Table of Contents

Copyright © 2019 University of Phoenix. All rights reserved. ........................................................................ 2
Table of Contents ................................................................................................................................. 3
......................................................................................................................................................... 5
Welcome to the College of Nursing .................................................................................................... 5
How to Use the Handbook .................................................................................................................... 6
Section 1: College Overview ................................................................................................................ 7
   1.1 | Overview of the College of Nursing ......................................................................................... 7
   1.2 | Statements of Mission, Purpose, Philosophy and Values ......................................................... 7
   1.2 | Accreditation .......................................................................................................................... 8
   1.3 | Degree Programs ..................................................................................................................... 8
   1.4 | Foundation of Curriculum ....................................................................................................... 9
   1.5 | College Administration ........................................................................................................... 9
   1.6 | Student Participation in College of Nursing Governance ...................................................... 9
Section 2: General Policies and Standards ......................................................................................... 11
   2.1 | General University Policies .................................................................................................. 11
   2.2 | Dispute Resolution Policy and Procedures ............................................................................ 11
   2.3 | Nursing License .................................................................................................................... 11
   2.4 | Excluded Individual/Entity .................................................................................................. 12
   2.5 | General Clinical Experience Constraint ............................................................................... 12
   2.6 | Criminal Background Check ................................................................................................. 12
   2.7 | Professional Non-Academic Requirements .......................................................................... 13
   2.8 | Simulation Requirement ....................................................................................................... 14
   2.9 | Immunizations, Certifications and Insurance ....................................................................... 14
   2.10 | Confidentiality ..................................................................................................................... 15
   2.11 | For Cause Drug Screening ................................................................................................... 15
   2.12 | Professional Standards for Degree Candidates in the College of Nursing ......................... 17
   2.13 | Scholastic Disqualification ................................................................................................... 21
   2.15 | Restricted States .................................................................................................................. 21
Section 3: LPN/LVN - BSN Program (v.003 and 004) ..................................................................... 22
   3.1 | Program Overview .................................................................................................................. 22
   3.2 | Admission, Progression and General Education Requirements ........................................... 23
   3.3 | Progression Assessments and Examinations ........................................................................... 23
   3.4 | Clinical Experience Requirements ......................................................................................... 26
   3.5 | Simulation Learning Center .................................................................................................. 30
   3.6 | Licensure Disclosures ............................................................................................................ 32
Section 4: RN - BSN Program (v. 016) ................................................................. 33
  4.1 | Program Overview......................................................................................... 33
  4.2 | Admission, Progression and General Education Requirements........................ 34
  4.3 | Practice Learning Experience Requirements.................................................. 34
  4.4 | Licensure Disclosures ..................................................................................... 37

Section 5: MSN Programs (v. 007) Degrees and Certificates ..................................... 38
  5.1 | Program Overview......................................................................................... 38
  5.2 | Practicum Activity Requirements................................................................... 40

Section 6: FNP Programs (v. 008) Degrees and Certificates ........................................ 45
  6.1 | Program Overview......................................................................................... 45
  6.2 | Student Progression Requirements .................................................................. 46
  6.3 | Clinical Experience Requirements .................................................................... 47
  6.4 | FNP Preceptor Qualifications and Responsibilities.......................................... 51
  6.5 | Licensure Disclosures ...................................................................................... 52

Section 7: FNP Programs (v. 010) ............................................................................. 53
  7.1 | Program Overview......................................................................................... 53
  7.2 | Student Progression Requirements .................................................................. 54
  7.3 | FNP Residency Requirements ......................................................................... 55
  7.4 | Clinical Experience Requirements .................................................................... 56
  7.5 | FNP Preceptor Qualifications and Responsibilities.......................................... 60
  7.6 | Licensure Disclosures ...................................................................................... 60

Section 8: Nursing Curriculum Foundation.................................................................... 61
  8.1 | LPN/LVN to BSN (V.004) AND BSN (V.016) Program Standards Crosswalk ........ 61
  8.2 | MSN (V.007) Program Standards Crosswalk .................................................... 62
Welcome to the College of Nursing

Dear Nursing Student:

Welcome to the University of Phoenix, College of Nursing! We welcome you as you embark on this exciting and challenging journey ahead and it is our desire to do everything possible to make your nursing educational experience rewarding and successful.

Our nursing faculty members are dedicated professionals who are committed to your success and will be available to guide and support you as you progress through the nursing program. We are proud that you have joined us!

Whether you are a licensed practical nurse just beginning your journey to becoming a registered nurse or a registered nurse advancing your professional education, our programs are designed to help you develop the knowledge and skills necessary to excel. Through a combination of didactic and clinical experiences, you will learn the nursing theory upon which our practice is based and synthesize new knowledge to enhance your practice. It is extremely important for you to remember that learning is a lifelong lifestyle and completion of the nursing program does not end your learning. The nursing programs are the foundation for you to build upon.

We are dedicated to providing students with an education that meets their needs, which is why we encourage both students and faculty members to participate in the governance process through various councils, committees, surveys, and evaluations. We strive to improve our programs, curricula, and services through a continuous quality improvement process and feedback from faculty members, students, and industry. This approach is vital to our continued mutual success.

We thank you for your commitment to the nursing profession and wish you every success in accomplishing your professional goals!

Sincerely,

Kathleen Winston
Kathleen Winston, PhD, RN
Dean, College of Nursing
How to Use the Handbook

Overview
This Nursing Program Handbook is a supplement to the University of Phoenix Academic Catalog. Students are advised to use this handbook as a resource and guide to understanding College of Nursing program policies; however, it is important that students understand they must adhere to all policies and procedures detailed in the University of Phoenix Academic Catalog, Nursing Program Handbook, and course syllabi.

Layout
This handbook is divided into sections that represent policies that are common to every College of Nursing program and those that are specific to particular programs. Sections 1 and 2 are common to all College of Nursing programs and sections Section 3 – 7 are specific to particular College of Nursing programs.

Program Versions
This handbook contains information on the following program versions:

- Bachelor of Science in Nursing (LPN/LVN to BSN sequence) - P/VN/BSN v 003 and 004
- Bachelor of Science in Nursing - BSN v 016
- Master of Science in Nursing/Nurse Administration – MSN/ADM v 007
- Master of Science in Nursing/Nurse Education – MSN/NED v 007
- Master of Science in Nursing/Nurse Informatics – MSN/INF v 007
- Post-Master’s Certificate in Nurse Administration – CERT/NAD v 002
- Post-Master’s Certificate in Nurse Education – CERT/NED v 002
- Master of Science in Nursing/Family Nurse Practitioner - MSN/FNP v 008 and 10
- Post-Master’s Certificate in Family Nurse Practitioner - FNP v 008

Information on nursing programs or versions not contained in the bulleted list above, can be obtained by contacting HealthSciencesandNursing@phoenix.edu. Students may refer to eCampus or consult their academic counselor if unsure of their program version.

Forms
All required forms and reference documentation referred to within the text of this handbook can be located on the student resources site, unless specifically related to a course (e.g. a specific course checklist or evaluation), in which case it can be found in the relevant classroom or clinical tracking system.
Section 1: College Overview

1.1 | Overview of the College of Nursing

This section provides an overview of the College of Nursing (College). The mission statements of the University of Phoenix (University), College, and College are presented first to demonstrate the congruency of principles and because all activities of the College arise out of, and are aligned with, the College’s mission. The remainder of this section presents information about accreditation, degree programs, foundations of the curriculum, and an overview of the College’s administrative structure.

1.2 | Statements of Mission, Purpose, Philosophy and Values

In support of the University’s mission, the College’s mission statement focuses on providing educational opportunities that are relevant to students, prospective employers, and the larger community. The College’s mission and purpose statements support the College’s mission by defining the College’s commitment to providing students with educational experiences that enhance their lives and those who benefit from their expertise. To ensure the relevancy of these experiences, the College has defined fundamental attributes and values required of successful nurse leaders and has committed to demonstrating to students the need for competency, consistency, compassion in practice, and the highest standards of ethical conduct by incorporating these concepts into the curricula.

University Mission Statement
University of Phoenix provides access to higher education opportunities that enable students to develop knowledge and skills necessary to achieve their professional goals, improve the performance of their organizations, and provide leadership and service to their communities.

College Mission Statement
The College is a provider of nursing programs and certificates. We are committed to providing innovative, relevant, applied education that anticipates and addresses the needs of adults, their employers, and the health care industry. The College of Nursing will promote and nurture leadership for nursing students through the development and delivery of educational opportunities that embody the value of caring, excellence in practice, and leadership in the nursing profession.

College Purpose Statement
The purpose of the College of Nursing is to educate students in professional educational programs at the graduate and undergraduate levels that advance the profession of nursing. This will be achieved through a systematic delivery of programs that focus on student experiences that enhance students’ lives through lifelong learning, professional practice, leadership, scholarship, safe patient-centered care, caring, and interprofessional collaboration to improve the health outcomes of the communities served.

College Philosophical Framework
The College Philosophical Framework focuses on lifelong learning, skills, knowledge, and attitudes that are demonstrated by proficient and effective nurse leaders. Effective nurse leaders, in all settings, are the core to promoting health, leading health care change, and advancing the profession.

College Theoretical Framework
One of the goals of nursing education is to demonstrate a body of nursing knowledge to guide nursing practice. Faculty members of the College have chosen to incorporate Watson’s theory of human caring into the curricula.
Various aspects of the theory are threaded through the program. Watson’s theory gives meaning to knowledge to improve nursing practice by describing, explaining, and predicting phenomena related to care.

**College Core Values**

The following core values are shared by the faculty and reflected in University of Phoenix nursing curricula:

**Leadership:** Leadership embodies valued characteristics such as the ability to influence others to act and to support a vision of advocacy for collaborative, holistic patient care.

**Scholarship:** Scholarship includes creative intellectual works, creative innovations, applications of knowledge, and inventive teaching activities designed to enhance current nursing knowledge and growth in the profession. The definition is based in the context of the Boyer scholarship model.

**Professional Practice:** Professional nursing practice incorporates advocacy, accountability, values, collaboration, and caring when providing evidence-based care to patients and their families.

**Interprofessional Collaboration:** Through interprofessional collaboration with other health care disciplines, the professional nurse learns to engage available resources to enhance patient-centered care that is safe, effective, and equitable. The professional nurse will learn to build strong clinical teams to optimize health outcomes.

**Safe Patient-Centered Care:** Students will provide care that embraces Quality and Safety Education for Nurses (QSEN) competencies, while keeping patients as partners in care through patient education, health maintenance, and illness prevention. Students will provide culturally sensitive, evidence-based care for all patients.

**Caring:** Authentic professional nursing concern for the holistic health and well-being of others on a physical, emotional, cultural, and spiritual level will guide the value of caring.

### 1.2 Accreditation

The goal of accreditation is to provide assurance that institutions of higher education offer educational programs that meet acceptable standards of quality.

**Regional Accreditation**

Regional accreditation is an institutional-level accreditation status granted by one of six U.S. regional accrediting bodies.

The University is accredited by the Higher Learning Commission (http://hlcommission.org). Since 1978, the University has been continually accredited by the Higher Learning Commission and its predecessor. The University obtained its most recent 10-year Reaffirmation of Accreditation in 2012–2013.

**Programmatic Accreditation**

In addition to regional accreditation, universities may voluntarily pursue programmatic accreditation. Programmatic, also known as specialized, accreditation is often provided by private organizations that focus on the quality of educational programs offered for specific disciplines and professions.

**Nursing Accreditation**

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

### 1.3 Degree Programs

Whether offered online or at a local campus, all degree programs have required didactic and clinical (direct-patient or virtual/practice learning) experiences, which can include theory, practice learning activities, clinical practice, clinical hours, simulations, labs, etc. The program, in its entirety, must be successfully completed to graduate.

Online undergraduate programs begin every five weeks and graduate programs typically begin every six weeks. Students should check with their enrollment representative for the availability of campus cohorts.
Post-graduate certificates are equivalent to the concentrations offered through the MSN degree program.

The College offers the following nursing programs:

<table>
<thead>
<tr>
<th>Bachelor of Science in Nursing (BSN)</th>
<th>Registered Nurse to BSN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master of Science in Nursing (MSN)</strong></td>
<td><strong>Post-Master's Certificates</strong></td>
</tr>
<tr>
<td><em>with concentrations available in:</em></td>
<td>Nurse Education</td>
</tr>
<tr>
<td>Nurse Education</td>
<td>Nurse Administration</td>
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<td>Nurse Administration</td>
<td>Nurse Administration</td>
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<tr>
<td>Nurse Informatics</td>
<td></td>
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<tr>
<td>Family Nurse Practitioner</td>
<td></td>
</tr>
</tbody>
</table>

1.4 | Foundation of Curriculum

Industry Aligned/Professional Standards

In order to provide a high-caliber, relevant educational experience, the College curricula is aligned, as appropriate, to standards and competencies promulgated by the following organizations:

- American Association of Critical-Care Nurses (AACN)
- Quality and Safety Education for Nurses (QSEN)
- American Nurses Association (ANA)
- National Organization of Nurse Practitioner Faculties (NONPF)
- National League for Nursing (NLN)
- American Nurses Credentialing Center (ANCC)
- American Association of Nurse Practitioners (AANP)
- National Council of State Boards of Nursing (NCSBN)

1.5 | College Administration

The University administration offices for the College are located in Phoenix, AZ. The Dean is responsible and accountable for academic quality, standards, and delivery of nursing programs at all campuses. The Associate Dean(s) and Program Director(s) assist the Dean in designing, developing, implementing, overseeing, and evaluating the nursing programs.

The Dean, Associate Dean(s), and Program Director(s) are assisted by the Program Chairs (PCs)/Directors of Nursing (DONs) who are located at each campus. The PCs/DONs provide operational and academic support to the faculty and administrative staff by ensuring delivery and implementation of the nursing programs and courses in the approved states. Program Chairs are responsible for the individual programs and may be the point of contact for student concerns about the program. Contact information can be obtained from academic advisors. Campus staff also act as liaisons to the community.

1.6 | Student Participation in College of Nursing Governance

Student participation in the governance of the College is important to all stakeholders. We believe that shared governance encourages respect, open communication, and transparency, which fosters trust and accountability.

The College invites students to participate in the longstanding Student Advisory Council (SAC). SAC is composed of student government representatives from all programs in progress at the campus. Members of SAC represent a diverse cross-section of students, including nurses from public and private health care organizations and institutions of higher education. The purpose of SAC is to support a quality educational experience by:
• providing a student voice in assisting the College in considering strategies for improving the academic quality at the campus;
• advising campus staff on the concerns, perspectives, and experiences of the students attending;
• providing feedback on existing courses;
• providing balanced representation of all nursing programs;
• planning for the present and future campus environment; and
• committing to open communication and cooperation among all parties involved with the campus.

Each campus schedules and hosts its own SAC meetings. The results of these meetings are available to the student body, other campuses, and central administration. Contact your campus for details.
Section 2: General Policies and Standards

2.1 | General University Policies

Policies located in the University of Phoenix Policies section of the University of Phoenix academic catalog apply to all students attending the University. This includes enrollment, nondiscrimination, harassment, and disability policies.

Students who are not enrolled can view academic catalogs at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html. Students who are enrolled can view their specific academic catalog on the program tab of their eCampus portal at https://portal.phoenix.edu/te/AcademicPlan/index.html#programs.

2.2 | Dispute Resolution Policy and Procedures

The University’s dispute resolution policy is intended to address disputes between a student and the University and create a framework by which students and the University can resolve all such disputes arising from a student’s interactions with the University. Please refer to http://www.phoenix.edu/about_us/regulatory/consumer-information.html.

2.3 | Nursing License

PN/VN to BSN students must possess a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license.

RN to BSN, MSN, and post-master’s certificate students, must possess an unrestricted/unencumbered license that was issued in the United States or in one of the US Territories. However, those students possessing a license issued in one of the following US territories must hold a RN license obtained by taking the US NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:

1. Guam
2. American Samoa
3. Northern Mariana Islands
4. US Virgin Islands
5. Puerto Rico

Additionally, RN to BSN, MSN and post-master’s certificate students completing clinical hours must possess an RN license issued in the state in which they will complete clinical hours or possess a valid, unrestricted/unencumbered compact state (multistate) license that is recognized in the state in which they will complete clinical hours. In order to be considered valid, a student with a compact license must adhere to all compact rules, including following the proper procedures for renewal and declaring a new state of residency. RN licenses must be valid and unrestricted/unencumbered in all states and jurisdictions in which the applicant holds an active nursing license. Please see https://www.ncsbn.org/nurse-licensure-compact.htm for further information.

Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a state RN license for placement.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. Students are required to inform the University of any changes to the status of their nursing license(s) within 10 days of that change. Changes may include, but are not limited to, becoming restricted, encumbered, or changed due to lack of currency. Failure to report a change in status of a nursing license can result in withdrawal from the University.

Students who experience a change in license status are removed from the program. Students are responsible for resolving issues with the status of their license and must notify the University of the resolution before being allowed to return to class.
Students will not be allowed to return to class unless their license has returned to a current, unrestricted/unencumbered status. The University of Phoenix has the right to verify all RN licenses the student possesses.

### 2.4 | Excluded Individual/Entity

Students may not be excluded by the federal government from participation in federally funded programs.

According to the Office of Inspector General, the effect of an exclusion is that no payment will be made by any federal health care program for any items or services furnished, ordered, or prescribed by an excluded individual or entity. No program payment will be made for anything that an excluded person furnishes, orders, or prescribes. This payment prohibition applies to the excluded person, anyone who employs or contracts with the excluded person, any hospital or other provider for which the excluded person provides services, and anyone else. The exclusion applies regardless of who submits the claims and applies to all administrative and management services furnished by the excluded person (http://oig.hhs.gov/faqs/exclusions-faq.asp).

Thus, students may not be excluded because being excluded will adversely affect the College’s ability to provide the student with a field or clinical experience and the student’s ability to seek employment in a health care setting after graduation.

