Department of Nursing

MSN Student Handbook Supplement

Academic Year 2017 - 2018
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Master of Science Nursing Program

Welcome to the graduate nursing program of Adventist University. Your program has been carefully planned for you to enjoy as well as provide opportunity for a more specialized focus in your personal career development. It is our pleasure to welcome you to our on-line student body. As a means of introducing our university and nursing department to you, we have included both our mission statements, our philosophy and our statement of values. We hope your experience here is challenging, stimulating and helpful as you plan your professional career. Welcome!

University Mission Statement
Adventist University of Health Sciences, a Seventh-day Adventist institution, specializes in the education of professionals in healthcare. Service-oriented and guided by the values of Nurture, Excellence, Spirituality, and Stewardship, the University seeks to develop leaders who will practice healthcare as a ministry.

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

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

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

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

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

Department of Nursing Philosophy
The faculty believe that the discipline of nursing is both an art and a science that promotes health through the delivery of wholistic care to individuals, families, and communities. The nursing department utilizes the Neuman Systems Model as a framework for understanding
professional health-oriented service to individuals, families, and communities. The practice and
teaching of nursing is a calling to exercise God’s gifts in a life of service to humanity.

Through the profession of nursing, graduates extend the healing ministry of Christ by practicing
healthcare as ministry. Faculty and students, guided by Christian principles, achieve personal
and professional excellence through quality education and life-long learning.

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

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

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

**Health.** Health is a continuum of wellness to illness and is dynamic in nature. Optimal
wellness or stability is achieved when total patient/client system needs are being met. A
reduced state of wellness is the result of unmet patient/client system needs. Health is
dependent on the interplay of internal and external resources to support the patient/client
system. The nursing curriculum advocates for the health of self and others and is
designed with a focus on health promotion, health maintenance, disease prevention, and
health restoration. Therefore, the eight principles of CREATION Health are embedded as
a vertical thread throughout the curriculum. Students engage in health-related activities
across the lifespan that benefit the individual, family, community, and society to enhance
optimal functioning.

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

**Master of Science in Nursing**

The MSN program prepares the RN to assume leadership roles to meet the growing need of the industry, both in the United States and globally. Students have the option of preparing for leadership – either through the Leadership/Management focus or the Nurse Educator focus.

The graduate nursing program provides RNs with quality instruction in a distance-learning format which allows students to further their education while maintaining their current professional careers. Students participate in a virtual community of learners and are mentored via on-line coursework.

The MSN curriculum includes practice immersion, projects and activities that are integrated into selected nursing courses. The clinical assignments may be completed in community or other health care agencies outside of the virtual classroom setting or using simulations.

**MSN Admission. Progression and Completion Policies**

**Admission** as a graduate student requires that the applicant:

1. Submit an application online with a non-refundable $50 application fee. Admission files are not considered complete until the application fee is paid; any documents received without an application on file will not be processed.
2. Submit official transcripts from all colleges previously attended. Admission GPAs will be calculated based on credits from regionally accredited institutions only. Failure to disclose all colleges previously attended could result in denial or dismissal.
3. Submit a copy of current, unencumbered RN license for the state of residence.
4. Have completed a baccalaureate degree in nursing with an overall cumulative GPA of 3.0.
   
   **OR**
   
   Have an associate degree in nursing with an overall cumulative GPA of 3.0. Completion of designated bridge courses with an overall GPA of 3.0 or higher before progressing to courses numbered 500 and above is also required.
<table>
<thead>
<tr>
<th>RN – MSN Bridge Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101 Chemistry (3crs)</td>
<td>NRSG 315 Conceptual Foundations (4crs)</td>
</tr>
<tr>
<td>ENGL 101/102 English I and II (6crs) OR ENG 250 Technical Writing (3crs)</td>
<td>NRSG 335 Health Promotion/Assessment (3crs)</td>
</tr>
<tr>
<td>HMNT 325 Healing Words (3 cr)</td>
<td>NRSG 450 &amp; 451 Community Health I and II (6crs)</td>
</tr>
<tr>
<td>STAT 205 Statistics (3crs)</td>
<td>NRSG 375 Gerontological Nursing (2crs)</td>
</tr>
<tr>
<td>RELT 368 World Religions (3crs)</td>
<td></td>
</tr>
<tr>
<td>RELE 300 Upper Division Religion (3crs)</td>
<td></td>
</tr>
<tr>
<td><strong>18-21 credits</strong></td>
<td><strong>15 credits</strong></td>
</tr>
</tbody>
</table>

RNs who graduated from a diploma program or obtained their Associate or Bachelor’s degree in Nursing from a non-regionally accredited institution will be considered on an individual basis, as will applicants whose baccalaureate degree is not in nursing.

