees to:
• Schedule all residency time, including make-up time, at the convenience of the clinical site.
• Be prepared and punctual on scheduled days and times.
• Notify mentor and faculty of schedule changes, as far in advance as possible.
• Maintain patient confidentiality in accordance with state and federal law.
• Function within the protocols of the residency agency and clinical scope of practice.
• Demonstrate professionalism in all aspects of the residency, including attendance, meetings, and discussions.
• Contact the faculty with any concerns.

The mentor agrees to:
• Negotiate dates and times for student residency experiences and arrange for a qualified substitute in the mentor’s absence.
• Meet with the student before the residency begins in order to discuss the objectives, activities, and outcomes of the project.
• Provide necessary orientation.
• Serve as a mentor and provide supervision for the student during the residency.
• Evaluate student’s progress and provide regular feedback.
• Inform the faculty of any problems with the student.
• Communicate with the faculty about student performance as requested.

Student Signature ____________________________ Date ___________
I certify that I have read and acknowledge these statements and verify that, by typing my name on the line above, I understand that this electronically serves the same purpose as affixing my original signature to this document.

Mentor Signature ____________________________ Date ___________
I certify that I have read and acknowledge these statements and verify that, by typing my name on the line above, I understand that this electronically serves the same purpose as affixing my original signature to this document.
Clinical Incident Process

Clinical Incident Report Process:
During a clinical experience, in the event that a student or faculty member is involved in a situation which warrants the completion of an institutional incident report, the following process must be followed.

MESSIAH UNIVERSITY
DEPARTMENT OF NURSING
CLINICAL INCIDENT REPORT

POLICY:

The Department of Nursing will keep records of any reportable clinical incidents directly related to student performance in the clinical setting that results in the clinical facility or agency formally documenting it as a clinical incident.

PURPOSE:

This documentation provides the necessary information for the Department of Nursing should it be needed at a future date.

Clinical incident documentation will serve as information to guide possible policy revision and review related to clinical/simulation experiences and activities of students.

PROCEDURE:

1. Any reportable clinical incident related to patient care will be immediately reported by the clinical instructor.

2. The clinical instructor will assist the student in completing documentation required by the clinical facility laboratory.

3. The clinical instructor, along with the student involved in the incident, will complete the Department of Nursing Clinical Incident Report form within 72 hours.

4. The clinical instructor will report the simulation incident to the Course Coordinator and the clinical incident to both the Course Coordinator and Assistant Dean of Nursing within 72 hours.

5. The Assistant Dean of Nursing will discuss the clinical incident with the course faculty to identify any need for further action.

6. The completed form for the clinical incident will be kept in the Department of Nursing’s confidential file for a period of five years after student is no longer in the nursing program.
MESSIAH UNIVERSITY
DEPARTMENT OF NURSING

CLINICAL/SIMULATION INCIDENT REPORT

Agency Name: ________________   Agency Contact: ________________

Student Name: ________________   Faculty Name: ________________

Clinical Course: ________________   Clinical Rotation: ________________
Date of Incident: ________________   Time: ___________ a.m. /p.m.

List all individuals involved (including titles):

Description of incident & patient response as documented on patient record. Include nature of or potential for injury:

Description of any intervention post-incident:

What was the patient outcome (if known):

What recommendations were made to prevent this type of incident in the future:

____________________________   ____________________
Student Signature               Date                   Faculty Signature                Date

Assistant Dean of Nursing Signature   Date               Course Coordinator Signature                Date
Acknowledgement

Signature Receipt of ADP and Graduate Program in Nursing Student Handbook
Please type your signature on this page from the handbook. Scan the signed page, save it to your computer, upload into Canvas, or email it to the Graduate Administrative Assistant.

My signature indicates that I have read, understood, and agree to abide by all policies and guidelines established by the Messiah University ADP and Graduate Programs in Nursing. My signature also indicates that I authorize the Graduate Nursing Committee or its delegate to regularly review and evaluate my academic and disciplinary records for the purpose of monitoring my eligibility for progression in the nursing major. I understand that Messiah University Department of Nursing reserves the right to modify policies due to unforeseen circumstances. I understand that eligibility to continue in the nursing major is contingent upon satisfaction of all stated admission and progression criteria.

SIGNATURE ____________________________________________
I certify that I have read and acknowledge these statements and verify that, by typing my name on the line above, I understand that this electronically serves the same purpose as affixing my original signature to this document.

DATE __________________________________________________