It is the student’s responsibility to review her/his exclusion status on the federal websites listed below to verify that s/he is not actively excluded from participation. The student must inform the University if their exclusion status changes at any time during the program:

- [https://exclusions.oig.hhs.gov/](https://exclusions.oig.hhs.gov/)  
  Office of Inspector General, U.S. Department of Health and Human Services exclusions database website
- [http://www.fda.gov/ICECI/EnforcementActions/FDADebarmentList](http://www.fda.gov/ICECI/EnforcementActions/FDADebarmentList)  
  U.S. Food and Drug Administration website

### 2.5 | General Clinical Experience Constraint

Depending upon your program, you may be required to complete one or more clinical experiences. These experiences take place at independent external organizations affiliated with the University.

Clinical placements are subject to the availability of cooperating agencies, agency personnel, dates and times, patients, and clinical faculty/preceptor availability. Clinical agencies often mandate that students, faculty, and volunteers adhere to the same documentation and screening processes as agency employees prior to placement. Clinical agencies may require documentation and screening processes beyond program requirements, which, if not provided by the student, will restrict the College’s ability to place the student in a clinical experience. Students may be withdrawn, not permitted to progress in the program, or suspended if placement is unavailable or unattainable due to the student’s refusal to provide requested documentation or participate in additional screening processes.

Examples of such documentation and screening processes include, but are not limited to:

- Proof of health insurance coverage
- Signed liability waiver, statement of responsibility or other such document
- Agency- or state-mandated fingerprint clearance
- Additional agency- or state-mandated background check

Complying with all such requests for additional documentation or screening is the responsibility of the student, as is any associated financial cost.

### 2.6 | Criminal Background Check

State laws or regulations may prevent students with a criminal history from qualifying for a nursing license. Additionally,
clinical agencies, affiliated with the University, may prohibit the placement of students with a criminal history at their facility.

Students are required to obtain and pass a criminal background check conducted by a University approved vendor, upon request. Students are responsible for the cost of this background check. It will confirm that the student has not been convicted of disqualifying offenses and will include, but is not limited to:

- All names search
- Sex offender search
- All county criminal history search
- Address verification
- U.S. criminal history search
- OIG/GSA search
- Social Security check

If the student does not pass the criminal background check, or if the University later learns that s/he has been convicted of a disqualifying offense, s/he will not be able to continue in the program. Typical disqualifying offenses include, but are not limited to:

- Assault
- Battery
- Abuse of any form
- Harassment
- Concealed weapons
- Medicare or Medical related offenses
- Sexual crimes
- Fraud
- Any crime against person or property
- Burglary
- Robbery
- All drug and alcohol related offenses
- Drug paraphernalia
- Possession of stolen property
- Theft/shoplifting/extortion (including convictions for bad check charges)

Some clinical agencies may require additional background or fingerprint screenings prior to placement. Any required screenings must be completed at the student’s own cost. Additionally, it is the student’s responsibility to make the University aware of any changes to his/her criminal history during the duration of their program. However, it is ultimately the student’s responsibility to ensure a criminal conviction will not prohibit her/him from participating in clinical experiences or obtaining licensure/certification. The University makes no guarantee that the student will meet the qualifications for field or clinical experiences or becoming licensed/certified.

Background check results will be maintained in the student’s file and may be shared with clinical sites for placement. Students are responsible for the accuracy of their criminal history. Students are encouraged to resolve any disputed information in their background check directly with the designated vendor. The University of Phoenix will not assist in resolutions of disputed information or accept any costs associated with background checks or disputes.

2.7 | Professional Non-Academic Requirements

Minimum physical and mental capabilities are necessary for nursing employment. The general nature of such standards varies by agency. Before completing either your request for admission or clinical placement, be sure to assess your abilities to meet these requirements. All students are expected to meet the same physical and mental standards as clinical agency employees; thus, in order to enter a program with a clinical component you must be able to:

1. Work in a standing position and walk frequently.
2. Lift and transfer patients six (6) inches from a stooped position, then push or pull the patient’s weight three (3) feet.
3. Lift and transfer patients from a stooped to an upright position during bed-to-chair and chair-to-bed transfers.
4. Apply ten (10) pounds of pressure to bleeding sites, or while performing CPR.
5. Hear and react immediately to instructions, requests, and equipment monitors without auditory impediments.
6. Have adequate distance and close vision for activities involving persons, objects and paperwork, and have unimpaired depth and color perception.
7. Discriminate by hand between hot, cold, sharp, and dull surfaces.
8. Communicate effectively, both orally and in writing, using appropriate grammar and vocabulary.
9. Make appropriate and timely decisions in stressful situations.

If you are disabled, the University will attempt to find you placement in a clinical facility that can reasonably accommodate you. Before entering class, please consider your ability to meet physical and mental qualifications when reasonably accommodated. You are responsible to disclose any disabilities and request accommodation through the Campus Disability Services Representative. The Central Administration Disability Services Representative determines reasonable accommodations in compliance with the ADA and Rehabilitation Act.

2.8 | Simulation Requirement

Certain programs include clinical learning experiences, some of which may occur in a simulation-based learning environment referred to as simulation immersion. Simulation immersion includes pre-briefing, recorded simulation and debriefing. It is important to maintain strict confidentiality for all of these simulation activities. Students will sign a confidentiality agreement at the beginning of each simulation day, as well as consent and acknowledgement forms.

2.9 | Immunizations, Certifications and Insurance

**Immunizations**

The College of Nursing requires all clinical compliance documents be in place 30 days in advance of clinical rotation and maintained throughout the duration of all clinical activities. Failure to meet these requirements within the specified timeframe will result in the clinical rotation being cancelled, the student being dropped from the course and a delay in program progression.

Clinical sites require all compliance documents to be in place prior to the confirmation of clinical rotations. Some clinical sites will require student documentation be on file more than 30 days before the clinical rotation (3-6 months). In these situations, the clinical site’s requirements override the College of Nursing timelines. Timeframes vary by facility/site, geographic location, and competition from other colleges.

Compliance requirements are outlined below. Compliance is verified through our compliance management system and monitored by college representatives. Maintaining clinical compliance is a student responsibility. Verification of documents and continuous monitoring of students’ clinical compliance is the responsibility of the College of Nursing. Some facilities may require additional clinical compliance documentation including, but not limited to: proof of health insurance, additional urine & drug screens, driver’s license number, and car license for facility safety purposes.

Students in the LPN/LVN – BSN program and the MSN/FNP program are responsible for having the following documentation current and in effect by individual program deadlines and throughout the remainder of the program:

- Hepatitis B immunization or positive titer
- Immunization or positive titer for measles, mumps, and rubella (MMR/MR)
- Immunization for Tetanus/Diphtheria/Pertussis (TDaP) within the last 10 years
- Immunization or positive titer for varicella
- Students admitted to the program outside of the standard Center for Disease Control (CDC) recommended time frame for influenza vaccine administration (expiration date of June 30th) will be considered temporarily compliant until October 1st. After October 1st, students who fail to update their influenza immunization status will be moved to non-compliant status.
- Annual TB screening – demonstration of one of the following: negative TB skin test (TST); proof of a negative Interferon Gamma Release Assay (IGRA). If the TB test is positive, then documentation of follow-up is required. For students with negative chest x-ray, completion of yearly University of Phoenix Tuberculosis Screening Questionnaire is required. Chest X-ray is only valid (from time of X-ray) for 5 years or as required by facility, whichever is sooner.

Students are required to meet College of Nursing immunization requirements and any additional immunization requirements imposed by the clinical agency. Students who do not provide sufficient evidence of having met these requirements, prior to
entering their first clinical course, will have their progression delayed until they do so. Delayed progression may result in delayed program completion.

**Certifications**
Students must possess current American Heart Association (AHA), American Red Cross (ARC) or a program that utilizes the AHA curriculum for Basic Life Support (BLS) certification for healthcare providers (Level C). This certification must be renewed every 2 years to be considered current. Students must sign the card in order for it to be accepted. In the event that our clinical affiliation partner requires a specific provider, students will be held responsible for obtaining the correct certification.

Students must also possess a Blood borne Pathogens Certificate and a HIPAA Certificate (Security Basics for the Healthcare Workforce). Both of these certificates may be obtained by completing the required tutorials during the program.

**Insurance**
Students are responsible for paying their own health care costs, including emergency medical services. The University will not accept responsibility for the payment of any medical service costs incurred by the student. The University does not require students to have health insurance, but some states and clinical sites will require students to show proof of health insurance coverage. Lack of health insurance may limit clinical opportunities.

The University provides professional liability insurance coverage to students while enrolled in clinical experiences. However, students are responsible for any liability incurred as a result of their own intentional or criminal acts. The University will not accept responsibility for any student’s intentional or criminal acts.

### 2.10 | Confidentiality

Students are required to respect the confidential nature of all information that they have access to, including but not limited to patients’ personal health information. Students are required to comply with all state and federal confidentiality laws that the clinical or clinical facility regards as applicable, including all agency requirements related to Health Insurance Portability and Accountability Act of 1996 (HIPAA) policies and procedures.

Students are required to redact all patient identifying information used for coursework. Assignments must not contain any patient identifying information. Patient identifying information includes, but is not limited to, patient name, patient medical record number, patient address, patient date of birth, photographs of patient, and video recordings of patient. Students will not fax, misplace, or lose notes that could be read by others. Students will not discuss, text, e-mail, or otherwise communicate identifiable patient information, including case details and diagnoses, in public spaces such as elevators, cafeterias, bathrooms, hallways, parking lots, social media, or any area outside the agency. Students will not photocopy, scan, photograph, or record patient information.

As part of clinical experiences, students may participate in simulation-based training. This includes recorded debriefing of participants, maintaining strict confidentiality regarding these sessions. Students will sign additional consent and acknowledgement forms before simulation-based training.

### 2.11 | For Cause Drug Screening

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a “for-cause” 15-panel drug screen plus an alcohol drug test.

1. For purposes of this policy, the following definitions apply:
   a. **Drug testing** means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from the human body for the purpose of detecting the use of drugs or alcohol.
   b. **Reasonable suspicion** means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs; impaired behavior such
as slurred speech, decreased motor coordination, difficulty in maintaining balance; marked changes in personality or job performance; and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.

c. **Illegal drug** means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to: stimulants; depressants; narcotic or hallucinogenic drugs; cannabis substances, such as marijuana and hashish; cocaine; heroin; methamphetamine; phencyclidine (PCP); and so-called designer drugs and look-alike drugs.

d. **Impaired** means that a person’s mental or physical capabilities are reduced below his or her normal levels without reasonable justification. An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor, and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon alcohol or illegal drugs.

e. **Substance abuse** means:
   i. the consumption, possession, or distribution of alcohol or illegal drugs by any nursing student while on University or affiliated clinical site premises or while participating in any University (or affiliated clinical site) sponsored or related activity, including any nursing-related course or clinical training activity.
   ii. a nursing student’s use of alcohol or any drug in such a way that the student’s performance in any nursing course, including activities at any clinical site, is impaired.

2. Prior to being assigned to a clinical placement and as a prerequisite for placement at any agency or health care facility the nursing student shall sign an agreement:
   a. To abide by the drug policies and drug testing policies of the University and each agency or health care facility in which a student is assigned as applicable,
   b. To submit to any “for-cause” drug testing required by the University and testing required by each agency or health care facility where the nursing student obtains clinical hours
   c. To release a copy of any and all drug test results to the University of Phoenix, Dean/Associate Dean of Nursing, other appropriate University officials, and to any State Board(s) of Nursing in which the student holds a nursing license or certificate, where required by the relevant State Board(s) of Nursing

Failure to sign such agreement is grounds for refusal for student admission and progression in the program.

3. The College of Nursing requires students to obtain a 15-panel drug screen plus an alcohol drug test if the student’s behavior in the clinical, classroom, or laboratory setting gives rise to a reasonable suspicion of substance abuse, or indicates they are impaired by alcohol or drugs.

4. If the results of the 15-panel drug screen plus the alcohol drug test are negative for alcohol or illegal drugs
   a. the student shall meet with their Program Chair, or designee, within 24 hours or by the first business day following the test results to discuss the circumstances surrounding suspected behavior.
   b. the Program Chair, or designee, will counsel the student regarding return to the classroom and clinical agency. The preliminary investigation will cease and the student will be released from further action at that time.
   c. the Program Chair, or designee, will arrange for the student to make up the missed clinical hours.

5. If the results of the 15-panel drug screen plus the alcohol drug test are positive for alcohol or illegal drugs
   a. a full review by the Office of Dispute Management and Ethics and Compliance shall be conducted. Students who test positive for alcohol or illegal drugs will not be permitted to return to any clinical setting pending conclusion of the
review. The findings may result in student dismissal from the nursing program and expulsion from the University.

b. the results of the positive test for alcohol or illegal drugs shall be reported to the applicable State Board(s) of Nursing, if required by the applicable State Board(s), by the Program Chair.

6. If the results of the 15-panel drug test plus the alcohol drug test(s) are positive for any prescribed drug but not those that would be defined as illegal in the definitions above
   a. the student shall, within three (3) business days, obtain a written statement from their treating, licensed health care provider (MD, DO, HMD, ND/NMD, NP, or PA) stating that:
      i. the drug level is within prescribed limits.
      ii. the level does not indicate abuse.
      iii. the student’s use of the drug as prescribed will not interfere with safe practice in the clinical area.

   This statement must be provided to the Program Chair. If the statement is approved, then the test result will be deemed acceptable and not failed for these purposes.

   b. the failure of a student to provide the above statement or a health care provider’s inability to provide a statement meeting the requirements above shall be treated as a positive test for an illegal drug.

7. Students who refuse to submit to a “for-cause” drug test will not be allowed to return to any clinical setting pending conclusion of a full review by the Office of Dispute Management and Ethics and Compliance. The findings may result in dismissal from the nursing program and expulsion from the University. The results of a positive test for illegal drugs as defined herein or a refusal to undergo a required drug test will be reported to the applicable State Board of Nursing where required by the applicable State Board(s) of Nursing’s statute(s) or regulation(s).

8. Students must also adhere to any other additional policies prescribed by the clinical agency. It is the sole responsibility of the student to read and acknowledge the requirements of the clinical health care facility in addition to University policy.

9. All costs associated with the drug test, including any transportation costs to or from the drug testing facility, will be the responsibility of the student.

10. University of Phoenix, College of Nursing, and campus officials may be required to report all failed drug tests to each State Board of Nursing in which the student holds a nursing license or certificate. Campus officials shall report test results to all applicable State Boards of Nursing as described in the applicable Board’s statutes and/or regulations.

2.12 | Professional Standards for Degree Candidates in the College of Nursing

Candidates in the College of Nursing are subject to greater scrutiny because of their anticipated interactions with students, families, patients and clients in the community. These degree candidates participate in one or more clinical rotations, clinical, and/or preceptorships as part of their academic program. University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure degree candidates refrain from unsafe or unprofessional nursing practices. Candidates in the College of Nursing are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where the conduct may occur.

The following Professional Standards apply to Candidates in the College of Nursing Programs before, during, and after clinical rotations, clinical, and/or preceptorships. The Professional Standards address a candidate’s affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. Monitored behaviors may extend outside the classroom to off-site activities and locations when the candidate’s behavior infringes upon the reputation of University of Phoenix, College of Nursing.

The College of Nursing adheres to the broader nursing community’s ethical standards as well as additional professional standards put forth by the College of Nursing administration.
1. **University of Phoenix Student Code of Conduct**
   Guidelines for acceptable student behavior, including academic integrity, at University of Phoenix can be identified in the Student Code of Conduct, available in the academic catalog.

2. **American Nurses Association (ANA) Code of Ethics for Nurses**
   The College of Nursing adheres to the ANA Code of Ethics for Nurses. Students are expected to read, understand, and perform in compliance with this Code. Candidates can locate the ANA code of Ethics here: [http://www.nursingworld.org/codeofethics](http://www.nursingworld.org/codeofethics)

3. **Nurse Practice Act (by state)**
   Because nursing care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate nursing. Students are required to read, understand, and perform in compliance with their state’s nurse practice act. Candidates can locate this information here: [https://www.ncsbn.org/nurse-practice-act.htm](https://www.ncsbn.org/nurse-practice-act.htm)

4. **ANA Principles for Social Networking and the Nurse**
   ANA’s *Principles for Social Networking and the Nurse: Guidance for the Registered Nurse* provides guidance to registered nurses on using social networking media in a way that protects patients’ privacy and confidentiality and maintains the standards of professional nursing practice. A copy of the ANA Principles for Social Networking and the Nurse can be found here: [http://www.nursingworld.org/principles](http://www.nursingworld.org/principles)

5. The candidate is sensitive to community and cultural norms that pertain to the University classroom, clinical rotations, clinical, and/or preceptorships.

6. The candidate appreciates and values human diversity and shows respect for others’ varied talents and perspectives.

7. The candidate refrains from engaging in nursing practice for which the student has not been authorized or for which the student has not been educated/validated at the time of the incident.

8. The candidate refrains from disrupting the programs of the College of Nursing or its affiliates.

9. The candidate will participate in or complete clinical work consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified.

10. The candidate will adhere to College, Clinical, and Agency site policies and procedures.

11. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct or Professional Standards.

12. Candidates in the College of Nursing will assume responsibility for their own health as well as their own behavior.

13. Transportation: Candidates in the College of Nursing are responsible for personal transportation to and from health agencies and/or clinical sites.

14. Personal Electronic Devices: Candidates in the College of Nursing are responsible to be aware of and comply with agency policies regarding personal electronic devices.

A Candidate’s ability to satisfactorily meet the Professional Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management. When it is determined by faculty, campus staff, or campus management that a candidate falls short of meeting any of the above Professional Standards, they may file a “Referral Form” with the Program Chair, Regional or Campus Director of Academic Affairs, or designee. Any candidate who receives one or more referral(s) shall be counseled, remediated, or withdrawn from his/her program as appropriate.

Candidates who are separately charged with violating the University of Phoenix Student Code of Conduct shall also be subject to the policies, procedures, and sanctions issued by that office.

**Procedure for Processing Referral Forms**

The College of Nursing has instituted processes to ensure candidates are regularly evaluated by the faculty and have access to guidance and advisement on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate’s deficiencies and promote dialogue on how the candidate can improve and move forward in their program.