**Progression** through the program anticipates that the student will:
1. Repeat only one course for any reason only once.
2. Earn a grade of B or higher in each course.
3. Complete within 5 years if holding a B.S. degree
4. Complete within 7 years if holding an A.S. degree

**Completion**
Adventist University of Health Sciences will consider students for graduation and conferral of a Master of Science Degree in Nursing when they have met the general requirements for graduation (see Graduation in the “Academic Information” section in the Academic Catalog) and when they:
1. Complete a minimum of 32 trimester hours of applicable credits
2. Complete the prescribed course of study for the degree with a minimum nursing GPA of 3.0 and a minimum cumulative GPA of 3.0
3. Achieve a minimum grade of “B” (3.0) in each nursing, cognate, and general education course

*Note: Adventist University of Health Sciences does not accept transfer of graduate course credits to meet requirements for its professional clinical graduate programs*

**Readmission after a Break in the Program**
Students who have not matriculated for one-two trimesters may resume their studies after consulting with an advisor first, with proof of current licensure. Students who were not enrolled in course work for three or more trimesters must apply for readmission by completing a new application process. The program guidelines for the current Academic Catalog will apply. Students are not normally readmitted after dismissal.
**MSN Learning Outcomes**

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

**Caring:**
1. The ADU graduate will be a caring professional who possesses a willingness to nurture other individuals in the context of healthcare as a ministry.
2. The MSN graduate will demonstrate Christian principles in leading collaborative inter-professional care teams.

**Communication:**
3. The ADU graduate will be an effective communicator who possesses appropriate verbal, nonverbal and written skills in the practice of healthcare as a ministry.
4. The MSN graduate will integrate advanced communication skills and information management proficiency as a health care leader.

**Critical Thinking:**
5. The ADU graduate will be a critical thinker who gathers relevant information and analyzes and uses that knowledge in practicing healthcare as a ministry.
6. The MSN graduate will incorporate critical thinking and clinical reasoning to address healthcare needs throughout the lifespan.

**Ethical/Moral:**
7. The ADU graduate will exhibit the characteristics of a Christian professional, treating everyone with respect and dignity in the context of healthcare as a ministry.
8. The MSN graduate will evaluate ethical, legal, economic, and political factors as a basis for management of healthcare care for individuals, families, and communities.

**Professional Expertise:**
9. The ADU graduate will demonstrate professional expertise by passing appropriate professional examinations and exhibiting proficiencies within the context of healthcare as a ministry.
10. The MSN graduate will translate nursing research and other evidence-based approaches for use in safe nursing practice.
11. The MSN graduate will design innovative nursing practices to meet the healthcare needs of a variety of client populations.
12. The MSN graduate will demonstrate excellence in the advanced professional nursing role of the educator/leader/advanced nurse practitioner to advance the healthcare system.
13. The MSN graduate will synthesize knowledge from nursing, the arts and sciences, and humanities to lead change for the improvement of quality outcomes for patient/clients.

**Service to the Community:**
14. The ADU graduate will be one who fulfills their social, civic and environmental responsibilities in their involvement of healthcare as a ministry.
15. The MSN graduate will be sensitive and responsive to the health needs of the wider community.

**Lifelong Learning:**
16. The ADU graduate will be a lifelong learner who pursues excellence and the ongoing acquisition of knowledge and professional expertise.
17. The MSN graduate will advance a culture of excellence that fosters ongoing professional growth and development in self, the healthcare team, and the profession.

Specific Policies

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

Professional Licensure
Students in the MSN program are required to maintain a current registered nursing license in good standing throughout their course of study. The nursing program reserves the right to request updated evidence of licensure status at any time. If at any time a student becomes unlicensed for any reason, that student is obligated to surrender licensure in any jurisdiction for disciplinary reasons or experiences any other change in licensure status (e.g., expiration dates, revocation, suspension, change of names) the student must inform the University of the change. This notification must occur immediately if the student is currently participating in a course. If the student is not registered in a course at the time of the change, the notification must occur prior to registering for the next course. A copy of all licensure changes must be submitted to the Online Associate Registrar. Please be aware that the University is obligated to report any attempts at misrepresenting licensure status to appropriate regulatory agencies.

