Department of Nursing

MSN Student Handbook Supplement

Academic Year 2018 - 2019
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Master of Science in Nursing (MSN) Program
Welcome to the Graduate Nursing program of Adventist University of Health Sciences (ADU). The program has been carefully planned for students to enjoy, as well as, to provide opportunity for a more specialized focus in personal career development. As a means of introducing the University and the Department of Nursing, the mission statements, philosophy and statement of values are included.

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

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

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

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

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

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

Department of Nursing Philosophy
The faculty believe that the discipline of nursing is both, an art and a science that promotes health through the delivery of wholistic care to individuals, families, and communities. The Department of Nursing uses the Neuman Systems Model as a framework for understanding professional, health-oriented service to individuals, families, and communities.
The practice and teaching of nursing is a calling to exercise God’s gifts in a life of service to humanity. Through the profession of nursing, graduates extend the healing ministry of Christ by practicing healthcare as ministry. Faculty and students, guided by Christian principles, achieve personal and professional excellence through quality education and life-long learning.

Integrating the concepts from the Neuman Systems Model and 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 or client system who may be the learner, the faculty, the support staff, an individual, family, or community. The patient or client system consists of five integrated variables that include physiological, psychological, socio-cultural, developmental, and spiritual factors. These variables are integrated into the nursing curriculum to prepare graduates with the capacity for caring, compassion, critical thinking, and respect for the dignity and self-determination of others. The nursing faculty are committed to caring, compassion, critical thinking, and respect for students by modeling these behaviors in the delivery of the curriculum.

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

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

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

**Master of Science in Nursing Specialty Tracks**

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

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

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

**MSN Project**

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

**MSN Admission, Progression, and Completion Policies**

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

OR

Has an Associate degree in nursing with an overall cumulative GPA of 3.0. Completion of designated bridge courses with an overall GPA of 3.0 or higher before progressing to courses numbered 500 and above is also required.
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tr>
<td>CHEM 101</td>
<td>Chemistry</td>
<td>3</td>
<td>NRSG 315</td>
<td>Conceptual Foundations</td>
<td>4</td>
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<tr>
<td>ENGL 101/102 OR ENGL 250</td>
<td>English I and II Technical Writing</td>
<td>6</td>
<td>3</td>
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<td>3</td>
<td>NRSG 335</td>
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<td>3</td>
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<td>3</td>
<td>NRSG 375</td>
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<td>World Religions</td>
<td>3</td>
<td>NRSG 450 &amp; 451</td>
<td>Community Health I and II</td>
<td>6</td>
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<tr>
<td>RELE 300</td>
<td>Upper Division Religion</td>
<td>3</td>
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18-21 credits 15 credits

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

**Progression** through the program anticipates that the student will:
1. Repeat only one 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 BSN.
4. Complete within 7 years if holding an ASN.

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

*Note: 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-to-two trimesters may resume their studies after first consulting with an advisor, and providing proof of current licensure. Students who have not matriculated for three or more trimesters must apply to the program by completing a new application and going through the process for readmission. The program guidelines for the current Academic Catalog will apply. Students may not be readmitted after dismissal.
MSN Learning Outcomes
Upon completion of the program, the student will have achieved the following learning objectives, listed here to correlate with 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 health care 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 or 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. Students participating in the program are expected to abide by these policies.

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

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

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

Dress Code
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 must abide by the agency’s dress code. Students must identify themselves as students of the University by wearing their University-issued identification badges. **Students are not permitted to wear employer identification badges while in the pursuit of course-related activities.**

2. The acceptable jewelry is a wedding band and/or engagement ring and post-type earrings; one on each ear-lobe.

3. Makeup and nail polish, if worn, should be minimal and must maintain a healthy, natural look.

4. Any time students are on official [non-clinical] business in an agency, they must dress appropriately. This means professional-type attire that would be worn in an office or business-type setting (dress slacks or skirt with professional top). **Jeans, flip-flops, shorts, low-cut tops, halter-tops, leggings, and revealing clothing are not considered appropriate attire.** Uniforms and scrubs are not appropriate for these activities unless specifically required by the agency personnel.

5. Tattoos must be covered.

**Grading Policy**

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

- Graduate - No Rounding
- \( A = 100\% \) to 90%
- \( B = <90\% \) to 80%
- \( C = <80\% \) to 75%
- \( F = <75\% \) to 0%

**Withdrawal/Drop Policy**

Students must download the withdrawal form from the 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 Chair of the Department of Nursing who makes the final determination for approval.

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

**Attendance Policy**

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

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

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

**Assignment Submission**

Students are expected to be actively engaged in enrolled courses. This includes the timely and complete submission of all course components (e.g., assignments, projects, postings, exams). A grade of zero will be recorded for an assignment that is not submitted by the assigned due date and time. Submissions made after the deadline will not be 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 live interactive components of the program, and are not mandatory. Discussions may be offered as an option, and each course will state alternative ways of achieving the intended learning outcomes.
Student Participation in Governance of the Program
Students will be invited to participate in a Nursing Forum each trimester. Announcement of the forums will be made via the nursing course messaging system.