During the course of his/her program, faculty members, through a review of grades and dispositions, will monitor a candidate’s academic progress. The Program Chair (PC), Regional or Campus Director of Academic Affairs, or designee, will serve as the primary point of contact for remediation plans and/or Retention Committees.
A. First Referral
1. Upon receipt of a Notification of a Referral, the college appointed administrator will review the information presented, as well as gather any additional information relevant to the notification. The appointed administrator will forward a letter of referral identifying the student’s deficiencies in meeting the Professional Standards to the Office of Dispute Management (ODM) for review. Upon approval by ODM, the appointed administrator will then notify the student by letter of the referral, identifying the student’s deficiencies in meeting the Professional Standards.
   a. NOTE: The appointed administrator may convene a meeting of the Retention Committee if the reported conduct is deemed serious enough to warrant possible recommendation options available to the Retention Committee. (See Sections B and C below)
2. Upon receipt of the Notification of Referral letter, the student must respond in writing within ten (10) calendar days. Failure to respond may result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled. A student suspended solely for failure to respond will be reinstated to attendance upon successful completion of the Professional Standards process.
3. The appointed administrator and student will agree to a time/date when the student must meet with the appointed administrator or designee to discuss why the referral occurred and whether or not a formal remediation plan will be implemented.
4. The student must meet with the appointed administrator.
5. Failure by the student to meet with the appointed administrator within thirty (30) calendar days will result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled. A student suspended solely for failure to meet with the appointed administrator will be reinstated upon successful completion of the Professional Standards process.
6. The appointed administrator and student will meet for the purpose of discussing the referral and developing a remediation plan to assist the student in correcting identified deficiencies. The appointed administrator has final authority over the terms of the remediation plan. The student will be provided a written copy of the remediation plan.
7. The student will not be permitted to have representation by an attorney or any other third party at any time during the referral process.
8. The student is expected to maintain contact with the appointed administrator regarding progress in completing the remediation plan or challenges with completing the remediation plan. Failure to complete the remediation plan in the time prescribed will result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled and may result in an additional referral under the Professional Standards. A student suspended for failure to complete the remediation plan will be reinstated upon successful completion of the Professional Standards process.
9. The student will be notified in writing upon successful completion of the remediation plan.

B. Appointed Administrator Referrals, Second Referrals, and Multiple Referrals
1. The appointed administrator may refer students to the Retention Committee for conduct deemed serious enough to warrant possible recommendation options available to only the Retention Committee; all second referrals and students with more than two referrals will be referred to the Retention Committee.
   a. NOTE: Second and Multiple Referrals – Students receiving a second referral or multiple referrals due to failure to meet state-mandated requirements may be allotted additional referrals (the number of which will align with state expectations) prior to convening the RC.
2. Upon receipt of a Notification of a Referral, the appointed administrator will review the information presented, as well as gather any additional information relevant to the notification. The appointed administrator will then notify the student in writing of the referral and the convening of a Retention Committee, identifying the student’s deficiencies in meeting the Professional Standards. Notification shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the Retention Committee.
3. Upon receipt of the Notification of Referral with Retention Committee letter, the student must respond in writing within ten (10) calendar days. Failure to respond may result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled. A student suspended solely for failure to respond will remain suspended pending the decision of the Retention Committee.
4. After the student responds, the appointed administrator shall convene a meeting of the Retention Committee as described below.
5. The student will not be permitted to have representation by an attorney or any other third party at any time during the process.
6. The student will be notified in writing of the decision of the Retention Committee, including any right of appeal.

C. Retention Committee
1. The Retention Committee is comprised of the appointed administrator or designee and at least two (2) faculty members within the student’s College.
2. The appointed administrator and the student will agree to a time/date that the student must meet with the Retention Committee.
3. Failure by the student to meet with the Retention Committee within thirty (30) calendar days following receipt of the notification will result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled. A student suspended solely for failure to meet with the Retention Committee will remain suspended pending the decision of the Retention Committee.
4. The student must participate in a dialogue with the Retention Committee to discuss why the referral occurred and whether a formal remediation plan or withdrawal from the program shall be implemented. The Retention Committee members shall discuss with the student the issues or problems that appear to be hindering the student’s academic progress and the student is expected to provide insight regarding the referral and possible solutions.
5. The student will not be permitted to have representation by an attorney or any other third party during the process.
6. After meeting with the student, the Retention Committee members shall dismiss the student from the meeting prior to their deliberations on a recommendation. The Retention Committee shall make one of the following recommendations:
   a. Take no action;
   b. Institute a formal remediation plan; or
   c. Withdraw the student from the program.
7. The Retention Committee shall issue a summary report, generally containing findings and recommendations, to the college appointed dean, who has the ultimate authority to accept, reject, or modify the recommendations of the Retention Committee and render the decision.

D. Decision
1. Take No Action
   a. Upon a decision to take no action, the student will be notified in writing of the decision.
   b. A decision to take no action may be taken into consideration should the student receive any future referral.
   c. A decision to take no action is final and cannot be appealed.
2. Institute a Formal Remediation Plan
   a. Upon the decision that a formal remediation plan be instituted, the student will be notified in writing of this decision and directed to contact the appointed administrator.
   b. Upon notification, the student is expected to contact the appointed administrator within thirty (30) calendar days for the purpose of scheduling a meeting to develop a remediation plan to assist the student in correcting identified deficiencies. Failure by the student to meet with the appointed administrator within thirty (30) calendar days of notification may result in an additional referral under the Professional Standards.
   c. The student will not be permitted to have representation by an attorney or any other third party during the process.
   d. The appointed administrator has final authority over the terms of the remediation plan. The student will be provided a written copy of the remediation plan.
   e. The student is expected to maintain contact with the appointed administrator regarding progress in completing the remediation plan or challenges with completing the remediation plan. Failure to complete the remediation plan within the prescribed time may result in an additional referral under the Professional Standards.
   f. A recommendation decision by the Retention Committee to institute a formal remediation plan is final and cannot be appealed.
3. Program Withdrawal
   a. Upon decision that the student be withdrawn from the program, the student will be scholastically suspended and notified in writing.
      i. A student who does not successfully complete the student teaching, clinical, internship or field experience within two (2) attempts will be withdrawn from the program and scholastically suspended without going through the Retention Committee.
   b. The student notification of program withdrawal and scholastic suspension will inform the student of the right to appeal this decision to the Central Administration Appeals Committee by filing a written statement within ten
(10) calendar days of receipt of the decision. The notification will provide the student with information on submitting such appeal.

- If no appeal is filed within ten (10) calendar days of receipt of the decision, the program withdrawal becomes a final decision, the student will remain scholastically suspended, and there is no further appeal.

E. Central Administration Appeal Committee

1. The Central Administration Appeals Committee, facilitated by the Office of Dispute Management (ODM), is generally comprised of the Dean from the appropriate college, an Assistant or Associate Dean from the appropriate college or designee, and a Vice Provost of Academic Affairs or designee.

2. The Central Administration Appeals Committee will review information provided by the campus, which shall consist of any information considered by the Retention Committee and the student’s statement of appeal.

3. The Central Administration Appeals Committee shall make one of the following decisions:
   a. Reject the withdrawal and remand back to the campus to reinstate into the program and remediate if applicable; or
   b. Uphold the program withdrawal.

4. Students are not entitled to representation by an attorney or any other third party at any point in the process. If the violation involved allegations of sexual assault, domestic violence, dating violence or stalking, then the Accused and the Accuser are entitled to the same opportunity to have others present during a disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.

5. The student will be notified in writing of the Central Administration Appeals Committee decision.

6. The decision of the Central Administration Appeals Committee is final.

2.13 | Scholastic Disqualification

Students who receive a non-passing grade in a nursing core course will be required to meet with the PC, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

For students signing an enrollment agreement 10/1/2015 or later:

Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be scholastically suspended and permanently withdrawn from their nursing program.

2.15 | Restricted States

University of Phoenix, College of Nursing programs are only approved in select states. If at any point in the program you move to another state, your ability to progress in the program could potentially be impacted. Please contact your Academic Counselor immediately if you plan to move. Additionally, if you are in a program with required clinical hours and you are a traveling nurse, your progression could potentially be impacted. Please contact your assigned Clinical Coordinator or your Academic Counselor immediately for advisement if you are a traveling nurse.
Section 3: LPN/LVN - BSN Program (v.003 and 004)

3.1 | Program Overview

Program Description & Purpose

The Bachelor’s of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse’s role as a researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems.

The Licensed Practical Nurse/Licensed Vocational Nurse to Bachelor of Science in Nursing is a pre-licensure program designed for licensed vocational/practical nurses in good standing who wish to pursue licensure as a registered nurse (RN) and earn a Bachelor of Science in Nursing. The program builds on the basic education, skills, and experience of the practical nurse transitioning to the professional nursing role. Graduates are eligible to apply to sit for the National Council Licensure Examination for Registered Nurses upon completion of the program.

*The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Version 3 overview

Total Credit Hours: 120 Credits
Program Length: 215 weeks
Graduation Requirements:
1. Complete 120 credits: 63 upper division and 57 lower division
2. Achieve minimum grade point average (GPA) of 2.5
3. C or better in all required core courses
4. Successful completion of virtual ATI (VATI) and approval from VATI education coach
5. Meet the residency requirements of 57 credits through University of Phoenix
6. Complete all required coursework within 8 years

Version 4 overview

Total Credit Hours: 120 Credits
Program Length: Approx. 211 weeks
Graduation Requirements:
1. Complete 120 credits: 63 upper division and 57 lower division
2. Achieve minimum grade point average (GPA) of 2.5
3. C or better in all required core courses
4. Successful completion of virtual ATI (VATI) and approval from VATI education coach
5. Meet the residency requirements of 57 credits through University of Phoenix
6. Complete all required coursework within 8 years

Student Learning Outcomes

By the end of the program, students will be able to:

1. Demonstrate evidence-based holistic patient-centered care that reflects knowledge of the health-illness continuum.
2. Implement appropriate health promotion and disease prevention strategies for diverse individuals, families and populations across the life span.

3. Demonstrate professional standards of moral, ethical, and legal conduct in health care industry.

4. Apply leadership and organizational principles that promote safe health care delivery and nursing practice.

5. Incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.

6. Integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.

7. Utilize interprofessional care coordination strategies to promote quality patient care.

**Industry Aligned/Professional Standards**

- NCLEX-RN® Test Plan
- *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008)
- QSEN Pre-licensure KSA competencies (Knowledge/Skills/Attitudes)
- Incorporates elements of ANA Practice Codes and Ethics

3.2 | Admission, Progression and General Education Requirements

The academic catalog contains the most up-to-date version of program admission, progression, and general education requirements. Students who are not enrolled can view academic catalogs at [https://www.phoenix.edu/programs/degree-programs/academic-catalog.html](https://www.phoenix.edu/programs/degree-programs/academic-catalog.html).

Students who are enrolled can view their applicable academic catalog on the program tab of eCampus.

3.3 | Progression Assessments and Examinations

**Overview**

University of Phoenix (UOPX) offers students valid and reliable practice tests in each of the major clinical content areas, with the final examination given in the final course. Each test assesses the student’s knowledge similar in format to the NCLEX-RN® Examination.

The College of Nursing uses proctored testing in all clinical and specialty courses to provide students with enhanced NCLEX-style testing experiences. The testing tools used throughout the program have multiple methods of assessment and practice activities for improvement including:

- Assessment indicator for knowledge in specific content areas
- Critical thinking
- Learning style identifier for improved study
- Online tutorials which include hints and a talking glossary
- Online practice testing
- Proctored testing for the major content areas (tested after each area of specific content)
**ATI Proctored Testing throughout the nursing program**

Specialty content courses, especially courses with clinical components, include NCLEX-style proctored examinations at the end of the course during the Assessment Period Break (APB). These courses include the specialty areas of Medical-Surgical Nursing, Maternal-Child Nursing, Pediatrics, Mental Health, and others throughout the nursing curriculum. The APB is scheduled after course completion and is used to demonstrate content proficiency with the ATI proctored examination. A remediation plan is developed based on the results of the proctored examination.

Students are highly encouraged to utilize the practice questions and practice tests throughout the nursing program. These practice questions and tests can be accessed during the course, using both course aids provided through the University of Phoenix College of Nursing and personal resources of the student. Other resources may be used by students and faculty to assist in the development of a remediation plan when necessary.

ATI provides questions and assessments for student practice. Other resources may be available to the student through the UOPX Library. Students can purchase additional NCLEX-style examination products if desired or recommended by the faculty.

Practice with NCLEX-style questions and examinations is to be continued until the student demonstrates proficiency in the area of content (approximately 85% or higher on practice assessments). Continued practice on questions and examinations is extremely important in order to obtain an adequate score on the proctored assessment administered at the end of each specialty content course, as well as on the ATI RN Comprehensive Predictor Examination taken in the final course (NSG/480 for v3; NSG/481 for v4). The proficiency practice assessments are shared with faculty for review and discussion. Students have a maximum number of two attempts for each ATI proctored comprehensive assessment. The grading rubric for each ATI comprehensive examination is included in each course syllabus and included in each course syllabus.

**Capstone Course Proctored Examination**

The capstone courses (NSG/470 and NSG/480 for v3 OR NSG/471 and NSG/481 for v4) provide opportunities for students to analyze and synthesize content and experience from all nursing courses. These courses allow the student to prepare and practice for the national licensure examination for registered nurses.

Students have two opportunities to take the ATI RN Comprehensive Predictor Examination, a predictor of NCLEX passing probability. The first proctored NCLEX predictor assessment is scheduled near in the NSG/470 or NSG/471 course (pretest) and the second is scheduled near the completion of NSG/480 OR NSG/481 (post-test). Students should be prepared to take this test to the best of their ability so the remediation plan can accurately identify deficit areas study.

At the conclusion of the first proctored assessment, students receive a score that predicts the success of passing the NCLEX-RN® licensure examination. The ATI exam attempts to predict the probability of passing the NCLEX-RN® based on the score students achieve on the ATI exam. Students must pass the NCLEX-RN® in order to become a licensed nurse.

The ATI RN Comprehensive Predictor Examination score is calculated as a portion of the student’s NSG/481 grade. Students must complete the tests within University grading policy and time requirements. Course faculty will provide students with the campus testing times and locations.

**Pre- and Posttest Grading for ATI Comprehensive Predictor Examination**

The ATI Capstone Content Review will include two proctored ATI Capstone comprehensive assessments and 7 weeks of content review. Virtual-ATI pre-graduation review work will include completion of Test-Taking Strategies module,
Fundamentals module, Pharmacology module, and beginning Medical-Surgical module. A remediation plan is developed for all students with the course faculty in order to prepare for the NCLEX-RN® examination. Remediation prior to the retake examination is provided to help students focus on specific areas of concern and receive a passing grade on the posttest. Students are required to continue to review and complete Virtual-ATI in the weeks after the course completion.

**ATI Proctored Testing and Remediation Expectations**

Student Expectations for Proctored Assessments

- Take the test seriously and give it your best effort. The purpose of the assessment is to predict how you will perform on the NCLEX-RN® examination so use it as a tool to get you properly prepared.
- Understand guided remediation is a mechanism to concentrate on specific areas of self-study. Remediation allows faculty to provide you with targeted resources to improve performance in areas of deficit.
- Meet with faculty to discuss areas of concern and develop strategies for how to improve them.
- Come prepared to present to faculty a success plan to include time management techniques, weekly study plans, supplemental resources, a statement of consequences if a lack of planning and study and any other items that would be beneficial to the success plan.
- Utilize tools available for study and review. Work with program faculty to decide which resources are best for you.
- Complete non-proctored examinations at home and aim to score at least 85%. Print results and share with faculty.

Faculty Responsibilities for Proctored Assessments

- Review ATI information, orientation resources and navigate through the orientation material for students.
- Review online modules including written, video, and other forms of materials for content areas.
- Develop a comprehensive understanding of the practice and proctored assessments.
- Review the educator implementation guides (EIG) - found on the faculty home page to provide successful ATI integration.
- Review the group reports prepared for the class to determine strengths and deficits in content.
- Develop a methodology for the use of assessments, (i.e. individual performance profile(s) to develop active learning/remediation where the student has not learned or fully understood content.
- Review the time and duration that the student(s) have spent in assessment, focused reviews and tutorials.
- Review policy and grading rubric with students.
- Most importantly, it is expected that faculty will help contribute to student success through one on one engagement, guidance, and coaching.

*Portions of this policy were adapted from the ATI Policy and Procedure and have been used with permission

**Re-entry**

Students re-entering the P/VN/BSN program cannot re-enter into a clinical course less than 30 days prior to the course starting. In some cases, the clinical rotations for the course were secured months in advance which would may require the student to wait until the next available clinical rotation. Re-entry Advisors and Academic Counselors must work with campus program staff to provide the student with an acceptable re-entry date/plan.

NOTE: This program is no longer accepting new enrollments or re-enrollments
3.4 | Clinical Experience Requirements

Students must successfully complete both the didactic and clinical experience requirements of the LPN/LVN to BSN program, including theory, direct-contact clinical activities, simulation activities completed in lieu of direct-contact clinical activities*, and supplemental lab activities.

The LPN/LVN to BSN program includes clinical experience hours, spread out over 10 courses (see tables below). Students may not progress from one course to another prior to completing the clinical experience requirements of the preceding course, including both direct contact clinical activities and simulation activities completed in lieu of direct contact clinical activities*. Clinical experience courses may not be taken concurrently with any other course due to the intensive nature of nursing and clinical experience courses. Failure to complete all clinical experience requirements of a program course will result in a failing course grade. The program, in its entirety, must be successfully completed to graduate.

*Please note that simulation activities completed in lieu of direct-contact clinical activities should not be confused with supplemental lab activities. The former must be completed as if it were a direct-contact clinical activity, including the completion of all hours and logs; whereas, supplemental lab time is treated like any other classroom learning activity assignment. Please note that not all states allow simulation activities to be completed in lieu of direct-contact clinical activities.