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

Relevant client/agency information that is shared in group activities, discussion forums, or written assignments must be done in a manner that ensures confidentiality and anonymity of the involved clients and/or agency. Students may ensure confidentiality and anonymity by using alternate names or initials. If photos are taken of students engaged in practice immersion experiences, they should show only the back of the head of any client included in the picture. Any inappropriate or unauthorized retrieval, review, or sharing of confidential information is considered a breach of confidentiality. Students who violate or participate in a breach of confidentiality will face disciplinary action (see Disciplinary Policy).
Dress Code
Adventist University of Health Sciences subscribes to a dress code that reflects principles of Christian modesty, neatness, simplicity, and appropriateness. In keeping with this philosophy, students are required to adhere to the following dress code when completing clinical projects and assignments:

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% to 90%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 90% to 80%</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 80% to 75%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 75% to 0%</td>
</tr>
</tbody>
</table>

Withdrawal/Drop Policy
Students must download the withdrawal form from the ADU website, complete the form and submit to the On-line Associate Registrar. The grade recorded will be based on the date the withdrawal form is received. If the student stops attending a course and does not submit the withdrawal form by the deadline, a grade of “WF” (withdrawal/failing) may be recorded for that course.
Incomplete Grade Policy

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

The form then is sent to the Office of the Registrar. Incomplete coursework is usually to be completed within the first 2-3 weeks of the subsequent trimester. It is the student’s responsibility to maintain contact with the lead faculty during the time contracted to complete the course work. Students must submit all course work established in the incomplete contract to change an incomplete grade to a course grade. If the student does not complete the contracted work by the established deadline, the incomplete grade will automatically revert to the grade earned at the end of the course. Students who cannot complete the contractual work by the specified deadline may request an extension from the lead instructor. Requests for extensions are individually considered and must be submitted in writing at least three days before the deadline established in the contract. Students will not be granted additional time to complete assignments submitted after the contracted date without the approved extension. Students are assessed a charge for the processing of an Incomplete grade. Refer to Fee Schedule in the Academic Catalog.

Attendance Policy

The course syllabus outlines the specific learning outcomes, assignments, and student evaluations for each online course. Students must interact in their respective courses on the first week of the trimester to validate attendance. Several opportunities are provided in the course to validate attendance. Students not present in the first week of class will be administratively withdrawn.

All students are required to complete a variety of course assignments which may require participation in discussions – either synchronous or asynchronous as well as group projects, recorded lectures, written and/or reading assignments. Students failing to participate in course activities are subject to administrative withdrawal from the course. The student will be administratively withdrawn from the course if there are two consecutive weeks of recorded absence without notification to the faculty. In general, the following expectations regarding attendance and participation in course activities apply.

Students who do not provide prior notification of an intended absence (i.e., except in extenuating circumstances) will normally not have opportunities to make up lost work. Students who have extenuating circumstances that will prohibit them from actively participating in the course are responsible for notifying the faculty. If accommodations cannot be made, the student may consider requesting an incomplete grade (if applicable) or withdrawing from the course. Documentation of the circumstances necessitating the absence may be required.
Assignment Submission
Students are expected to be actively engaged in their courses. This includes the timely and complete submission of all course components (i.e., not limited to assignments, projects, postings, exams). If a student fails to submit work by the stated deadline, he/she will receive a grade of zero. Submissions made after the deadline will be not accepted. Any partial work submitted or a failure to attempt work will also be given a grade of zero.

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

Synchronized Discussion Policy
Synchronized discussions are critical interactive components of the program although in most cases attendance is not mandatory. Synchronized discussions are not available in some nursing courses. Where they are offered as an option, the course will state alternate ways of achieving the intended learning outcomes or other expectations; students should be certain to clarify these expectations.

Student Participation in Governance of the Program
Students will be invited to participate in an open forum each trimester. Announcement of the forums will be made via the nursing course email system.

Petitions
Petitions for academic exemption will only be considered in extenuating circumstances. Students may normally have only one academic petition granted during their enrollment in the MSN program.