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

Professional Behaviors during Immersion Experiences / Observations
When completing clinical assignments, students are responsible for:
1. Arriving on time for scheduled appointments.
2. Completing required documents and reviewing procedures related to immersion experiences or project presentations.
3. Seeking every possible learning opportunity by using initiative, asking questions, and becoming active participants in the learning process.
4. Behaving as a “guest” in the clinical facility.
5. Establishing positive rapport with the "host" by:
   A. Being polite in one’s interactions with the staff.
   B. Abiding by policies and procedures unique to the facility.
   C. Using professional judgment when expressing negative feelings about occurrences in the clinical agency.
   D. Showing interest and enthusiasm for learning.
   E. Expressing appreciation to those who helped contribute to one’s learning experiences.

Photographs
A University-issued identification badge is required and must be worn during attendance at all practicum assignments. It is also required that a photograph of each student is posted in the online classroom for the following verification purposes:
1. Identification as an ADU student when completing practicum assignments.
2. Identification as the presenter in practicum assignments.
3. A face-to-face contact for online communication and examination.

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

A student who violates standards of academic and professional integrity may receive a failing grade for the assignment or the course. The student will not have the option of a grade of “W” in the course and depending on the nature of the offense, may be subject to warning, academic probation, suspension, or immediate dismissal from the program and/or the University. Refer to the Disciplinary Policy for further information. Integrity issues are referred to the ADU Citizenship Committee.
Netiquette
A set of rules have emerged to make online communication more pleasant and more effective. Netiquette guidelines can be found at:
http://edtech2.boisestate.edu/frankm/573/netiquette.html
http://www.albion.com/netiquette/corerules.html
http://www.bbc.co.uk/webwise/guides/about-netiquette
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 Department of Nursing
11. Failing to follow rules and regulations established by the University

Disciplinary Process

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

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

3. **Probation.** Students are placed on probationary status with the third documentation of an unacceptable or noncompliant behavior. Application of further steps in the disciplinary process may be required, based on the severity of the action.
Note: All students who are readmitted to the nursing program after dismissal re-enter the program on a probationary status. Failure to comply with the terms of the readmission contract will lead to the next step in the disciplinary process, which is dismissal.

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

**Faculty Obligations**

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

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

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

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

**Conflict Resolution / Grievance**

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

**Definition of Terms**

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

**Grievance Process**

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

1. **Step 1:** Discuss the concern/complaint with the involved faculty member no later than 1 week after the incident.
2. **Step 2:** The involved faculty must respond in writing to the student within one week of receipt of the complaint.

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

4. **Step 4:** If a resolution is not reached, the student submits a written statement to the Department Chair no later than one week after the MSN Nursing Vice-Chair’s response. The Department Chair will investigate the issue and reply in writing to the student within one week of receiving the student’s written statement. **This step is considered to be a formal grievance at this point.** The student must submit the written formal grievance to the Department Chair within 4 weeks of the occurrence.

5. **Step 5:** If the student is still not satisfied with the outcome, the student may request that all materials related to the grievance, including the written statements of the Vice-Chair and the Department Chair is given to the Vice President for Academic Administration who will review the grievance materials and return a written decision within two (2) weeks.

**Grievance Resources**

An open access policy is maintained throughout the Department of Nursing to promote communication and resolution of concerns. Individuals are encouraged to attempt resolution at the level at which it occurred. Students have access to the full-time faculty’s campus telephone numbers and may contact the faculty either through the classroom e-mail or the faculty’s University e-mail address. Students should contact faculty through the course e-mail system. Some faculty are not located on campus and cannot be accessed through the campus telephone numbers.

**Note:** Most of the concerns expressed by students relate to grades. Assignments are graded by the faculty without bias, using the grading rubrics developed by the lead faculty. Read the faculty feedback and review the assignment against the rubric to ensure compliance with the grading criteria before expressing concerns about grades. All concerns regarding grades should be communicated to the faculty **within one (1) week** of receipt of the grade.
ADVENTIST UNIVERSITY OF HEALTH SCIENCES DEPARTMENT OF NURSING
DISCIPLINARY ACTION DOCUMENTATION FORM

Student Name
Course number and name

Date of Incident

The disciplinary process involves four steps:
1. Documentation
2. Warning
3. Probation
4. Dismissal

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

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

GOAL(S) FOR IMPROVEMENT:

Faculty’s Signature: ___________________________ Date: ________________

Student Initials _____
ACTION TAKEN:

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

Comments:

STUDENT’S RESPONSE

_____________________________________   _______________________________
Student Signature                                                                   Date

FACULTY SIGNATURES

_____________________________________   _______________________________
Course Faculty                                                                      Date

_____________________________________   ________________________________
Vice-Chair                                                                            Date

_____________________________________   _______________________________
Department Chairperson                                                     Date

Copies to: Student, Academic Record
MSN Curricula

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

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

The program includes a variety of practicum experiences. The practicum experiences are taken in collaboration with the advisor’s recommendation, divided between two to three terms, or in the final trimester after preparatory course work completion.