### Version 3

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<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
<th>Weeks</th>
<th>Clinical Experience Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG/330</td>
<td>Physical Assessment</td>
<td>4</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>NSG/340</td>
<td>Medical/Surgical Nursing I: Acute</td>
<td>5</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>NSG/450</td>
<td>Epidemiology and Global Health</td>
<td>3</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>NSG/410</td>
<td>Psychiatric and Mental Health Nursing</td>
<td>3</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>NSG/430</td>
<td>Evidence-Based Practice and Information Tech in Health Care</td>
<td>4</td>
<td>7</td>
<td>15</td>
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<tr>
<td>NSG/435</td>
<td>Maternal - Child Nursing</td>
<td>4</td>
<td>7</td>
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</tr>
<tr>
<td>NSG/420</td>
<td>Community and Family Nursing</td>
<td>3</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>NSG/440</td>
<td>Pediatric Nursing</td>
<td>4</td>
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<td>60</td>
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<tr>
<td>NSG/345</td>
<td>Medical/Surgical Nursing II: Complex and Geriatrics</td>
<td>5</td>
<td>9</td>
<td>75</td>
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<tr>
<td>NSG/470</td>
<td>Nursing Leadership and Management</td>
<td>4</td>
<td>7</td>
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<tr>
<td>Total CORE</td>
<td></td>
<td>39 credits</td>
<td>68 weeks</td>
<td>510 hours</td>
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</table>

### Version 4

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
<th>Weeks</th>
<th>Clinical Experience Hours</th>
</tr>
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<tbody>
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<td>Health Assessment</td>
<td>4</td>
<td>6</td>
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<tr>
<td>NSG/341</td>
<td>Care of the Medical-Surgical Patient</td>
<td>6</td>
<td>10</td>
<td>80</td>
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<tr>
<td>NSG/347</td>
<td>Care of the Medical-Surgical Patient II</td>
<td>6</td>
<td>10</td>
<td>80</td>
</tr>
<tr>
<td>NSG/436</td>
<td>Care of the Maternal-Child Patient</td>
<td>4</td>
<td>5</td>
<td>55</td>
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<tr>
<td>NSG/441</td>
<td>Care of the Pediatric Patient</td>
<td>4</td>
<td>5</td>
<td>55</td>
</tr>
<tr>
<td>NSG/411</td>
<td>Care of the Mental Health Patient</td>
<td>4</td>
<td>6</td>
<td>45</td>
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<tr>
<td>NSG/447</td>
<td>Care of the Complex Medical-Surgical Patient</td>
<td>6</td>
<td>10</td>
<td>80</td>
</tr>
<tr>
<td>NSG/452</td>
<td>Public and Global Health</td>
<td>4</td>
<td>6</td>
<td>45</td>
</tr>
<tr>
<td>NSG/421</td>
<td>Care of the Family and Community</td>
<td>4</td>
<td>6</td>
<td>45</td>
</tr>
</tbody>
</table>
For the majority of clinical experience activities, campus nursing administrators notify the student cohort of the anticipated dates for clinical facility rotations, and notify the cohort of the date, time, and place for simulation experiences. The Program Chair or designee contacts the cohort to discuss clinical experience expectations, outcomes, and placements at least three to four weeks prior to the clinical experience. The group calendar indicates the dates of the course; however, the date of clinical experiences may not occur on the same day of the week as the class date.

However, three of the courses above (NSG/450, NSG/420, and NSG/470 for v3 OR NSG/452, NSG/421, and NSG/471 for v4), contain clinical experience hours that students must arrange for themselves. Students will participate in clinical experiences during these courses, which require direct contact with the community, families, and/or approved clinical agencies.

**Clinical Site Selection**

Students must identify and contact agencies to determine if they can provide appropriate experiences that will fulfill clinical objective and have availability for them to complete their hours. Direct-contact hours may be completed in a health care delivery setting, generally referred to as an agency, facility, or clinical site.

Six to nine weeks prior to NSG/452 OR NSG/450, the College will provide the student with a list of approved locations at which their clinical hours may be conducted and instructions on how to select and contact agencies. It is in the student’s best interest to contact agencies as soon as possible to ensure placement availability.

In the event a student is unable to find a suitable placement from the list of approved locations, they may select other clinical facilities, provided these agencies are able to deliver experiences that fulfill the clinical objectives. Students must find out whether the agencies they are selecting require an affiliation agreement. Please refer to the Affiliation Agreements section below for more information.

**Affiliation Agreements**

The College must sign an affiliation agreement before permitting a student to begin clinical activities. An affiliation agreement is a legal contract between the University and an outside health care agency for the purpose of allowing students to complete clinical activities. Each affiliation agreement is unique to that particular agency. The agency may use the University’s standard agreement or provide their own (a non-standard agreement.) If the agency uses the University’s standard agreement, processing time is relatively short and may be completed within six weeks. If the use of a non-standard agreement is required, processing time could take up to five months. **Therefore, it is imperative that students attempt to seek placement in a clinical site from the list provided to them.**

Clinical placements are subject to the availability of cooperating agencies, agency personnel, dates and times, and patients. Students will be withdrawn, not be permitted to progress in the program, or may be suspended if placements are unavailable due to conflicts with the affiliation agreement or agency policy and requirements.

In the event a student still wishes to pursue a new affiliation agreement, they should contact the Program Chair of their local campus. Affiliation agreements must be fully executed (signed by both parties) prior to beginning any clinical course. Students may not complete any clinical activities in these courses while awaiting finalization of an affiliation agreement, which may delay graduation.

**Consent and Release Documentation**

Students may be required to complete clinical experiences in a laboratory setting where they perform noninvasive assessment skills on one another. Students may also participate in community health experiences (e.g., health fairs, collaborative health events, etc.) or otherwise engage in direct contact with individuals or members of a family. In situations such as these, participants will be expected to sign a consent and release of liability form. These waivers are located in ACEMAPP, the clinical tracking system.

Under no circumstances may members of the student’s family participate in these experiences.
**Required Clinical Facility Clearance Documentation**

Students must meet the University and clinical agency requirements at least 30 days prior to entry into the clinical facility, and must maintain all requirements throughout the program. Students are expected to meet the same physical and mental standards as clinical agency employees. Consequently, affiliation agreements often have conditions that outline standards that must be met prior to beginning a clinical experience at that site. Students are responsible for ensuring they meet these standards. Any additional background or other clearance documentation required by the facility, must be provided by the student at his or her own expense. Immunization and certification documentation (see General Policies section), as well as all agency requested documentation will be collected by the Program Chair or designee for inclusion in the student’s individual compliance file. This information must be collected and documented prior to the end of the first required core course to meet the requirements of clinical placement. If the agency requires additional agency-specific documentation, the student must provide that information prior to placement.

**Clinical Preparation**

**Clinical Setting Orientation**

An agency clinical orientation will be provided to students to ensure they feel comfortable in their new environment. The clinical instructor will review all appropriate policies and procedures and provide a tour of the facility prior to beginning clinical rotations.

**Required Materials**

Students must come to clinical prepared with the following:

- Completed pre-clinical preparation paperwork, as assigned, which may include the following:
  - Patient care plan (see student resources for the Patient Care Plan template)
  - Case study
  - Stethoscope
  - Pen light
  - Watch with a second hand
  - University of Phoenix photo ID badge
  - Nursing drug reference (not a physicians’ desk reference)

Failure to meet the above requirements may result in a student’s removal from the clinical environment.

**Clinical Assignments**

Each week during the clinical courses, students will be given a specific patient assignment in the clinical agency in which they are assigned. During orientation, students will review how assignments are to be made and posted. Based on the type of agency and turnover of patients, the timeframe for posting assignments may vary.

The clinical instructor or agency representative will make student assignments. The clinical instructor or agency representative will consider the condition of the patient, as well as the student’s skill level, knowledge level, personal learning needs, and physical and emotional status when making assignments. Students are required to read the patient’s medical record for pertinent medical and environmental information and must maintain patient confidentiality (HIPAA) at all times. The clinical instructor will discuss the patient assignment with the student and advise the student of what to reasonably expect when caring for the patient, in advance of providing care.

**Clinical Assignment Restrictions**

- **Central lines**: Students will not remove or calibrate central lines (pulmonary artery catheters, multi-lumen catheters, or peripherally inserted central catheters), arterial lines, or pacemaker wires.
- **Cardiac monitors**: Students will not be responsible for adult electrocardiogram interpretation and/or fetal cardiac monitor interpretation. They must remind unit staff of this when caring for patients on cardiac monitors. However, students should actively seek observational experience of cardiac monitors and the patient’s cardiac rhythm.
- **Orders**: Students will not take verbal orders, either face-to-face or via telephone.
- **Medications**: Students must always be supervised by the clinical instructor when administering medications, initiating peripheral intravenous access, peripheral intravenous flush with saline, and the hanging of non-mediated intravenous solutions.
**Clinical Logs and Agency Documentation of Activities**

**Clinical Logs**
Completed clinical logs are required of students to demonstrate appropriate clinical experience activity and hour completion. Clinical Time Logs will be completed in the College of Nursing clinical tracking system, ACEMAPP. Faculty are responsible for validating student hours and activities. This evidence is essential to ensuring the student has satisfactorily completed the board of nursing approved curriculum. Students that fail to complete the appropriate activities, hours, or upload the logs on a timely basis will receive an “F” grade in the course, without exception.

Activities that do not count toward clinical experience hours include:

- Preparation time (library and research)
- Writing or typing class papers
- Travel to and from clinical agencies
- Reviewing videos (unless part of agency orientation or required by the clinical instructor)
- Attending in-service classes outside of the clinical rotation
- Remediation, including the use of learning system tests or modules
- Performing duties that are part of your employment

**Agency Documentation**
Students will document all nursing care provided for their patients using the agency’s designated format. This includes nurses’ notes, flow sheets, intake and output records, graphic records, and any specialty forms the agency requires. The clinical instructor or agency staff will provide students with an orientation to the agency’s documentation system.

The clinical instructor will check student documentation in the nurses’ notes before they are entered in the patient’s medical record. Clinical instructors may be responsible for signing off on student charting depending on agency protocol. Students will identify themselves and sign as follows: “UOPX LPN to BSN student” or “UOPX LVN to BSN student.” As the agency staff remains ultimately responsible for patient care, agency staff will review student documentation. The staff should document differences, agreement, or additional information they deem necessary.

**Clinical Evaluation**

**Evaluation of Students**
Clinical instructors will provide students with constructive performance feedback through summative evaluations and/or use of the Clinical Evaluation Tool (CET) designed for each specific course.

**Summative evaluations**: Summative evaluations are periodic written comparisons of student performance to specific benchmarks. Strengths and areas for improvement will be highlighted, as needed.

**Clinical Evaluation Tool**: This tool is used in all clinical courses. The Clinical Instructor completes this evaluation throughout the clinical rotation and uploads into ACEMAPP at the end of the course.

**Serious Performance or Professional Behavior Issues**
Students who make a serious performance error, violate patient safety care rules, or otherwise engage in nonprofessional behavior, such as deviance from the Professional Standards (see General Policies and Standards section), will be removed from the patient care area. Students who are removed from the patient care area may not return until explicitly told to so by the PC or designee, following an investigation of the reason for the dismissal.

**Clinical Agency and Instructor Evaluation by Students**
At the conclusion of each clinical experience, students will have the opportunity to evaluate their clinical instructor and the clinical agency.

**Clinical Absences**
The board of nursing approved curriculum reflects the appropriate number of designated clinical, lab, and simulation (CL&S) hours required by students to satisfactorily complete the program. Consequently, students must complete all CL&S hours required by their degree program and may not progress from one course to another prior to completing the required hours of the preceding course. Failure to complete all required CL&S hours of a program course will result in a failing course grade.
Students are provided with advance notice of CL&S expectations (see Clinical Placement above) and are expected to complete all hours as scheduled. It is imperative that students adhere to the scheduled dates and times of CL&S activities, as alternative dates and times may not be available. Students must be able to accept any scheduled activities, including those taking place during day, evening, night, and weekend shifts.

Absences will not be preapproved/prearranged. In the event a student needs to make-up clinical hours, they must contact the Clinical Coordinator to request an accommodation as soon as possible following their absence. Though every effort will be made to fulfill the student’s request, there is no guarantee that an alternative arrangement can be made prior to the start of the next course or at all. Therefore, students should take care not to miss assigned CL&S hours.

**Things to Know Before You Go**

**Professional Dress Policy**
The official uniform of students in the LPN/LVN to BSN program is a maroon scrub top with the white embroidered University logo and maroon scrub pants. This uniform must be worn in acute care settings, simulation lab, and during skills learning and practice. Campus staff will provide vendor information.

A white lab coat may be required in some settings. Attire may be altered as determined by the standards of each clinical agency.

In community settings, wear conservative, modest, professional attire, or a maroon scrub top and maroon scrub pants with appropriate flat or low-heeled, closed-toe shoes.

Additionally, campus nursing administrators will provide a University photo identification badge which must be worn in a visible area above the waist. The identification badge may only be worn during clinical activities. Agency identification badges may also be required in addition to the University ID badge.

Students are expected to adhere to the following general guidelines for attire when in the clinical setting:

- Wear clothes that are clean, neat, and ironed, without obvious wrinkles. Never use colored undergarments that are visible through the uniform.
- Hair must be clean, neat, and a natural/conservative color. It must be worn off the collar and off the face.
- No hand jewelry--other than a wedding ring, engagement ring, and wristwatch--is allowed.
- You may wear one pair of small post earrings in pierced ears, if desired. No other body piercing jewelry is to be visible.
- Any makeup must be subtle and natural looking.
- Any facial hair must be clean, neat, and a natural color.
- Maintain personal hygiene; bathe daily and use a deodorant to ensure freedom of offensive body odor or cigarette smoke-related smells.
- Never apply cologne, after-shave lotion, or perfume prior to or during the clinical experience.
- Neutral and solid colored socks or nylons are required.
- Neutral and solid colored, puncture resistant shoes are required.
- Fingernails must be clean and short. Nail polish, artificial fingernails, and artificial tips are not permitted.
- Tattoos must be covered.

Follow any additional agency requirements, as applicable. Please note: smoke breaks are not allowed during clinical experiences.

Students who fail to meet professional dress requirements, may be removed from the clinical setting, which could result in delayed program progression.

**3.5 | Simulation Learning Center**

**Simulation Learning Centers**
In some courses, the University provides labs and simulation experiences. These may include virtual, immersive, or task and
skill training. These environments provide the nursing students the practice of applying concepts and knowledge learned to realistic clinical situations.

Virtual experiences offer the student the flexibility of completing cases and scenarios in an online environment at any time. These may utilize 3-D graphical representations of rooms, patients, and tools to create problems or concepts for the student to experience or solve. They can usually be completed in a computer lab or from the student’s Internet-accessible computer.

Task and skill training can utilize various types of anatomical models and mannequins to practice hands-on skills. The students work with equipment including, but not limited to, beds, intravenous pumps, mannequins, supplies, and simulated medications in the simulation centers. Immersive simulation provides students with the unique opportunity to experience realistic situations where they can reflect and improve their clinical reasoning and skills, as well as make mistakes in a safe environment. These simulations strive to create an environment so real that the student feels like they are taking care of an actual patient.

Each simulation center has a Simulation Manager or Program Chair who oversees daily operations of the center and can act as the point of contact for additional questions.

Preparation for a Simulation or Lab Experience

Students will be notified at least two weeks in advance when they need to attend a simulation or lab experience. These days are sometimes scheduled within a specific sequence to coordinate with clinical and classroom schedules.

The Simulation Center should be treated like a clinical experience. This includes all adhering to clinical dress code guidelines and bringing all clinical tools, such as a stethoscope, to the simulation. The students are held to the student code of conduct and professional standards as outlined previously.

Confidentiality is important in the simulation center. Students should not share information about the simulation or other student’s performances outside the experience. In some cases, students will be asked to sign confidentiality agreements before the day begins. Visitor and observer access to simulation experiences are limited and must be requested prior to the event. In some cases, simulations are recorded and reviewed during the debriefing process. These recordings are kept only as long as needed for debriefing and research, and may only be used for other purposes after receiving consent from all simulation participants.

The student will receive an orientation to the equipment and supplies for each simulation experience. Students should take advantage of the time to familiarize themselves with the equipment and understand the layout of the lab so simulation experience time can be maximized for learning.

Immersive simulation is a process that includes pre-briefing, facilitation of a scenario, and debriefing of the experience afterward. In pre-briefing, information and materials are shared and discussed with the students to prepare them for the scenario. The student will then experience the scenario while peers view from another location. Finally, the most important part of the immersive simulation experience is the debriefing that takes place after a student completes the live scenario. During this time, the students and observers reflect on their performance and clinical reasoning through video review and peer group discussion. This provides the opportunity to identify best practices performed and areas for improvement and professional growth. Each debriefing session includes a trained debriefer and subject matter expert.

After Simulation

When the simulation experience is complete, students may be asked to complete evaluations of their experience as a way of giving the administration feedback for future improvements. It is important to remember to maintain a clean and organized space when preparing to leave for the day or evening.