Professional Behaviors during Immersion Experiences / Observations
When completing clinical assignments, students are responsible for:

1. Arriving on time for scheduled appointments
2. Completing required documents and reviewing procedures related to immersion experiences or project presentations
3. Seeking every possible learning opportunity by using initiative, asking questions, and becoming active participants in the learning process
4. Behaving as a “guest” in the clinical facility
5. Establishing positive rapport with the "host" by:

1. Being polite in one’s interactions with the staff
2. Abiding by policies and procedures unique to the facility
3. Using professional judgment when expressing negative feelings about occurrences in the clinical agency
4. Showing interest and enthusiasm for learning
5. Expressing appreciation to those who helped contribute to one’s learning experiences

**Photographs**
A University-issued identification badge is required during attendance at clinical assignments. It is also required that a photograph of each student is posted in the online classroom for the following verification purposes:

1. Identification as an ADU student to the clinical agents when completing immersion assignments
2. Identification as the presenter in certain immersion assignments
3. A face contact in online communication and examination

**Academic and Professional Integrity**
Students in the Master of Science in Nursing are expected to exhibit high levels of integrity in all activities. Adventist University of Health Sciences reserves the right to deny admission to or remove a student from the nursing program if the student has a record of misconduct unbecoming a professional practitioner or demonstrates behaviors that put the student, his or her peers, or the University at risk. Academic dishonesty is not tolerated in the Master of Science in Nursing.

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

**Netiquette**
Over time a set of rules (conventions) have emerged to make online communication more pleasant and more effective. One good source for netiquette guidelines can be found at [http://edtech2.boisestate.edu/frankm/573/netiquette.html](http://edtech2.boisestate.edu/frankm/573/netiquette.html). Other good sources include: [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html), [http://www.bbc.co.uk/webwise/guides/about-netiquette](http://www.bbc.co.uk/webwise/guides/about-netiquette) and [https://www.education.com/reference/article/netiquette-rules-behavior-internet](https://www.education.com/reference/article/netiquette-rules-behavior-internet)

Students should take responsibility to be well informed.
Disciplinary Process

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

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

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

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

Disciplinary Process

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

2. **Warning.** Students are placed on warning status with the second documentation of an unacceptable or noncompliant behavior. Application of further steps in the disciplinary process may be required, based on the severity of the action.
3. **Probation.** Students are placed on probationary status with the third documentation of an unacceptable or noncompliant behavior. Application of further steps in the disciplinary process may be required, based on the severity of the action. 

**Note:** All students who are readmitted to the nursing program after dismissal re-enter the program on a probationary status. Failure to comply with the terms of the readmission contract will lead to the next step in the disciplinary process, which is dismissal.

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

**Faculty Obligations**

1. The MSN faculty member will confer with the student and complete the first page of the disciplinary action documentation form. The faculty will inform the student that the outcome will be determined by the faculty. If the infraction is minor and only warrants documentation, the student will be informed immediately of the outcome by the lead faculty (next step in the disciplinary process).

2. The MSN full time faculty, including the MSN Vice-Chair and the Nursing Department Chair will confer to determine the severity of the infraction whenever the student may potentially be placed on warning, probation, or dismissal status.

3. Dismissal of a student with or without the specified number of documentations will be discussed with the MSN Vice-Chair, the Department Chair, and the Vice President for Academic Administration prior to notification to the student.

4. The MSN Vice-Chair will complete the documentation for all students placed on warning, probation, or dismissal status. In addition, the student will be informed of the decision in writing on a “Disciplinary Action” form and in a telephone or face-to-face conference, depending on the student’s geographic location.

**Conflict Resolution / Grievance**

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

**Definition of Terms**

1. Concern /Complaint: a matter for the faculty to consider

2. Conflict: differences expressed verbally or in writing

3. Grievance: written statement submitted by the student to the Department Chair, after completing steps 1 through 3 below
Resources
An open access policy is maintained throughout the Department of Nursing to promote communication and resolution of concerns. Individuals are encouraged to attempt resolution at the level at which it occurred. Students have access to the full-time faculty’s campus telephone numbers and may contact the faculty either through the classroom e-mail or the faculty’s University e-mail address. Students should contact faculty through the course e-mail system. Some faculty are not located on campus and cannot be accessed through the campus telephone numbers.

Note: Most of the concerns expressed by students relate to grades. Assignments are graded by the faculty without bias, using the grading rubrics developed by the lead faculty. Read the faculty feedback and review the assignment against the rubric to ensure compliance with the grading criteria before expressing concerns about grades. All concerns regarding grades should be communicated to the faculty within 1-week of receipt of the grade.

