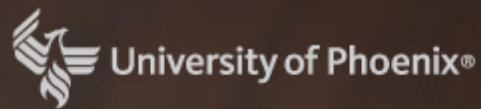


NURSING

Program Handbook for Students 2025



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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 working 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 registered nurse advancing your professional education or an advanced practice nurse seeking a terminal degree, 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 journey and completion of the nursing program does not conclude your learning journey. The nursing programs at University of Phoenix are the foundation for you to build upon.

We provide 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 systematic plan of evaluation for continuous quality improvement with 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,

Raelene Brooks

Raelene Brooks, 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 program specific. Sections 1 and 2 are common to all College of Nursing programs and sections Section 3 – 8 are program specific.

Nursing Student Resource Page

The [Nursing Student Resources](#) page provides vital information and resources specific to nursing students. The resource page requires students to log into the student portal. We highly recommend bookmarking this resource page, reviewing it regularly, and using the available resources throughout your program. General nursing resources are provided in addition to program specific resources.

Program Versions

This handbook contains information on the following program versions:

- Bachelor of Science in Nursing - BSN v 016 and v 016CB
- 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/ Informatics – MSN/INF v 007
- Master of Science in Nursing/Nurse Administration – MSN/ADM v 008
- Master of Science in Nursing/Nurse Education – MSN/NED v 008
- Master of Science in Nursing/ Informatics – MSN/INF v 008
- Master of Science in Nursing/Family Nurse Practitioner - MSN/FNP v 010
- Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner - MSN/PMH v 001
- Doctor of Nursing Practice – DNP v 001

Information on nursing programs or versions not contained in the bulleted list above, can be obtained by contacting CollegeofNursing@phoenix.edu. Students may refer to the student portal 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 [Nursing Student Resources](#) page, 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.

Electronic Signatures

College of Nursing (CON) will accept forms with an electronic signature that is done through Adobe or a similar system which denotes the date/time of the signature. CON staff is authorized to confirm whether an electronic signature is legitimate. Additionally, required acknowledgement of notifications in MyPhoenix is considered an electronic signature.

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) 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 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 Goal

The goal of the College of Nursing is to educate students in professional educational programs at the doctoral, 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, interprofessional collaboration, and diversity, equity, and inclusion 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.

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.

Diversity, Equity, and Inclusion (DEI): Nurses must provide healthcare to diverse populations in an equitable and inclusive manner. Students will provide culturally sensitive, evidence-based care for all patients.

1.3 | Accreditation

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

Institutional Accreditation

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.

Programmatic Accreditation

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

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-679.

1.4 | Degree Programs

All degree programs have required didactic and clinical experiences, which can include theory, clinical practice, clinical hours, simulations, labs, etc. The program, in its entirety, must be successfully completed to graduate.

Online undergraduate programs typically begin every five to eight weeks. Graduate programs typically begin every six to eight weeks. Doctoral programs typically begin every twelve weeks. Students should check with their enrollment representative for the availability of cohorts.

The College offers the following nursing programs:

Bachelor of Science in Nursing (BSN)
Registered Nurse to BSN (traditional track)
Registered Nurse to BSN (competency-based track)
Master of Science in Nursing (MSN)
MSN with concentrations available in Nurse Education, Nurse Administration, and Informatics
MSN/Family Nurse Practitioner
MSN/Psychiatric Mental Health Nurse Practitioner
Doctor of Nursing Practice (DNP)
Doctor of Nursing Practice

1.5 | Foundation of Curriculum

Industry Aligned/Professional Standards

In order to provide a high-caliber, relevant educational experience, the College curricula are aligned, as appropriate, to standards and competencies and employer sought skills. The following organizations guide the program curriculum:

- The American Association of Colleges of Nursing (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)

1.6 | College Administration

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

The Program Chairs 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 their respective programs and may be the point of contact for student concerns about the program.

Program Chair	Contact Information	Additional Information
BSN – Nancy Tahara	Nancy.Tahara@phoenix.edu	BSN and BSN-CB
MSN – Beth Holland	Emma.Holland@phoenix.edu	MSN/ADM, MSN/NED, MSN/INF
FNP – Dr. Carol Bafaloukos	Carol.Bafaloukos@phoenix.edu	MSN/FNP
PMH – Dr. Margo Patterson	Margo.Patterson@phoenix.edu	MSN/PMH
DNP – Dr. Joanna Carrega	Joanna.Carrega@phoenix.edu	DNP

1.7 | 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). 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 academic quality;
- advising staff on the concerns, perspectives, and experiences of the students attending;
- providing feedback on existing courses;
- providing feedback into the development of academic policies and procedures;
- providing balanced representation of all nursing programs; and
- committing to open communication and cooperation among all parties involved with the program.