Simulation provides students with clinical cases that may not be experienced during the clinical rotations. It provides structured practice for skills, communication, collaboration, and integration of classroom content with care of the patient. Simulation allows for mistakes in a safe environment, and time to reflect on these issues with peers and faculty.
3.6 | Licensure Disclosures

State licensure information can be found at [https://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html](https://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html)

Disclaimer: This summary of state licensure requirements is provided as a reference tool for our registered nursing candidates. Every effort is made to ensure this information is accurate and up-to-date. However, as licensing requirements are subject to change at any time, candidates are responsible for regularly checking with their state’s nursing board (provided above) for licensure requirements.
**Section 4: RN - BSN Program (v. 016)**

**4.1 | Program Overview**

**Program Description**
The Bachelor of Science in Nursing (RN-BSN) program is designed to expand the professional knowledge of registered nurses by building on previous education and practice experiences. The RN-BSN program provides a foundation for development of evidence-based interdisciplinary nursing practice with an emphasis on holistic care of the patient, families, and communities. Using Watson’s Human Caring framework, the RN-BSN program enhances the role of the professional nurse as practitioner, educator, and leader by integrating our core values which include Caring, Professionalism, Quality and Safety, Communication, and Collaboration. The RN-BSN curriculum incorporates concepts of information technology, care coordination, and nursing research processes, to prepare graduates for new and innovative ways to improve health care.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

- **Total Credit Hours**: 120 Credits
- **Program Length**: 200 weeks
- **Graduation Requirements**:
  - Complete 120 credits (47 General Education/40 Lower Division Nursing/33 Required Course of Study)
  - A minimum of 33 upper division credits / maximum of 87 lower division credits
  - Achieve minimum grade point average (GPA) of 2.0
  - Achieve minimum grade requirements
  - Meet program residency requirements

**Student Learning Outcomes**
By the end of the program, students will be able to:

1. Demonstrate evidence-based holistic patient-centered care that reflects knowledge of the health-illness continuum.

2. Implement appropriate health promotion and disease prevention strategies for diverse individuals, families and populations across the life span.

3. Demonstrate professional standards of moral, ethical, and legal conduct in health care industry.

4. Apply leadership and organizational principles that promote safe health care delivery and nursing practice.

5. Incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.

6. Integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.

7. Utilize interprofessional care coordination strategies to promote quality patient care.

**Industry Aligned/Professional Standards**
- The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)
- QSEN Pre-licensure KSA competencies (Knowledge/Skills/Attitudes)
- Incorporates elements of ANA Practice Codes and Ethics
4.2 | Admission, Progression and General Education Requirements

The academic catalog contains the most up to date version of program admission, progression and general education requirements. Students who are not enrolled can view academic catalogs at [https://www.phoenix.edu/programs/degree-programs/academic-catalog.html](https://www.phoenix.edu/programs/degree-programs/academic-catalog.html).

Students who are enrolled can view their applicable academic catalog on the program tab of eCampus.

**Restricted States**

University of Phoenix, College of Nursing programs are only approved in select states. If at any point in the program you move to another state, your ability to progress in the program could potentially be impacted. Please contact your Academic Counselor immediately if you plan to move. Additionally, if you are in a program with required clinical hours and you are a traveling nurse, your progression could potentially be impacted. Please contact your Academic Counselor immediately for advisement if you are a traveling nurse.

4.3 | Practice Learning Experience Requirements

Students must successfully complete both the didactic and practice learning experience requirements of the BSN program, which can include theory, clinical practice or practice learning activities, simulations, labs, etc. The BSN program includes 90 practice learning experience hours, with two courses consisting of 45 hours each. Students may not progress from one course to another prior to completing the practice learning experience requirements of the preceding course. Failure to complete all practice learning experience requirements of a program course will result in a failing course grade. The program, in its entirety, must be successfully completed to graduate.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
<th>Weeks</th>
<th>Practice learning Experience Hours</th>
</tr>
</thead>
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<tr>
<td>NSG/482 or NSG/482CA</td>
<td>Promoting Healthy Communities</td>
<td>3</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>NSG/486 or NSG/486CA</td>
<td>Public Health: Health Promotion and Disease Prevention</td>
<td>3</td>
<td>5</td>
<td>45</td>
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<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>33</strong></td>
<td><strong>55</strong></td>
<td><strong>90</strong></td>
</tr>
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</table>

All practice learning experiences of the RN to BSN program focus on health promotion and preventative care for individuals, families, and communities, as well as the application of public health principles. Students who are residents of California must complete on-site clinical experiences during NSG/482CA and NSG/486CA in public health settings in California.

- Activities that do not count toward clinical experience hours include:
  - Preparation time (library and research)
  - Writing or typing class papers
  - Travel to and from clinical agencies, family homes
  - Reviewing videos (unless part of an agency orientation, limited to 4 hours)
  - The windshield survey assignment
  - Attending in-service classes outside of clinical time
• Performing duties that are part of your employment

All practice learning activities build upon the acute care experience of the student’s prior nursing education and provide an opportunity to apply concepts and skills to real-world situations. During these experiences, students will utilize Watson’s theory of human caring to operationalize the professional nursing role. Students will be expected to function independently as they complete the practice learning experience activities specified in course materials.

<table>
<thead>
<tr>
<th>Types of Experiences/Activities</th>
<th>CA BSN</th>
<th>All Other Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Learning Activities</td>
<td></td>
<td></td>
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</tbody>
</table>

Please note: Clinical experience courses may not be taken concurrently with any other course due to the intensive nature of nursing and clinical experience courses. California students may not repeat any clinical activities from prior education or complete clinical hours in an acute care setting. Furthermore, family members may not be used for any clinical activities.

It is imperative that students plan for additional time each week during these courses to complete clinical assignments. Under no circumstances can clinical hours be completed during regular work hours.

**Clinical Site Selection (CA Students only)**

As noted above, students who are residents of California must complete clinical experiences in public health settings in California. Therefore, students must select appropriate locations at which to complete their hours. Direct-contact hours may be completed in a health care delivery setting, generally referred to as an agency, facility, or clinical site. Please note that Skilled Nursing Facilities, regular Home Health agencies, and web-based learning are not considered appropriate settings and activities.

Six to nine weeks prior to the clinical courses, the College will provide the student with a list of approved locations at which their clinical hours may be conducted and instructions on how to select and contact agencies. It is in the student’s best interest to contact agencies as soon as possible to ensure placement availability.

In the event a student is unable to find a suitable placement from the list of approved locations, they may select clinical facilities of their own choosing, provided these agencies are able to deliver experiences that fulfill the clinical objectives.

When a student wants to complete activities and hours in a health care delivery setting, they must obtain permission to do so by securing either a fully executed affiliation agreement or a signed agency permission form, whichever the agency prefers. It is the student’s responsibility to find out which process the agencies they are selecting prefer. The RN to BSN is a post-licensure program; therefore, affiliation agreements are not required unless agencies require one. Obtaining an affiliation agreement can take some time to fully execute. If an agency requires an affiliation agreement, the agency may still be used, assuming the agreement can be executed in time to conduct clinical experiences. Please refer to the affiliation agreement process below for more information. Likewise, further information on executing an agency permission form can be found below.

**Affiliation Agreement Process**

Some clinical sites require the College to sign an affiliation agreement before they permit a student to begin clinical activities. An affiliation agreement is a legal contract between the University and an outside health care agency for the purpose of allowing students to complete clinical activities. Each affiliation agreement is unique to that particular agency. The agency may use the University’s standard agreement or provide their own (a non-standard agreement.) If the agency uses the University’s standard agreement, processing time is relatively short and may be completed within six weeks. If the use of a non-standard agreement is required, processing time could take up to five months. Therefore, it is imperative that students attempt to seek placement in a clinical site from the list provided to them or a site that does not require an affiliation agreement.

Clinical placements are subject to the availability of cooperating agencies, agency personnel, dates and times, and patients.
Students will be withdrawn, not permitted to progress in the program, or may be suspended if placements are unavailable due to conflicts with the affiliation agreement or agency policy and requirements.

In the event a student still wishes to pursue a new affiliation agreement, they should contact the Program Chair if attending a local campus. Online students should provide the information below to HealthSciencesandNursing@phoenix.edu. The College will contact the agency and student to discuss their options and facilitate the affiliation agreement process.

- Student name
- Student IRN#
- Student phone number
- Student e-mail address
- Name of agency for affiliation agreement
- Agency address
- Agency contact person
- Agency contact phone number
- Agency contact e-mail address
- Are you employed at this agency?

Students are expected to meet the same physical and mental standards as clinical agency employees. Consequently, affiliation agreements often have conditions that outline standards that must be met prior to beginning a clinical experience at that site. Students are responsible for ensuring they meet these standards. Any additional background or other clearance documentation required by the facility must be provided by the student at his or her own expense.

Affiliation agreements must be fully executed (signed by both parties) prior to beginning any clinical activity. Students may not complete any clinical activities while awaiting finalization of an affiliation agreement, which may delay graduation.

Required Documentation (CA Students only)

Affiliation Agreement or Agency Permission Form

In the event an agency does not require an affiliation agreement, permission to participate in direct-contact hours at the facility is still required. Students must have an agency permission form signed by a duly authorized agent of the facility prior to participating in any direct-contact activities. Should the student submit clinical logs indicating hours and activities were completed at a facility prior to obtaining an agency’s permission, either via the agency permission form or a fully executed and active affiliation agreement, those hours and activities will not be counted towards successful completion of clinical objectives, which may ultimately delay student progression.

Clinical Action Plan

Students may not begin completing clinical hours until they receive approval of the clinical action plan. The clinical action plan outlines the activities and hours students anticipate completing during the practicum course.

Clinical Logs

Completed clinical logs are required of students who are residents of California to demonstrate appropriate activity and hour completion. Logs must be completed and submitted in ACEMAPP by students on a weekly basis, so that faculty can validate hours. If you did not complete any hours in a week, submit your log with “0” hours. Students who fail to complete the appropriate activities/hours or submit the logs on a timely basis will receive an “F” grade in the course, without exception.

Things to Know Before You Go

Individual and Family Consent and Release Forms

Students may be required to complete practice learning experiences in a laboratory setting where students perform noninvasive assessment skills on one another. Students may also participate in community health experiences (e.g. health fairs or collaborative health events) or otherwise engage in direct contact with individuals or members of a family. In situations such as these, participants will be expected to sign a consent and release of liability form. These waivers are located in ACEMAPP, the clinical tracking system.

Under no circumstances may members of the student’s family participate in these experiences.
Professional Dress Policy
There is no official dress or uniform policy for the BSN program. Appropriate dress is determined by the standards at each health care delivery setting. It is important to present a professional image and demeanor. Body piercings and tattoos must not be visible.

4.4 | Licensure Disclosures

Public Health Nursing Certificate Requirements for California RN-BSN Students
Below you’ll find the steps you need to take to obtain a certificate as a post-licensure Public Health Nurse in the state of California. This is a voluntary certification post-graduation.

Education:
Must be a graduate of a BSN program that contains a minimum of 90 hours of supervised hands-on clinical experiences in a public health setting and completion of theory hours in designated content areas inclusive of 7 hours of child abuse identification, reporting and prevention. BSN program must hold programmatic accreditation (ACEN, CCNE, CNEA).

Clearances:
Criminal Background Check

Drug Screens: Urine drug screens (15-panel) may be required by specific clinical agencies. Applications must acknowledge any investigation or pending disciplinary action by a nursing regulatory agency.

Fingerprint Clearance: Applicants are required to submit a full set of fingerprints for the purpose of obtaining State and Federal criminal record checks (additional fee required).

Must disclose any prior convictions or disciplinary action against licenses and/or certificates.

Licensure:
Must hold a current, active RN license in good standing in the state of California

Application Process
Public Health nurse candidates will apply for state licensure directly to the California Board of Nursing

California Board of Registered Nursing PHN certificate Application

- Application,
- non-refundable application fee,
- validation of program completion by the nursing program and
- official transcript with degree conferral submitted by University of Phoenix Nursing also required.

Contact Information:
California Board of Registered Nursing Advanced Practice Unit – PHN Certification Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244-2100

Disclaimer: This summary of state certification requirements is provided as a reference tool for our PHN candidates. Every effort is made to ensure this information is accurate and up-to-date. However, as certification requirements are subject to change at any time, candidates are responsible for regularly checking the Board of Nursing website (provided above) for certification requirements.
Section 5: MSN Programs (v. 007)

5.1 | Program Overview

Program Descriptions
The Master of Science in Nursing (MSN) program enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares registered nurses to function in leadership and advanced practice roles within the profession of nursing. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Total Credit Hours: 36 Credits; 45 Credits with Bridge Courses
Program Length: 72 weeks, 87 weeks with Bridge Courses
Graduation Requirements:
1. Complete the Required Course of Study
2. Achieve minimum grade point average (GPA) of 3.0
3. Achieve minimum grade requirements
4. Meet program residency requirements
5. Complete all required coursework within 5 years

General MSN Student Learning Outcomes (SLOs)
By the end of all MSN programs, students will be able to:

1. Apply organizational and systems leadership concepts to management of human, fiscal, and physical health care resources for diverse populations in a variety of settings.
2. Evaluate processes, systems, and utilize current technologies to support continuous quality improvement and promote safety in order to elevate patient outcomes in various settings across the care continuum.
3. Synthesize scholarship from a variety of sources to promote implementation of evidence-based practice.
4. Evaluate health care policy, regulatory, legal, economic, ethical, and sociocultural environments to advocate for patients and effect change within the health care system.
5. Critique evidence-based care delivery within the interdisciplinary team to serve diverse populations in a variety of local, national, and global settings.

MSN Program Concentrations

Master of Science in Nursing/Nurse Administration (MSN/ADM)
The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk.

Specific ADM Concentration Student Learning Outcomes
In addition to the general MSN SLOs, by the end of the MSN/ADM program, students will be able to:
1. Formulate a strategic plan and distinguish the key components required for success.
2. Analyze a budget and ensure needed resources are planned for.
3. Predict the needed resources (human and financial) to meet desired outcomes.
4. Implement change to meet desired quality measures.
5. Modify policies to meet external regulatory and accreditation standards.

**Master of Science in Nursing/Informatics (MSN/INF)**

The Master of Science in Nursing with a concentration in Nursing Informatics (MSN/INF) program prepares registered nurses to become leaders in the field of Nursing Informatics. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty informatics courses allow students to focus on contemporary industry- required competencies such as: interpretation, analysis, and translation of health care data into meaningful information; healthcare information workflow and project management; and design, implementation, evaluation of health information systems and technologies that improve patient outcomes and reduce risk.

*Specific INF Concentration Student Learning Outcomes*

In addition to the general MSN SLOs, by the end of the MSN/INF program, students will be able to:

1. Evaluate ways to utilize nursing informatics to support best patient outcomes.
2. Distinguish the regulatory requirements impacting the use of informatics within healthcare.
3. Discuss plans for the use of informatics to collect data and support research.
4. Design systems to disseminate data to support decision making.

**Master of Science in Nursing/Nurse Education (MSN/NED)**

The Master of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry- required competencies such as: design, implementation, and evaluation of nursing curriculum; facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

*Specific NED Concentration Student Learning Outcomes*

In addition to the general MSN SLOs, by the end of the MSN/NED program, students will be able to:

1. Justify teaching methodologies that support adult learning.
2. Design engaging learning activities.
3. Plan curriculum to meet the current regulatory requirements, accreditation standards, and industry standards.
4. Design tools that evaluate formative and summative student learning.

The Master of Science in Nursing with a concentration in Nursing Education contains two courses covering pharmacology, pathophysiology, and physical assessment (NSG/501 & NSG/502). These two courses utilize the vendor product, i-Human Patients®, which provides a virtual clinical experience for the student. Clinically based virtual interactive experiences are used to guide the student’s integration of pharmacology, physical assessment, and pathophysiology.
NSG/501 and NSG/502 will use i-Human Patients®, a program containing clinically based interactive patient encounters designed to strengthen assessment skills and clinical competency.

The activities in each week will simulate clinical patient encounters and require students to take a health history, complete a focused physical assessment, develop a problem list, and answer questions related to the patient’s history and condition. i-Human Patients® will capture student selections, decisions, and lists so faculty can provide feedback in the weekly assignment.

**POST-MASTER’S CERTIFICATE CONCENTRATIONS**

**Post-Master’s Certificate in Nursing Administration (CERT/NAD v.002)**

This certificate program is designed for currently licensed registered nurses who desire a concentrated course of study in nursing administration. The course of study prepares nurses to function in leadership roles within the profession of nursing. Upon completion of the certificate, nurses with a graduate degree in nursing and the required practice experience may be eligible to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam. For complete eligibility requirements, reference the complete NE-BC criteria (www.nursecredentialing.org).

**Post-Master’s Certificate in Nurse Education (CERT/NED v.002)**

This certificate program is designed for currently licensed registered nurses who desire a concentrated course of study in nursing education. The course of study prepares nurses for roles within nurse education in a variety of educational settings. Upon completion of the certificate, nurses with a graduate degree in nursing and designated teaching experience may be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam. For complete eligibility requirements, reference the complete NLN CNE criteria (www.nln.org).

**Total Credit Hours:** 18 Credits  
**Program Length:** 36 weeks  
**Graduation Requirements:**

1. Complete the Required Course of Study  
2. Achieve minimum grade point average (GPA) of 3.0  
3. Achieve minimum grade requirements  
4. Meet program residency requirements

**Industry Aligned/Professional Standards**

- The Essentials of Master’s Education in Nursing (AACN, 2011)  
- QSEN Graduate KSA competencies (Knowledge/Skills/Attitudes)  
- Incorporates elements of ANA Practice Codes and Ethics  
- National League for Nursing (NLN)  
- American Nurses Credentialing Center (ANCC)

**Restricted States**

University of Phoenix, College of Nursing programs are only approved in select states. If at any point in the program you move to another state, your ability to progress in the program could potentially be impacted. Please contact your Academic Counselor immediately if you plan to move. Additionally, if you are in a program with required clinical hours and you are a traveling nurse, your progression could potentially be impacted. Please contact your Academic Counselor immediately for advisement if you are a traveling nurse.

**5.2 | Practicum Activity Requirements**

**Courses and Overview**

All MSN concentrations (ADM, INF, and NED) include 60 practicum hours, which are completed during Practicum I and II. MSN/INF students wishing to sit for the American Nurses Credentialing Center (ANCC) Informatics Nursing Certification (RN-
BC) can take two additional courses with practicum hours, to meet the certificate’s eligibility requirements. These additional courses will be taken in lieu of the two elective courses required for completion of the program.

Failure to complete all of the required practicum hours of a practicum course will result in a failing course grade. During practicum courses, students integrate course content and current research to complete a project at a practicum site of their choosing (see below for further details on site selection and required paperwork). The focus of this project depends on the student’s concentration. Practicum documentation and time logs are completed by the student in ACEMAPP and verified or approved by the faculty.