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

1. **Step 1:** Discuss the concern/complaint with the involved faculty member no later than 1 week after the incident.
2. **Step 2:** The involved faculty must respond in writing to the student within one week of receipt of the complaint.
3. **Step 3:** If the issue is not resolved, a written statement should be submitted to the next level (from faculty to lead faculty; from lead faculty to Vice-Chair) no later than one week after the response from the first response. The next level faculty will then confer with the initial faculty and respond to the student in writing within one week of receiving the student’s written statement.
4. **Step 4:** If a resolution is not reached, the student submits a written statement to the Department Chair no later than one week after the MSN Nursing Vice-Chair’s response. The Department Chair will investigate the issue and reply in writing to the student within one week of receiving the student’s written statement. This step is considered to be a formal grievance at this point. The student must submit the written formal grievance to the Department Chair within 4 weeks of the occurrence.
5. **Step 5:** If the student is still not satisfied with the outcome, the student may request that all materials related to the grievance, including the written statements of the Vice-Chair and the Department Chair is given to the Vice President for Academic Administration who will review the grievance materials and return a written decision within two (2) weeks.
The disciplinary process involves four steps:

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

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

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

**GOAL(S) FOR IMPROVEMENT:**

**ACTION TAKEN:**

( ) DOCUMENTATION  ( ) WARNING  ( ) PROBATION  ( ) DISMISSAL

Comments:

**STUDENT’S RESPONSE**
Student Signature

FACULTY SIGNATURES and DATE

_____________________________________   ______________________________  
Course Faculty  

_____________________________________
Department Chairperson

_____________________________________
Vice-Chair

_____________________________________
Date

_____________________________________
Date

Copies to: Student, Academic Record
Section B: Curriculum
MSN Curricula

All students participate in a series of core classes which contain material expected of all MSN graduates, regardless of focus. Students are to choose between a focus in Leadership/Management or in Education. The following tables introduce the student to the names, course numbers, credits and course descriptions of available courses.

Courses are offered in rotation, and thus, students may take them in any order. Note that some classes are offered as 7-week concentrated courses, while others extend over the whole 14-week trimester.

Students holding a BSN and A.S. graduates that have completed the bridge courses, by studying full time (7-9 credits per trimester) can complete the degree in 2 years. It is recognized that many students have family obligations and work responsibilities and may choose to pace themselves a little more slowly.

The program includes a variety of immersion experiences. The most intense are the following which can be taken at the student’s discretion— all in the final term or divided between 2-3 terms after completing appropriate preparatory course work.

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

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

**MSNE 587: Education Practicum-Education Project** (1cr) (14-wk) This course focuses on the completion of a project that is designed with a preceptor and culminates as a synthesis experience. The hours required for this project are negotiated between the student, faculty, and preceptor.

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

**MSNL 596: Leadership Practicum-Finance Immersion** (1cr) (14-wk) This course focuses on the management of financial resources, budgeting, waste control, resource acquisition, participation in system-wide relationships, and committees. Students are expected to complete fifty (50) clinical hours.

**MSNL 597: Leadership Practicum-Leadership/Management Project** (1cr) (14-wk) This course focuses on the completion of a project that is designed with a preceptor and culminates as a synthesis experience. The hours required for this project are negotiated between the student, faculty, and preceptor.
CORE COURSES

RELP 610: Role Fidelity and the Exercise of Power (1cr) (7-wk)
This course places emphasis on the biblical perspective of servant leadership in the use of authority. Issues pursued include the recognition of boundaries in personal relations within the workplace and balancing role fidelity with personal integrity.

RELT 510: Identity and Mission (2crs) (7-wk)
This course addresses the mission and practices of faith-based healthcare. A wide range of assignments and readings, biblical and elsewhere, provide the health care provider in training with a broader understanding of the spiritual dimensions of healthcare. Topics include human identity as “the image of God” and “child of God”, spirituality across faith traditions, compassionate whole person care, and aspects of bioethics related to human dignity, autonomy and beneficence.

RSCH 512: Research and Evidence-Based Practice (3crs) (14-wk)
This course is designed to give students an overview of quantitative and qualitative research processes. Students explore principles of research design, measurement, data collection, sampling, and data analysis through critical examination of published studies. Principles of evidence-based practice are incorporated, to assess the state of the science and direct decision-making in nursing practice related to improving patient and population health outcomes.