EDUCATION TRACK

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

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

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

ADMINISTRATION/LEADERSHIP TRACK

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

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

MSNL 597: Leadership Practicum-Leadership/Management Project (1 cr) (14-wk) This course focuses on the completion of a project that is designed with a preceptor and culminates as a synthesis experience. The hours required for this project are negotiated between the student, faculty, and preceptor.
### FNCE 533: Healthcare Finance (3 cr) (14-wk)
This course introduces healthcare providers in leadership roles to essential concepts in finance. This includes content regarding the business of practice management, such as reimbursement methodologies for healthcare services. Additionally, it addresses management of capital, financial planning, and budgeting.

### RREL 640: Role Fidelity and the Exercise of Power (3 cr) (7-wk)
This course focuses on the biblical perspective of spiritual leadership in the use of authority. Topics include: qualitative and quantitative research methods, evaluation of healthcare finance, and assessment of managed care in the 20th century. Ethical and moral issues related to the exercise of leadership in healthcare systems are emphasized.

### RSCH 512: Research and Evidence (3 cr) (11-wk)
This course provides a critical overview of the practice of evidence-based practice. Topics include: qualitative and quantitative research methods, evaluation of healthcare finance, and assessment of managed care in the 20th century. Ethical and moral issues related to the exercise of leadership in healthcare systems are emphasized.

### MSNL 595: Leadership Practicum (3 cr) (7-wk)
This course is designed to give students the opportunity to apply leadership skills in real-world settings. Students will work with a preceptor to develop and implement a project that aligns with their career goals. The course requires forty (40) clinical hours.

### MSNL 596: Leadership Practicum – Finance Immersion (1 cr) (14-wk)
This course focuses on the management of financial resources, budgeting, and strategic planning. Students will engage in fifty (50) clinical hours.

### MSNL 597: Leadership Practicum – Leadership/Management Practicum (1 cr) (14-wk)
This course focuses on the management of financial resources, budgeting, and strategic planning. Students will engage in fifty (50) clinical hours. The course culminates in a project that aligns with the student's career goals.

### MSNL 598: Evolving Nursing Roles Seminar (3 cr) (7-wk)
This course provides a critical overview of the practice of evidence-based practice. Topics include: qualitative and quantitative research methods, evaluation of healthcare finance, and assessment of managed care in the 20th century. Ethical and moral issues related to the exercise of leadership in healthcare systems are emphasized.

### MSNL 599: Leadership Practicum (3 cr) (7-wk)
This course is designed to give students the opportunity to apply leadership skills in real-world settings. Students will work with a preceptor to develop and implement a project that aligns with their career goals. The course requires forty (40) clinical hours.
## NURSE EDUCATION COURSES - Total 17 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Weeks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSNE 540</td>
<td><strong>Current Clinical Practice</strong> (Didactic 3 cr) (Clinical 1 cr) (14-wk)</td>
<td>4</td>
<td>14</td>
<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>
</tr>
<tr>
<td>MSNE 560</td>
<td><strong>Learning Theory and Curricular Development</strong> (3 cr) (7-wk)</td>
<td>3</td>
<td>7</td>
<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>
</tr>
<tr>
<td>MSNE 570</td>
<td><strong>Teaching Methods and Strategies</strong> (2 cr) (7-wk)</td>
<td>2</td>
<td>7</td>
<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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<tr>
<td>MSNE 575</td>
<td><strong>Learning Assessment and Evaluation</strong> (2 cr) (7-wk)</td>
<td>2</td>
<td>7</td>
<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>
</tr>
<tr>
<td>MSNE 563</td>
<td><strong>Informatics and Quality Management</strong> (3 cr) (7-wk)</td>
<td>3</td>
<td>7</td>
<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>
</tr>
<tr>
<td>MSNE 585</td>
<td><strong>Education Practicum-Curriculum Immersion</strong> (1 cr) (14-wk)</td>
<td>1</td>
<td>14</td>
<td>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.</td>
</tr>
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<td>MSNE 586</td>
<td><strong>Education Practicum-Teaching Immersion</strong> (1 cr) (14-wk)</td>
<td>1</td>
<td>14</td>
<td>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.</td>
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<td>MSNE 587</td>
<td><strong>Education Practicum-Education Project</strong> (1 cr) (14-wk)</td>
<td>1</td>
<td>14</td>
<td>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.</td>
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