The College sends information about the practicum 9 weeks prior to the Practicum I course start date. Prior to starting Practicum I, students are expected to have approval from the chosen facility, confirmation from a mentor, and a viable project topic.

In Practicum I, the faculty member guides students as they develop an action plan, develop and administer a needs assessment, and develop the proposed solution. During Practicum II, students finalize and complete their project, including the completion of a plan for evaluation. However, there may be some variations in Practicum I and II composition depending on student and practicum site administrator needs.

Students are required to start Practicum II within 6 months of the completion date of Practicum I. Students who do not begin Practicum II within 6 months will be required to repeat Practicum I. Practicum projects should be completed within 6 months to ensure continuity of the project.

CERT/NAD and CERT/NED students will complete the same six concentration courses as MSN/ADM and MSN/NED students, respectively. This sequence includes developing and implementing a change project alongside MSN students.

<table>
<thead>
<tr>
<th>Course</th>
<th>Practicum Activities</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG/516: Practicum I</td>
<td>Students finalize and present a completed needs assessment and plan for implementation of a practicum project; OR Students finalize and present a completed needs assessment, plan for implementation of a practicum project and see the project through the implementation stage.</td>
<td>30</td>
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<tr>
<td>NSG/517: Practicum II</td>
<td>Students finalize and present a completed project including an implementation and evaluation plan; OR Students reflect on their implementation experience using deconstruction and evaluation methods.</td>
<td>30</td>
</tr>
</tbody>
</table>

**Special Considerations: Students Living and/or Working Outside the United States**

Students who live and/or work outside the United States may not be able to implement their practicum project, depending on the country and its regulations. Online students living or working outside of the United States must communicate with the College about the feasibility of implementing their project and obtain approval.

All students living and/or working outside the United States, including Military, VA, and other international students, must have the College of Nursing approve their practicum project proposal before implementation. Students must notify the college 90 days prior to the beginning of Practicum I that the project will be implemented outside the United States by emailing HealthSciencesandNursing@phoenix.edu.

**Mentors**

Students work under the guidance of a mentor who must have knowledge and experience related to the practicum topic chosen by the student. The mentor may, but does not have to, work at the same practicum site where the student completes his or her practicum. Students are responsible for finding a mentor to oversee their practicum work. Students are advised to contact nursing colleagues or managers at their own workplace, local nursing colleges, and professional nursing organizations they may be affiliated with. If students cannot find mentors, they should contact their PC or online designee for guidance.
The mentor’s main role is to provide guidance and feedback as students develop the practicum project. Students generally meet their mentor weekly. Mentors and students may meet face to face or communicate by phone or e-mail. The time that the mentor spends with the student is dependent on how much guidance and feedback the student needs.

The mentor must hold a minimum of a master’s degree in nursing (MSN, MN, PhD in nursing). Health care-related master’s degrees such as MBA, MHA, and MPH are not acceptable. Mentoring a student is voluntary, and students are not permitted to pay or compensate the mentor in any way.

Note: Students in the online modality are not permitted to use another University faculty member as their practicum mentor. The mentor is responsible for the following:

- Discuss the goals and value of the practicum project experience outlined on the Practicum Learning Agreement with the student.
- Review and discuss the learning objectives outlined on the Practicum Learning Agreement with the student.
- Assist with planning and coordinating learning activities related to the learning objectives.
- Review and sign-off on the student’s Project Action Plan.
- Support and encourage student accountability in achieving the learning objectives.
- Provide ongoing evaluation and feedback to the student.
- Communicate any concerns with the student and faculty.
- Respond to communication requests initiated by the faculty.

**Required Documentation**

**Practicum Learning Agreement**

Students may not begin completing practicum hours or work on their practicum project until they receive an approved practicum learning agreement from their Practicum faculty member. Students are required to implement their project in the facility they selected and listed in their approved practicum learning agreement. Practicum activity hours and activities are only completed during Practicum courses. Therefore, if a student wishes to change the practicum project topic or facility and they are still in Practicum I, they must notify their current practicum faculty member and cannot make any changes until they receive approval. If the student is in any other course and wishes to make a change to the topic or facility, they must wait to receive approval from their Practicum II faculty member. Such a switch may require the student to complete prior practicum activities for their project depending on when the change occurs.

**Project Action Plan**

Students may not begin completing practicum hours or work on their practicum project until they receive an approval of the project action plan from their Practicum faculty member. The project action plan outlines the activities and hours students anticipate completing during the practicum course. The activities and hours must be reviewed by the mentor. The mentor must sign the project action plan prior to submission in ACEMAPP for faculty approval.

**Practicum Activity and Hour Documentation**

Once a student has an approved practicum learning agreement and project action plan on file in ACEMAPP from their Practicum faculty member, they may begin practicum activities and hours. All practicum activities and hours must be tracked on the student’s practicum log which must be submitted in ACEMAPP on a weekly basis. Failure to complete all hours or properly complete all required documentation will result in a failing course grade and delayed program progression.

Activities **not** counted toward practicum hours include the following:

- Driving to and from practicum site
- Classroom time
- Photocopying
- Paid work hours
- Typing papers and other assignments not related to practicum
- Break and mealtime

In addition, due to liability reasons, the following rules are strictly enforced for students completing all practicum hours:

- Students may **not** provide direct patient care.
- Students may **not** have any verbal, written, or physical interaction with patients, their families, or caregivers.
- Students may **not** supervise or observe other nurses or nursing students providing direct patient care or interacting with patients, their families, or their caregivers.
• Students may **not** contact or interact with vulnerable populations including, but not limited to:
  o Pregnant women
  o Minors under the age of 18
  o People with psychiatric disorders
• Students may **not** conduct any research or other activities requiring Institutional Review Board approval.

### Practicum Site Selection & Obtaining Permission

Students fulfill practicum hours in a health care delivery setting, generally referred to as an agency, facility, or practicum site. Students select a practicum site where they can successfully develop an educational, administrative, or informatics project with a nursing or health care focus. Most workplaces are happy to have students do their projects there because these projects do not involve patient contact, are low-risk in nature, are not completed during work hours, and are designed to meet nurses’ needs. Students who are unemployed or otherwise unable to do a project at their workplace may consider doing a community-based practicum project.

Appropriate practicum sites may include, but are not limited to: hospitals; clinics; long-term care facilities; schools of nursing; community organizations such as the American Diabetes Association®, American Heart Association®, or American Red Cross®; senior groups; and doctor’s offices.

Most students complete the practicum project at their workplace. However, regardless of whether the student selects their workplace or another facility as their practicum site, students **must** obtain permission to complete nursing practicum activities at that location. This is done by having an *Agency Permission Agreement* signed by the student’s mentor and a duly authorized agent of the facility. This form can be found in ACEMAPP and must be turned in prior to beginning practicum activities. For MSN 7 students, this means students must be prepared to submit a fully executed version of the form to Practicum I faculty during the first week of class.

### Affiliation Agreements

Some practicum sites require the College to sign an affiliation agreement before they permit a student to begin practicum activities. An affiliation agreement is a legal contract between the University and an outside health care agency for the purpose of allowing students to complete practicum activities. Each affiliation agreement is unique to that particular agency, and it is the agency that determines the need for affiliation agreements. Many of the agencies where University MSN students perform their practicum projects do not require affiliation agreements because practicum projects do not involve direct patient care or practicum rotations.

In the event an agency requires an agreement, the agency may use the University’s standard agreement or provide their own (a non-standard agreement.) If the agency uses the University’s standard agreement, processing time is relatively short and may be completed within six weeks. If the use of a non-standard agreement is required, processing time could take up to five months. **Therefore, it is imperative that students inquire if their chosen agency will require an affiliation agreement, as soon as possible.**

Once the student has determined that their chosen agency requires an affiliation agreement, online students must provide the information below to HealthSciencesandNursing@phoenix.edu. The College will contact the agency and student to discuss their options and facilitate execution of the affiliation agreement.

- Student name
- Student IRN#
- Student phone number
- Student e-mail address
- Name of agency for affiliation agreement
- Agency address
Students at a local campus should contact their Program Chair to discuss the processing of an affiliation agreement.

If required, affiliation agreements must be fully executed (signed by both parties) prior to beginning practicum activities. **Students may not complete any practicum activities while awaiting finalization of an affiliation agreement, which may delay graduation.**

**Things to Know Before You Go**

**Professional Dress Policy**
There is no official dress or uniform policy for the MSN program. Appropriate dress is determined by the standards at each health care delivery setting. It is important to present a professional image and demeanor. Body piercings and tattoos must not be visible.

**Expectation of Independence**
Each student must complete all elements of his or her project independently. Students may not collaborate with other students or allow other individuals to complete any aspect of their practicum project.

**Compensation Prohibited**
Students may not receive any form of payment, funding, or compensation for completing the practicum project. If students complete the practicum hours at their workplace, it must be during non-work time (days off, before or after a work shift).

**Misrepresentation of Practicum Hours**
Students who falsify or misrepresent practicum hours or practicum activities may be subject to professional standards and code of conduct violations, which may include withdrawal from the program.
Section 6: FNP Programs (v. 008) Degrees and Certificates

6.1 | Program Overview

Family Nurse Practitioner (FNP) programs emphasize comprehensive care and illness prevention while focusing on the unique health care needs of the patient through their life span. The programs provide advanced nursing knowledge in role preparation through a professional nursing framework that supports the advancement and use of evidence-based practice. Graduates are prepared to independently provide primary care within national guidelines and standards of care. Upon completion of either the Master of Science in Nursing/Family Nurse Practitioner or Family Nurse Practitioner Certificate programs, graduates are eligible to take the National Family Nurse Practitioner Certification Exam through the ANCC or AANP.

Program Descriptions

Master of Science in Nursing/Family Nurse Practitioner

The Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program, accredited by the Commission on Collegiate Nursing Education (CCNE)* enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares nurses for advanced practice to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete core courses in advanced nursing content and process, then complete the Family Nurse Practitioner (FNP) course sequence. The FNP courses focus on the health care needs of people through the life span. Graduates of the FNP program are prepared for independent and collaborative decision making in health promotion and maintenance, with an emphasis on primary care across the life span. Graduates are eligible to take the National Certification Exam.

*The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Total Credit Hours: 47 Credits; 56 with bridge courses
Program Length: 150 weeks; 165 with bridge courses
Graduation Requirements:
1. Successful completion of all credits in the required course of study with a minimum 3.00 GPA.
2. Complete all required coursework within 5 years
3. Satisfactory completion of the Nurse Practitioner Preceptorship and all clinical requirements, including all clinical practice, simulation, and lab hours.
4. Residency requirements - complete 30 credits in required course of study at University of Phoenix

Post Master’s Certificate/Family Nurse Practitioner

The Family Nurse Practitioner Post Master’s Certificate is designed to develop and enhance the knowledge and skills of registered nurses. It is also designed for those nurses who want to pursue more advanced positions in today’s challenging health care environment. The program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting. This program allows a Masters of Nursing prepared nurse to complete a nurse practitioner program and apply for state licensure.

Total Credit Hours: 41 Credits
Program Length: 138 weeks
Graduation Requirements:
1. Successful completion of all credits in the required course of study with a minimum 3.00 GPA.
2. Complete all required coursework within 5 years
3. Satisfactory completion of the Nurse Practitioner Preceptorship and all clinical requirements, including all clinical practice, simulation, and lab hours.
4. Residency requirements - complete 26 credits in required course of study at University of Phoenix

Student Learning Outcomes
Post-master’s students are expected to master the same outcome criteria as master’s degree students, which are:

1. Students will obtain and accurately document a relevant health history for patients in all phases of the individual and family life cycle.
2. Students will perform and document appropriate comprehensive or symptom-focused physical examinations on patients.
3. Students will order, perform, and interpret age-, gender-, and condition-specific diagnostic tests and screening procedures.
4. Students will formulate comprehensive differential diagnoses.
5. Students will provide health protection, health promotion, disease prevention interventions, and treatment strategies to improve or maintain optimum health for all family members.
6. Students will treat common acute and chronic physical and mental illnesses, and common injuries, in people of all ages to minimize the development of complications, and promote function and quality of living.
7. Students will practice lawfully based on the state’s Nurse Practice Act, which includes the methodology of practice (California students: specifically standardized procedures and furnishing number).

**Industry Aligned/Professional Standards**
- *The Essentials of Master’s Education in Nursing* (AACN, 2011)
- QSEN Graduate KSA competencies (Knowledge/Skills/Attitudes)
- National Organization of Nurse Practitioner Faculty (NONPF)
- Nurse practitioner core competencies
- Family nurse practitioner competencies
- Incorporates elements of ANA Practice Codes and Ethics
- *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education* (APRN Consensus Work Group and NCSBN APRN Advisory Committee, 2016).

**Board of Nursing Requirements/Scope of Practice**
Each state’s board of nursing governs the FNP certification requirements and scope of practice for their jurisdiction. Please consult your state board for further information.

**6.2 | Student Progression Requirements**

Nursing students enrolled in FNP programs must successfully complete both didactic and clinical requirements of the program, which include theory, clinical practice, labs, etc. The program, in its entirety, must be successfully completed to graduate. Post-master’s students are expected to master the same outcome criteria as master’s degree students.

**Restricted States**
University of Phoenix, College of Nursing programs are only approved in select states. If at any point in the program you move to another state, your ability to progress in the program could potentially be impacted. Please contact your Academic Counselor immediately if you plan to move. Additionally, if you are in a program with required clinical hours and you are a traveling nurse, your progression could potentially be impacted. Please contact your assigned Clinical Coordinator or your Academic Counselor immediately for advisement if you are a traveling nurse.

**Clinical Hour Requirements**
The FNP program consists of 45 supervised lab hours and a minimum of 675 supervised clinical hours, 500 of which are distributed in a way that represents the population served by FNPs (pediatrics, women’s health, adult and geriatrics). A minimum of 500 clinical hours must be completed in a primary care setting that includes patients that require a broad spectrum of care, both preventive and curative. An approved preceptor will be responsible for patient care. Students are encouraged to complete additional clinical hours if possible.
### Required Core Sequence and Prerequisites

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<th>MSN/FNP v 008</th>
<th>FNP Certificate v.008</th>
<th>Course ID</th>
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<td>NRP/516, NRP/552</td>
</tr>
<tr>
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<td>x</td>
<td>NRP/560</td>
<td>Management of Women’s Health Issues</td>
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<td>12</td>
<td>NRP/516, NRP/552</td>
</tr>
<tr>
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<td>x</td>
<td>NRP/540</td>
<td>Management of Pediatric and Adolescent Populations</td>
<td>5</td>
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<td>NRP/516, NRP/552</td>
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<td>x</td>
<td>x</td>
<td>NRP/566</td>
<td>Preceptorship</td>
<td>4</td>
<td>30</td>
<td>HCS/504, NUR/513, NUR/518, NUR/505, NUR/550, HCS/510, HCS/507, NUR/516, NRP/545A, NRP/545B, NRP/560, NRP/540, NRP/552</td>
</tr>
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</table>

NRP/545A: Adult and Geriatric Management Part A = 45 hours  
NRP/545B: Adult and Geriatric Management Part B = 45 hours  
NRP/560: Management of Women’s Health Issues = 45 hours  
NRP/540: Management of Pediatric and Adolescent Populations = 60 hours  
NRP/566: Preceptorship = 480 hours

### 6.3 | Clinical Experience Requirements

**Overview**

Clinical experiences are vital to the successful achievement of student learning outcomes and the preparation of competent family nurse practitioners. Clinical competence is achieved through a combination of laboratory experiences, observation, and direct patient care. The majority of information below is applicable to observation and direct patient care performed at a clinical agency, unless otherwise indicated.

Students interact with patients and other members of the health care team to develop skills in prevention, detection, assessment, planning, and collaborative practice. The primary goal of the clinical experience is to enable students to begin practicing and developing their clinical skills. This is achieved by:
• providing supervised clinical experiences designed to meet course objectives and individual learning needs of students; and
• facilitating the safe and effective practice of nursing by students in specific clinical areas.

To establish a baseline in achieving course objectives, a minimum number of hours is established for each clinical course; however, some students may require more clinical hours to meet the course objectives. Students must complete all the clinical requirements of a course to progress to the next course in the sequence. Failure to meet the minimum clinical competencies for a course will result in a 17-point deduction in the overall course grade resulting in a failure of the course. Furthermore, if you pass the clinical component of a course but have not earned 84% or above in the didactic portion, this will also result in failure of the course. Clinical performance is evaluated by the faculty member based on feedback from preceptors and site visit evaluations.

**Clinical Agency Requirements**
At least 30 days prior to placement in clinical experiences, students must meet all agency contractual requirements. This includes:

- Affiliation agreements (direct patient care and observation)
- Agency letters of agreement (observation only)
- Preceptor agreements
- Student background and clearance documentation
- Other agency-specific documentation requirements, as requested

In addition, to begin the experience, students must sign both the:
- Student Nurse Practitioner Clinical Program Agreement
- All required forms and reference documentation, with the exception of agency-specific documentation, can be found in ACEMAPP. In the event an agency requests other specific documentation, this documentation will be provided to the student by the Program Chair.

**Affiliation Agreements, Preceptor Agreements, and Agency Letters of Agreement**
Affiliation agreements and preceptor agreements must be in place prior to placement in any clinical experience that includes direct patient care or observation greater than 16 hours. For information on selecting an appropriate preceptor, please refer to the document titled Preceptor Information on the student resources site.

If the student is only entering an agency for the purpose of conducting observation hours that will not exceed 16 hours, they must have these hours preapproved by faculty and ensure a preceptor agreement and agency letter of agreement are in place.

The Program Chair or their designee will notify the student in writing when preceptor agreements, affiliation agreements and agency letters of agreement have been approved. Students may not begin any clinical experience, whether direct care or observation, until they receive written approval from the Program Chair or their designee.

**Student Background and Clearance Documentation**
Students must meet University and clinical agency requirements prior to entry into the clinical facility, and must maintain all requirements throughout the program. Immunization and certification documentation (see General Policies section), as well as all other agency requested documentation will be collected by the Program Chair or designee for inclusion in the student’s individual compliance file. Select information will also be stored in the Clinical Tracking Program by the Program Chair. This information must be collected and documented prior to the end of NRP/516 to meet the requirements of clinical placement. If the agency requires additional agency-specific documentation, the student must provide that information prior to placement.