HTCA 633: Ethical Issues and Public Policy (3crs) (14-wk)
This course will expose students to the principles of business ethics as well as understanding ethical dilemmas. In the process of reviewing these general principles, students will consider and develop their own prioritized values that would apply to their anticipated work in healthcare organizations. Students will also learn about the legislative, regulatory, and policy issues related to the management and provision of healthcare. Students will explore in-depth issues such as cost and value in healthcare, and modes of financing within various healthcare systems, and how diversity and multicultural issues effect the administration of healthcare. Moreover, students will learn the element of corporation, agency, and administrative law that influence the healthcare industry. This course will help students gain a better understanding of the sociopolitical forces that impact the formation, adaptation, regulation, and sustainability of healthcare.

HTCA 564: Strategic Leadership in Health Care (3crs) (7-wk)
The course examines various leadership skills, including conflict resolution and negotiations, to improve the competitive position of the enterprise. Students will assess their personal leadership styles and explore the impact these leadership styles have on organizational outcomes. The student will engage in the design thinking process while working in groups to generate innovative ideas and manage change. Students evaluates the business environment and formulate and assess competing strategies.

MSNG 543: Theoretical Foundations of Nursing Practice (3crs) (7-wk)
The course reviews a variety of nursing theories, and examines their use in guiding nursing practice, shaping nursing education, and structuring nursing research. Grand theory, Middle Range theory, and Practice theory – both historic and current, will be explored.

Core Courses: Total 15crs.
### NURSE EDUCATION COURSES

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Weeks</th>
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<tbody>
<tr>
<td>MSNE 540</td>
<td>Current Clinical Practice (Didactic 3crs) (Clinical 1cr) (14-wk)</td>
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<td>Guided by mentors, students explore current nursing practice, including risk and physical assessment, pathophysiology, pharmacology, and disease management of acute, genetic, and chronic conditions across the life span. Students share findings in a seminar-type format. Students are expected to complete fifty (50) clinical practice hours.</td>
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<td>MSNE 560</td>
<td>Learning Theory and Curricular Development (3crs) (7-wk)</td>
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<td>This course will explore various learning theories as they apply to nursing curricula development that are influenced by various national and global healthcare trends. Students are required to develop and present a nursing curriculum for a nursing school or staff development setting that incorporates learning theories, nursing philosophy, evidence-based findings, and national accrediting standards.</td>
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<td>MSNE 570</td>
<td>Teaching Methods and Strategies (2crs) (7-wk)</td>
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<td>Students analyze the role and functions of the nurse educator in university, clinical, and staff development settings. Topics include: classroom teaching, clinical teaching, advising, mentoring, tutoring, simulation, and a variety of technology delivery systems that are designed to enhance teaching and learning.</td>
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<td>MSNE 575</td>
<td>Learning Assessment and Evaluation (2crs) (7-wk)</td>
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<td>This course addresses various methods of assessment, including learning needs, achievement of cognitive and technical mastery, and problem-solving and decision-making skills. The course includes the analysis of data obtained from evaluation as a basis for further development and modification of teaching techniques.</td>
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<td>MSNE 563</td>
<td>Informatics and Quality Management (3crs) (7-wk)</td>
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<td>This course explores nursing informatics and related fields that are used in nursing education. Emphasis is placed on developing an understanding of information management systems, nurses’ role in the process, and nursing informatics’ role in quality management of both student performance, program evaluation, and patient and population health outcomes.</td>
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**Education Courses: Total 17crs**
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<tr>
<td>FNCE 533</td>
<td>Healthcare Finance (3crs) (14-wk)</td>
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<td>HTCA 513</td>
<td>Information Systems and Healthcare Informatics (3crs) (7-wk)</td>
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<td>MSNL 530</td>
<td>Quality Management and Patient Safety in Nursing (3crs) (7-wk)</td>
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<td>HTCA 623</td>
<td>Healthcare Systems and Governance (3crs) (7-wk)</td>
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<td>MSNL 580</td>
<td>Evolving Nursing Roles Seminar (2crs) (7-wk)</td>
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<td>MSNL 595</td>
<td>Leadership Practicum – Human Resources Immersion (1cr) (14-wk)</td>
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<td>Leadership Practicum – Leadership/Management Practicum (1cr) (14-wk)</td>
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**Leadership/Management Courses: Total 17crs**