**Required Clinical Course Documentation**

**Electronic System**
The Clinical Tracking Program, ACEMAPP, will be used throughout a student’s clinical experience and functions as a complete electronic student tracking system. The system is used to comprehensively collect student clinical information, including: student background and clearance information, approved clinical agencies and preceptors, clinical attendance, and patient case logs.

Faculty members will explain system requirements to students and assist the Program Chair in the collection of information.
required for clinical placement. Program Chair, or designee, will enter the information collected into the system, as appropriate. Once approved for clinical placement, students will enter their individual clinical schedule into the system and regularly record their clinical attendance and patient case logs for the duration of each clinical rotation. Faculty will monitor their entries on a weekly basis. Tutorials and manuals on using the Clinical Tracking Program can be found in ACEMAPP.

**Course Documentation**
The following information must be submitted in each clinical course within the ACEMAPP system, unless otherwise indicated, to receive a grade in the course. The forms are required and must be completed correctly, signed, and submitted on time. Please see the section of this handbook titled *Procedures for Clinical Documentation* for further information on each item.

- Clinical Time Logs with preceptor signature
- Case logs by course
- Completed pelvic exam
- Skills checklists and the head-to-toe assessment
- Preceptor Evaluation of Student Clinical Performance
- Student Evaluation of Preceptor and Agency (NRP/566: *Preceptorship* only)
- Faculty Clinical Evaluation of Student (required for each site visit)
- Faculty Evaluation of Preceptor and Agency

**Procedures for Clinical Documentation**

*Attendance, Case Logs, the Hours Achieved by Course, and “Pie Chart” Reports*

Students must record completed clinical hours on their Clinical Time Log and obtain an original signature from their approved preceptor, verifying their clinical hours. Hours should be recorded and approved regularly to ensure the reliability of the records. Completed time logs must be submitted through the clinical tracking system for faculty members to approve. All Clinical Time Logs must be submitted by the end of the corresponding clinical course. If clinical hours include continuing education, a certificate of completion must be submitted with the timesheet.

Students must also input patient clinical information (case logs and clinical hours) using the Time Log submission in ACEMAPP, the clinical tracking system, on a weekly basis. The recording of this information will be monitored by faculty and will form the basis of the required *Hours by Course and Case Log Totals “Pie Chart”* reports that must submitted by students at the end of each clinical course.

At the end of each course, faculty will review the clinical hours recorded in ACEMAPP. This is done to ensure minimum clinical requirements have been completed. In the event of a discrepancy, the hours confirmed by the preceptor will prevail.

Faculty will review all clinical hour documentation for completeness and accuracy. The didactic faculty member’s approval is required on all clinical attendance timesheets to verify the student has met the minimum clinical time requirement. A grade will not be posted until all clinical documentation is submitted, reviewed, and approved by the didactic faculty member.

*Note: Students may only participate in clinical activities for the population aggregate courses for which they are enrolled or have completed.* For example, students may not see children as part of their clinical experience until they begin NRP/540: *Management of Pediatric and Adolescent Populations*.

Activities that count toward clinical hours include the following:

- Performing clinical skills as identified in the clinical course
- Direct patient interview and physical assessment
- Reviewing the patient record with the preceptor
- Discussing specific learning objectives with the preceptor
- Discussing patient plan of care and management with the preceptor
- Discussing clinical evaluation and skill improvement with the preceptor
- A maximum of 16 hours may be used for attending FNP reviews and conferences, with faculty approval during NRP/566: *Preceptorship*
- A maximum of 16 hours may be used for specialty observation in NRP/566, with faculty approval
- Faculty site visits

Activities not counted toward clinical hours include the following:

- Travel time to and from clinical agencies
• Preparation time (library and research)
• Writing or typing class papers
• Attending in-service or continuing education classes, unless preapproved by faculty
• Seeing an inappropriate patient population

Pelvic Exams
Students must complete 15 acceptable pelvic exams during the program. Students must record the details of each examination on the pelvic exam form. These forms must be signed by the approved preceptor, verifying the acceptability of the exam. Students should submit completed pelvic exam forms to faculty at the end of each course in ACEMAPP.

Skills Checklists

**NRP/516: Advanced Health Assessment Skills Checklist and Head-to-Toe Assessment**
During clinical lab hours, faculty members verify student competencies with the NRP/516 weekly skills checklists. At the end of the course, faculty members verify student competencies during a head-to-toe assessment. A student receiving a score of N (needs improvement) in any aspect of the lab will receive remediation and must demonstrate proficiency in the next scheduled lab session. Failure to demonstrate proficiency in the next scheduled lab session results in failure of the course.

**NRP/545A and B: Adult and Geriatric Management Skills Checklist**

**NRP/560: Management of Women’s Health Issues Skills Checklist**

**NRP/540: Management of Pediatric and Adolescent Populations Skills Checklist**

**NRP/566: Preceptorship**
These skills checklists are designed to help direct the student clinical experience during each clinical course. Each form lists all of the skills students must practice while in that particular clinical course. Students will complete most of the skills under the supervision of their preceptor. Each skill listed must be practiced at least once, unless it is stated as optional. Students are required to record the dates each skill was completed and turn the form into ACEMAPP at the end of the course. This form will be kept as a part of the student’s permanent record.

The faculty member will review the NRP/566 checklist maintained by the student and preceptor during each site visit. See the section titled Site Visit below for further information.

Preceptor Evaluation of Student Clinical Performance
At the completion of a discrete set of hours per course, students must complete the student portion of the evaluation form and submit the form to their preceptor. After the preceptor has completed their portion of the form, the student and preceptor must review it together and develop a learning plan for the next discrete set of hours. The learning plan must be documented.

**Increments:**
- NRP/545A: Adult and Geriatric Management – Complete this form every 20 hours
- NRP/545B: Adult and Geriatric Management – Complete this form every 20 hours
- NRP/560: Management of Women’s Health Issues – Complete this form every 20 hours
- NRP/540: Management of Pediatric and Adolescent Populations – Complete this form every 30 hours
- NRP/566: Preceptorship – Complete this form every 100 hours

Student Evaluation of Preceptor and Agency
Students must complete this form at the completion of the NRP/566: Preceptorship and submit it to faculty.

Faculty Clinical Evaluation of Student
FNP Program Chair, Clinical Coordinator, or designated FNP faculty are responsible for overall evaluation of the student. Clinical competence is directly evaluated by a faculty member a minimum of two times in the program through clinical course site visits. Students will receive a minimum of 1 site visit during Adult and Geriatric Management II and the Preceptorship course. Additional site visits may be done throughout the clinical portion of the program at the discretion of the program leadership at each campus. Faculty must assess the progress of each student by completing and submitting the appropriate Faculty Clinical Evaluation of Student form during each clinical course site visit. Site visits can be done either directly (in person) or indirectly (not done in person) at the discretion of the faculty. Evaluation includes, but is not limited to, professionalism, clinical judgment, delegation, critical thinking, and clinical competencies.

It may be necessary for a faculty member to repeat a site visit for a particular student. Reasons to do a repeat site visit include a failed direct / indirect site visit, student who only obtains 1 or 2 on the performance rating of any of the domains listed on
the evaluation form or communication from the preceptor that the student is not performing / progressing well in meeting NP competencies. Students who fail two site visits in a given course will receive a failing grade for the course and will be subject to the Scholastic Disqualification policies outlined in the Academic Catalog.

**Faculty Evaluation of Preceptor and Agency**
Faculty must evaluate the preceptor and agency at the completion of each clinical course. Preceptor and agencies will be evaluated for adequacy of experiences, patient type, and preceptor–student interaction.

**Things to Know Before You Go**

**Specific Agency Policies**
Students are expected to familiarize themselves with clinical agency policies and regulations before beginning clinical practice. When in doubt about an agency policy, students are advised to discuss the policy first with the preceptor or an appropriate agency manager.

**Professional Dress Policy**
There is no official dress or uniform policy for the FNP program. Appropriate dress is determined by the standards at each clinical site. It is important to present a professional image and demeanor in the clinical facility. Body piercings and tattoos must not be visible.

**ID Badges**
All students and faculty must display a University of Phoenix ID badge when in a clinical agency. Student ID badges must have the student’s first initial and last name followed by “RN” on the first line. “Student FNP” must appear on the second line. The expiration date, which will be the anticipated year of graduation, must appear on the third line. Students should contact their campus Program Chair for details on how to obtain an ID badge.

Note: California students and faculty must abide by California ID laws, including the following: A healthcare practitioner shall disclose, while working, his or her name and practitioner’s license status, as granted by this state, on a name tag in at least 18-point type.

**Student Signature**
When functioning in the capacity of a University student, the appropriate signature is “First name, Last name, RN, FNP-Student.”

### 6.4 | FNP Preceptor Qualifications and Responsibilities

Students are required to have a preceptor for all clinical experiences. An approved preceptor must supervise all clinical activities. **At no time are students allowed to participate in clinical activities or complete clinical hours without an approved preceptor at the clinical site.**

In the state of California, nurse practitioner scope of practice is governed by written standardized procedures that are developed in collaboration with the supervising physician. FNP students working with a nurse practitioner preceptor in California must confirm that regulatory nurse practitioner (NP) standardized procedures are in place.

Qualified preceptors must possess the following qualifications:
- Be an NP or CNM with a master’s degree or higher, or a physician (MD or DO) with education appropriate to areas of supervisory responsibility, and at least 2 years of relevant clinical experience in the population group and specialty area;
- Maintain current national certification (for NPs); and
- Possess a current and unencumbered license to practice.

The preceptor, in collaboration with University faculty, provides clinical supervision. The preceptor is responsible for ensuring clinical experiences will enable the student to meet course objectives. Because students are just beginning to practice advanced nursing with clients, it is appropriate that the preceptor directly supervise, closely monitor progress and evaluate performance.
6.5 | Licensure Disclosures

State licensure information can be found at https://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

Disclaimer: This summary of national certification requirements is provided as a reference tool for our Advanced Practice registered nursing candidates. Every effort is made to ensure this information is accurate and up-to-date. However, as certification requirements are subject to change at any time, candidates are responsible for regularly checking the Board of Nursing website (provided above) for certification requirements.
Section 7: FNP Programs (v. 010)

7.1 | Program Overview

The Master of Science in Nursing/Family Nurse Practitioner is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a master’s degree and prepare for advanced practice as a family nurse practitioner (FNP). The program educationally prepares nurses for advanced practice, including how to function in leadership roles in practice and educational settings, and emphasizes comprehensive, preventative care in addition to treatment. As part of this program, students are required to complete a five-day residency on campus that requires the student to fulfill competency checkoffs of both clinical and procedural skills under the direction of faculty. Graduates are eligible to sit for the American Nurses Credentialing Center (ANCC) Family Nurse Practitioner-Board Certified (FNP-BC) credential or the American Association of Nurse Practitioners (AANP) Family Nurse Practitioner-Certified (FNP-C) credential.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Program Descriptions

The Master of Science in Nursing (MSN) program enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares registered nurses to function in leadership and advanced practice roles within the profession of nursing. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete core courses in advanced nursing content, process, and leadership. Students can develop increased knowledge and skills in a specific area of content or advanced practice role by choosing clinical experiences in the final preceptorship that meet program requirements and align with any specialization of interest.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Total Credit Hours: 48 Credits; 56 with bridge course  
Program Length: 110 weeks; 125 with bridge courses  
Graduation Requirements:  
1. Successful completion of all credits in the required course of study with a minimum 3.00 GPA.  
2. Complete all required coursework within 5 years  
3. Satisfactory completion of the Nurse Practitioner Preceptorship and all clinical requirements, including all clinical practice, simulation, and lab hours.  
4. Residency requirements – satisfactory completion of the residency portion of the health assessment course (NRP/571).

Note: Students who have completed an MSN degree may waive the entry course, NRP/513

Student Learning Outcomes

By the end of the MSN/FNP program, students will be able to:

1. Demonstrate accurate clinical decisions based on information obtained through health history, physical examination, and diagnostic tests and screening procedures.

2. Utilize theory and evidence to provide health protection, health promotion and disease prevention interventions to improve or maintain optimum health for all family members.
3. Treat common acute and chronic physical and mental illnesses, and common injuries, in people of all ages to minimize the development of complications, and promote function and quality of living.

4. Apply ethical principles in delivering care to patients across the lifespan.

5. Practice lawfully based on state Nurse Practice Acts and/or regulatory guidelines.

**Industry Aligned/Professional Standards**

- The Essentials of Master’s Education in Nursing (AACN, 2011)
- QSEN Graduate KSA competencies (Knowledge/Skills/Attitudes)
- National Organization of Nurse Practitioner Faculty (NONPF)
- Nurse practitioner core competencies
- Family nurse practitioner competencies
- Incorporates elements of ANA Practice Codes and Ethics
- Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (APRN Consensus Work Group and NCSBN APRN Advisory Committee, 2008).

**Board of Nursing Requirements/Scope of Practice**

Each state’s board of nursing governs the FNP certification requirements and scope of practice for their jurisdiction. Please consult your state board for further information.

7.2 | **Student Progression Requirements**

**Required Orientation**

Students are required to complete and pass a 1 week, 0 credit (0 cost) orientation course (FNP/101) prior to being admitted to the program. Completion of this requirement ensures students are entering the program with a clear understanding of programmatic requirements and expectations. More information regarding policies for FNP/101 can be found in the academic catalog.

**Restricted States**

University of Phoenix, College of Nursing programs are only approved in select states. If at any point in the program you move to another state, your ability to progress in the program could potentially be impacted. Please contact your Academic Counselor immediately if you plan to move. Additionally, if you are in a program with required clinical hours and you are a traveling nurse, your progression could potentially be impacted. Please contact your assigned Clinical Coordinator or your Academic Counselor immediately for advisement if you are a traveling nurse.

**Academic Progression Requirements**

- Students in this program are limited to a maximum of two attempts to complete all courses with a passing grade.
- Students enrolling in the MSN bridge program must complete the three MSN bridge courses NSG/416, NSG/451 and NSG/456 with a "C" or better prior to enrolling in NRP 513 Clinical Applications of Theory and Research.
- Courses with a clinical component are sequenced to provide the student with foundational information and skills expanding to management of complex health issues and may not be taken concurrently with any other course. The student will work with a preceptor during the clinical experiences. The clinical courses include: NRP/555, NRP/556, NRP/563, NRP/543, and NRP/590.

**Simulation/Virtual–Clinical Activities**

The FNP program coursework utilize the vendor product, i-Human Patients®, which provides a virtual clinical experience for the student. Clinically based virtual interactive experiences are used to guide the student’s integration of pharmacology, physical assessment, and pathophysiology.

Each course utilizing i-Human Patients® will have details provided in the syllabus. The activities will simulate clinical patient
encounters and require you to take a health history, complete a focused physical assessment, develop a problem list, and answer questions related to the patient’s history and condition. i-Human Patients® will capture your selections, decisions, and lists so faculty can provide feedback in the weekly assignment.

**Clinical Hour Requirements**
The FNP program consists of 84 supervised lab hours and a minimum of 600 supervised clinical hours, 500 of which are distributed in a way that represents the population served by FNPs (pediatrics, women’s health, adult and geriatrics). A minimum of 500 clinical hours must be completed in a primary care setting that includes patients that require a broad spectrum of care, both preventive and curative. An approved preceptor will be responsible for patient care. Students are encouraged to complete additional clinical hours if possible.

- **NRP/555**: Adult and Geriatric Management Part A = 45 hours
- **NRP/556**: Adult and Geriatric Management Part B = 45 hours
- **NRP/563**: Management of Women’s Health Issues = 45 hours
- **NRP/543**: Management of Pediatric and Adolescent Populations = 45 hours
- **NRP/590**: Preceptorship = 420 hours

**Required Course Sequence and Prerequisites**

<table>
<thead>
<tr>
<th>Course Id</th>
<th>Course Title</th>
<th>Credits</th>
<th>Length</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRP/513</td>
<td>Clinical Applications of Theory and Research</td>
<td>4</td>
<td>8 weeks</td>
<td></td>
</tr>
<tr>
<td>NRP/508</td>
<td>Health Policy and Role of the Advanced Practice Nurse</td>
<td>4</td>
<td>8 weeks</td>
<td>NRP/513</td>
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<tr>
<td>NRP/511</td>
<td>Advanced Pathophysiology</td>
<td>4</td>
<td>8 weeks</td>
<td>NRP/513</td>
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<td>NRP/507</td>
<td>Advanced Pharmacology</td>
<td>4</td>
<td>8 weeks</td>
<td>NRP/513</td>
</tr>
<tr>
<td>NRP/531</td>
<td>Advanced Health Assessment I</td>
<td>4</td>
<td>8 weeks</td>
<td>NRP/513</td>
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<tr>
<td>NRP/571</td>
<td>Advanced Health Assessment II and Clinical Procedures</td>
<td>4</td>
<td>8 weeks</td>
<td>NRP/531</td>
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<tr>
<td>NRP/555</td>
<td>Adult and Geriatric Management I</td>
<td>4</td>
<td>8 weeks</td>
<td>NRP/571</td>
</tr>
<tr>
<td>NRP/556</td>
<td>Adult and Geriatric Management II</td>
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<td>NRP/555</td>
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<tr>
<td>NRP/563</td>
<td>Management of Women’s Health Issues</td>
<td>4</td>
<td>8 weeks</td>
<td>NRP/556</td>
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<tr>
<td>NRP/543</td>
<td>Management of Pediatric and Adolescent Populations</td>
<td>4</td>
<td>8 weeks</td>
<td>NRP/563</td>
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<tr>
<td>NRP/590</td>
<td>Final Preceptorship</td>
<td>8</td>
<td>30 weeks</td>
<td>All Previous Courses</td>
</tr>
</tbody>
</table>

7.3 | **FNP Residency Requirements**

All students are required to complete an in-person, 5 day residency toward the end of NRP/571: Advanced Health Assessment II and Clinical Procedures. During this 5-day residency, students will practice assessments under the supervision of faculty prior to embarking on their precepted clinical courses. This is considered a clinical course and all clinical compliance requirements must be met 30 days in advance of NRP/571.

In most cases, FNP Residency will occur Thursday – Monday, however residency schedules may vary depending on a number of factors. Students will be notified in advance of residency dates in order to plan accordingly.

**Locations**

Local students will attend the FNP Residency at their local (home) campus. Online students will attend the FNP residency at the Phoenix Campus and are required to arrange their own travel accommodations.

**Communication regarding Residency**

Students sign a Residency Agreement upon admission to the MSN/FNP program. The Residency Agreement includes student
requirements for attendance and participation in residency. Students are encouraged to review the Residency Agreement as often as possible until all residency requirements are clear. Questions may be directed to an Academic Counselor, the University Residency team, or the MSN/FNP email box: MSNFNP.Team@phoenix.edu.

College of Nursing staff will begin outreach regarding residency dates, requirements, and additional information when students enter their fourth course of the program.

**Progression Requirements**

Students are required to participate in all FNP Residency modules in order to receive a passing grade in NRP/571. Failure to complete any of the modules in the Residency will result in a failing grade for the course. Students who fail NRP/571 are not permitted to progress into the next course until the NRP/571 is retaken and the student has received a passing grade. Students who encounter a scheduling concern should speak to their Program Chair or their Academic Counselor immediately.

### 7.4 | Clinical Experience Requirements

Clinical experiences are vital to the successful achievement of student learning outcomes and the preparation of competent family nurse practitioners. Clinical competence is achieved through a combination of laboratory experiences, observation, and direct patient care. The majority of information below is applicable to observation and direct patient care performed at a clinical agency, unless otherwise indicated.

Students interact with patients and other members of the health care team to develop skills in prevention, detection, assessment, planning, and collaborative practice. The primary goal of the clinical experience is to enable students to begin practicing and developing their clinical skills. This is achieved by:

- providing supervised clinical experiences designed to meet course objectives and individual learning needs of students; and
- facilitating the safe and effective practice of nursing by students in specific clinical areas.

To establish a baseline in achieving course objectives, a minimum number of hours is established for each clinical course; however, some students may require more clinical hours to meet the course objectives after faculty review clinical log submissions. Students must complete all the clinical requirements of a course to progress to the next course in the sequence. Failure to meet the minimum clinical competencies for a course will result in a failing grade. Passing the clinical component of a course but not earning 84% or above in the didactic portion will also result in a failing grade. Clinical performance is evaluated by the faculty member based on feedback from preceptors and site visit evaluations.

**Clinical Agency Requirements**

Prior to placement in clinical experiences, students must meet all agency contractual requirements. This includes:

- Affiliation agreements (direct patient care and observation)
- Agency letters of agreement (observation only)
- Preceptor agreements
- Student background and clearance documentation
- Other agency-specific documentation requirements, as requested

Students must also sign the following University agreements prior to beginning a clinical experience:

- Student Nurse Practitioner Clinical Program Agreement and
- Clinical Assurance Statement.

All required forms and reference documentation, with the exception of agency-specific documentation, can be found on the student resources site. In the event an agency requests other specific documentation, this documentation will be provided to the student by the College.

**Affiliation Agreements, Preceptor Agreements, and Agency Letters of Agreement**

Affiliation agreements and preceptor agreements must be in place prior to placement in any clinical experience that includes direct patient care or observation greater than 16 hours. For information on selecting an appropriate preceptor, please refer to the document titled Preceptor Information on the student resources site.
If the student is only entering an agency for the purpose of conducting observation hours that will not exceed 16 hours, they must have these hours preapproved by faculty and ensure a preceptor agreement and agency letter of agreement are in place.

College of Nursing staff will notify the student in writing when preceptor agreements, affiliation agreements and agency letters of agreement have been approved. Students may not begin any clinical experience, whether direct care or observation, until they receive written approval from College of Nursing staff.

In some instances, students will participate in community health experiences (e.g. health fairs or collaborative health events). Participation in these events does not require a student to obtain any of the agreements listed above; however, students will be required to obtain consent and release of liability waivers from participants. These waivers are located in ACEMAPP.

**Student Background and Clearance Documentation**

Students must meet University and clinical agency requirements at least 30 days prior to entry into the clinical facility, and must maintain all requirements throughout the program. This includes the residency contained within NRP/571. Immunization and certification documentation (see General Policies section), as well as all other agency requested documentation will be collected by College of Nursing staff for inclusion in the student’s individual compliance file. Select information will also be stored in ACEMAPP, the Clinical Tracking system.

**Required Clinical Course Documentation**

*Electronic System*

The Clinical Tracking Program will be used throughout a student’s clinical; experience and functions as a complete electronic student tracking system. The system is used to comprehensively collect student clinical information, including: student background and clearance information, approved clinical agencies and preceptors, clinical attendance, and patient case logs.

Faculty members will explain system requirements to students and assist College of Nursing staff in the collection of information required for clinical placement. College of Nursing staff will enter the information collected into the system, as appropriate. Once approved for clinical placement, students will enter their individual clinical schedule into the system and regularly record their clinical attendance and patient case logs for the duration of each clinical rotation. Faculty will monitor their entries on a weekly basis. The Clinical Tracking system provides tutorials and trainings on proper use.

**Course Documentation**

The following information **must** be submitted in each clinical course, unless otherwise indicated, to receive a grade in the course. The forms are required and must be completed correctly, signed, and submitted on time within the ACEMAPP system. Please see the section of this handbook titled *Procedures for Clinical Documentation* for further information on each item.

- Clinical Time Logs
- Case logs by course
- Completed pelvic exam
- Skills checklists and the head-to-toe assessment
- Preceptor Evaluation of Student Clinical Performance
- Student Evaluation of Preceptor and Agency (NRP/590: Preceptorship only)
- Faculty Clinical Evaluation of Student (required for each site visit)
- Faculty Evaluation of Preceptor and Agency

**Procedures for Clinical Documentation**

*Attendance, Case Logs, the Hours Achieved by Course, and “Pie Chart” Reports*

Students must record completed clinical hours on their Clinical Time Log and obtain an original signature from their approved preceptor, verifying their clinical hours. Hours should be recorded and approved regularly to ensure the reliability of the records. Completed time logs must be submitted through the clinical tracking system for faculty members to approve. All Clinical Time Logs must be submitted by the end of the corresponding clinical course. If clinical hours include continuing education, a certificate of completion must be submitted with the timesheet.

Students must also input patient clinical information (case logs and clinical hours) using the Clinical Case Log submission in ACEMAPP, the clinical tracking system, on a weekly basis. The recording of this information will be monitored by faculty and will form the basis of the required *Hours by Course* and *Case Log Totals “Pie Chart” reports* that must submitted by students.
at the end of each clinical course.

At the end of each course, faculty will review the clinical hours recorded in ACEMAPP. This is done to ensure minimum clinical requirements have been completed. In the event of a discrepancy, the hours confirmed by the preceptor will prevail.

Faculty will review all clinical hour documentation for completeness prior to submission to the Program Chair or designee. The didactic faculty member’s approval is required on all clinical attendance timesheets prior to submission to verify the student has met the minimum clinical time requirement. A grade will not be posted until all clinical documentation is submitted, reviewed, and approved by the didactic faculty member.

**Note:** Students may only participate in clinical activities for the population aggregate courses for which they are enrolled or have completed. For example, students may not see children as part of their clinical experience until they begin NRP/543: Management of Pediatric and Adolescent Populations.

Activities that count toward clinical hours include the following:
- Performing clinical skills as identified in the clinical course
- Direct patient interview and physical assessment
- Reviewing the patient record with the preceptor
- Discussing specific learning objectives with the preceptor
- Discussing patient plan of care and management with the preceptor
- Discussing clinical evaluation and skill improvement with the preceptor
- A maximum of 16 hours may be used for attending FNP reviews and conferences, with faculty approval during the preceptorship course
- A maximum of 16 hours may be used for specialty observation in the preceptorship course, with faculty approval
- Faculty site visits

Activities **not** counted toward clinical hours include the following:
- Travel time to and from clinical agencies
- Preparation time (library and research)
- Writing or typing class papers
- Attending in-service or continuing education classes, unless preapproved by faculty
- Seeing an inappropriate patient population

**Pelvic Exams**
Students must complete 15 acceptable pelvic exams during the program. Students must record the details of each examination on the pelvic exam form. These forms must be signed by the approved preceptor, verifying the acceptability of the exam. Students should submit completed pelvic exam forms to faculty at the end of each course in ACEMAPP.

**Skills Checklists**
- **NRP/571:** Advanced Health Assessment and Clinical Procedures Competency Skills Checklist and Head-to-Toe Assessment. During the 5-Day residency portion of NRP/571, faculty members verify student competencies in faculty supervised activities. A student receiving a score of N (needs improvement) in any aspect of the lab will receive remediation and must demonstrate proficiency in the next scheduled lab session. Remediation time for students who performed unsatisfactory competencies will be scheduled during residency. Failure to demonstrate proficiency during the residency results in failure of the entire NRP/571 course.
- **NRP/555, NRP/556, NRP/563, NRP/543, and NRP/590:** Skills Checklist
  These skills checklists are designed to help direct the student clinical experience during each clinical course. Each form lists all of the skills students must practice while in that particular clinical course. Students will complete most of the skills under the supervision of their preceptor. Each skill listed must be practiced at least once, unless it is stated as optional. Students are required to record the dates each skill was completed and turn the form into ACEMAPP at the end of the course. This form will be kept as a part of the student’s permanent record.

The faculty member will review the preceptorship course checklist maintained by the student and preceptor during each site visit. See the section titled Site Visit below for further information.

**Preceptor Evaluation of Student Clinical Performance**
At the completion of a discrete set of hours per course, students must complete the student portion of the evaluation form and submit the form to their preceptor. After the preceptor has completed their portion of the form, the student and preceptor must review it together and develop a learning plan for the next discrete set of hours. The learning plan must be documented.

Increments:
- NRP/555: Adult and Geriatric Management – Complete this form every 20 hours
- NRP/556: Adult and Geriatric Management – Complete this form every 20 hours
- NRP/563: Management of Women’s Health Issues – Complete this form every 20 hours
- NRP/543: Management of Pediatric and Adolescent Populations – Complete this form every 30 hours
- NRP/590: Preceptorship – Complete this form every 100 hours

**Student Evaluation of Preceptor and Agency**
Students must complete this form at the completion of the NRP/590: Preceptorship and submit it to faculty.

**Faculty Clinical Evaluation of Student**
FNP Program Chair, Clinical Coordinator, or designated FNP faculty are responsible for overall evaluation of the student. Clinical competence is directly evaluated by a faculty member a minimum of two times in the program through clinical course site visits. Students will receive a minimum of 1 site visit during Adult and Geriatric Management II and the Preceptorship course. Additional site visits may be done throughout the clinical portion of the program at the discretion of the program leadership at each campus. Faculty must assess the progress of each student by completing and submitting the appropriate Faculty Clinical Evaluation of Student form during each clinical course site visit. Site visits can be done either directly (in person) or indirectly (not done in person) at the discretion of the faculty. Evaluation includes, but is not limited to, professionalism, clinical judgment, delegation, critical thinking, and clinical competencies. It may be necessary for a faculty member to repeat a site visit for a particular student. Reasons to do a repeat site visit include a failed direct / indirect site visit, student who only obtains 1 or 2 on the performance rating of any of the domains listed on the evaluation form or communication from the preceptor that the student is not performing / progressing well in meeting NP competencies. Students who fail two site visits in a given course will receive a failing grade for the course and will be subject to the Scholastic Disqualification policies outlined in the Academic Catalog.

**Faculty Evaluation of Preceptor and Agency**
Faculty must evaluate the preceptor and agency at the completion of each clinical course. Preceptor and agencies will be evaluated for adequacy of experiences, patient type, and preceptor–student interaction.

**Things to Know Before You Go**

**Specific Agency Policies**
Students are expected to familiarize themselves with clinical agency policies and regulations before beginning clinical practice. When in doubt about an agency policy, students are advised to discuss the policy first with the preceptor or an appropriate agency manager.

**Professional Dress Policy**
There is no official dress or uniform policy for the FNP program. Appropriate dress is determined by the standards at each clinical site. It is important to present a professional image and demeanor in the clinical facility. Body piercings and tattoos must not be visible.

**ID Badges**
All students and faculty must display a University of Phoenix ID badge when in a clinical agency. Student ID badges must have the student’s first initial and last name followed by “RN” on the first line. “Student FNP” must appear on the second line. The expiration date, which will be the anticipated year of graduation, must appear on the third line. Students will receive their badges during the five day residency. If the ID Badge is lost or misplaced, students must contact their campus staff. For online student, contact the FNP Director through the MSNFP.Team@phoenix.edu mailbox.

Note: California students and faculty must abide by California ID laws, including the following: A healthcare practitioner shall disclose, while working, his or her name and practitioner’s license status, as granted by this state, on a name tag in at least 18-point type.


**Student Signature**
When functioning in the capacity of a University student, the appropriate signature is “First name, Last name, RN, FNP-Student.”

### 7.5 | FNP Preceptor Qualifications and Responsibilities

Students are required to have a preceptor for all clinical experiences. An approved preceptor must supervise all clinical activities. **At no time are students allowed to participate in clinical activities or complete clinical hours without an approved preceptor at the clinical site.**

In the state of California, nurse practitioner scope of practice is governed by written standardized procedures that are developed in collaboration with the supervising physician. FNP students working with a nurse practitioner preceptor in California must confirm that regulatory nurse practitioner (NP) standardized procedures are in place.

Qualified preceptors must possess the following qualifications:

- Be an NP or CNM with a master’s degree or higher, or a physician (MD or DO) with education appropriate to areas of supervisory responsibility, and at least 2 years of relevant clinical experience in the population group and specialty area;
- Maintain current national certification (for NPs); and
- Possess a current and unencumbered license to practice.

The preceptor, in collaboration with University faculty, provides clinical supervision. The preceptor is responsible for ensuring clinical experiences will enable the student to meet course objectives. Because students are just beginning to practice advanced nursing with clients, it is appropriate that the preceptor directly supervise, closely monitor progress and evaluate performance.

### 7.6 | Licensure Disclosures

State licensure information can be found at [https://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html](https://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html)

**Disclaimer:** This summary of national certification requirements is provided as a reference tool for our Advanced Nurse Practice nursing candidates. Every effort is made to ensure this information is accurate and up-to-date. However, as certification requirements are subject to change at any time, candidates are responsible for regularly checking the Board of Nursing website (provided above) for certification requirements.
## Section 8: Nursing Curriculum Foundation

### 8.1 | LPN/LVN to BSN (V.004) AND BSN (V.016) Program Standards Crosswalk

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Key Concept</th>
<th>Baccalaureate Essentials</th>
<th>QSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate evidence-based holistic patient-centered care that reflects knowledge of the health-illness continuum</td>
<td>Caring</td>
<td>I; III; V; VII; VIII; IX</td>
<td>Patient-centered Care</td>
</tr>
<tr>
<td>2. Implement appropriate health promotion and disease prevention strategies for diverse individuals, families and populations across the life span</td>
<td>Caring</td>
<td>III; IV; V; VII; VIII; IX</td>
<td>Patient-centered Care</td>
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<td>3. Demonstrate professional standards of moral, ethical, and legal conduct in health care industry</td>
<td>Professionalism</td>
<td>VIII; IV; V; VI; VII; VIII; IX</td>
<td>Safety; Patient-centered Care; Teamwork and Collaboration</td>
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<td>4. Apply leadership and organizational principles that promote safe health care delivery and nursing practice</td>
<td>Professionalism</td>
<td>II; V; VIII; IX</td>
<td>Safety; Patient-centered Care; Teamwork and Collaboration</td>
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<td>5. Incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care</td>
<td>Quality and Safety</td>
<td>II; III; IV; V; VI; VII; VIII; IX</td>
<td>Safety; Quality Improvement; Patient-centered Care; Evidence-based Practice; Teamwork and Collaboration</td>
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<td>6. Integrate patient care communication and information technology systems in health care delivery to improve patient outcomes</td>
<td>Communication</td>
<td>III; IV; VI; VII; IX</td>
<td>Informatics</td>
</tr>
<tr>
<td>7. Utilize interprofessional care coordination strategies to promote quality patient care</td>
<td>Collaboration</td>
<td>III; VI; V; VI; IX</td>
<td>Patient-centered Care; Teamwork and Collaboration</td>
</tr>
</tbody>
</table>
8.2 | MSN (V.007) Program Standards Crosswalk

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>AACN Masters #</th>
<th>AACN Masters Essential</th>
<th>QSEN #</th>
<th>QSEN Graduate Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.</td>
<td>II</td>
<td>Organizational and Systems Leadership</td>
<td>1</td>
<td>Patient-centered Care</td>
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<td>2. Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.</td>
<td>III</td>
<td>Quality Improvement and Safety</td>
<td>1</td>
<td>Patient-centered Care</td>
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<td>3. Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.</td>
<td>IV</td>
<td>Translating and Integrating Scholarship into Practice</td>
<td>1</td>
<td>Patient-centered Care</td>
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<td>4. Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.</td>
<td>VI</td>
<td>Health Policy and Advocacy</td>
<td>1</td>
<td>Patient-centered Care</td>
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<td>5. Students will be able to critique evidence-based care delivery within the interdisciplinary team to serve diverse populations in a variety of local, national, and global settings.</td>
<td>I</td>
<td>Background for Practice from Sciences and Humanities</td>
<td>1</td>
<td>Patient-centered Care</td>
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<td>VII</td>
<td>Interprofessional Collaboration for Improving Patient and Population Health Outcomes</td>
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<td>Patient-centered Care</td>
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<td>VIII</td>
<td>Clinical Prevention and Population Health for Improving Health</td>
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<td>Patient-centered Care</td>
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<td>IX</td>
<td>Master’s-Level Nursing Practice</td>
<td>1</td>
<td>Patient-centered Care</td>
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