The results of these meetings are available to the student body and college leadership. Contact your Program Chair 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 in the Academic Plan section of their student portal.

Students can get more information about student accommodations at <https://www.phoenix.edu/student-resources/student-accommodations.html>

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 https://www.phoenix.edu/about_us/contact_us/complaints.html.

2.3 | Nursing License

Nursing students must possess an unrestricted/unencumbered license throughout the duration of their program.

Students in nursing programs must hold a license in the state in which they enroll and will be required to complete all clinical requirements in that state. Any exceptions must be approved via the Student Appeals process.

Military and Veteran Affairs (VA) nursing students may hold an 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 held by the student 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 calendar days of that change. Changes may include, but are not limited to, becoming restricted, encumbered, expired, suspended, or revoked. Failure to report a change in status of a nursing license can result in withdrawal from the University.

If any RN license held by the student becomes restricted or encumbered (e.g. probation), the student will be prohibited from scheduling future courses and will be removed from any course they are currently attending. 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 may verify all RN licenses the student possesses at any time throughout their enrollment in the program.

2.4 | Excluded Individual/Entity

Students may not be excluded by the federal government from participation in federally funded programs. Prior to the start of any clinical experience, students are required to sign a document certifying that they are not excluded from participation in any federally funded program. Students have a continuing obligation to inform the College of Nursing should they become excluded at any time during their clinical experience.

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 <https://oig.hhs.gov/faqs/exclusions-faq/>.

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/>
Office of Inspector General, U.S. Department of Health and Human Services exclusions database website
- <http://www.fda.gov/ICECI/EnforcementActions/FDADebarmentList>
U.S. Food and Drug Administration website

2.5 | General Clinical Experience Requirements

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 or approved by 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 or drug screening
- Additional agency- or state-mandated immunization requirements.

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

Change of Address/Limited Program Approval

University of Phoenix College of Nursing programs are only approved for select states. If at any point in the program a student moves to a different state from the state they originally enrolled in, their ability to progress could be impacted or even prohibited, and their ability to receive federal financial aid for the education program could change. Students must update their address immediately in the student account with the University and contact their Academic Advisor when such change occurs to ascertain the effect upon their program. Students should contact their Academic Advisor upon contemplating an address change to a different state to understand the effect this could have upon their ability to progress in the program. **All clinical hours must be completed in the state of residence in which you enrolled.**

Things to Know Before You Go

Professional Dress Policy

There is no official dress or uniform policy. Appropriate dress is determined by the standards at each healthcare delivery setting. It is important to present a professional image and demeanor. Nurse Practitioner students must wear their provided UOPX student ID badge. If the clinical site requires a photo ID badge, non-NP students can request one by emailing CollegeofNursing@phoenix.edu.

Compensation Prohibited

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

Misrepresentation of Hours

Students who falsify or misrepresent clinical or practice hours, activities, or associated documentation including evaluations may be subject to professional standards and code of conduct violations, which may include withdrawal from the program.

2.6 | Criminal Background Check

State laws or regulations may prevent students with a criminal history from qualifying for a nursing license or certification. 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. Students are responsible for the cost of this background check. Students may not progress in the program if they have been convicted of a disqualifying offense.

If the student does not pass the criminal background check, or if the University later learns that the student has been convicted of a disqualifying offense, the student will not be able to continue in the program. Students have a continuing duty to advise the College of Nursing whether they have been convicted of a disqualifying offense throughout their program. Students must notify the College of Nursing, in writing, of any criminal conviction within 10 calendar days from the date of the conviction. Typical disqualifying offenses include, but are not limited to:

- Assault
- Harassment
- Sexual crimes
- Burglary
- Drug paraphernalia
- Battery
- Concealed weapons
- Fraud
- Robbery
- Possession of stolen property
- Abuse of any form
- Medicare or Medical related offenses
- Any crime against person or property
- All drug and alcohol related offenses
- 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.

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 require accommodations, 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 for disclosing any disabilities and requesting accommodation through the Student Accommodations Office (SAO). The Student Accommodations Specialist determines reasonable accommodations in compliance with federal and state laws such as the ADA and Rehabilitation Act.

2.8 | Required 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 time frame 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 to 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 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 and drug screens, driver's license number, and car license for facility safety purposes.

Students in the MSN/FNP and MSN/PMH programs 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 November 30th. After November 30th, 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 a 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 in the MSN/FNP and MSN/PMH programs 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 in the MSN/FNP and MSN/PMH programs must also possess a Bloodborne Pathogens Certificate and a HIPAA Certificate (Security Basics for the Healthcare Workforce). Both 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.

2.9 | 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, including residency if applicable. 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 such as OSCEs (objective simulated clinical examinations). This includes recorded debriefing of participants, maintaining strict confidentiality regarding these sessions.

2.10 | Accident/Incident Reporting

For any injury or exposure, the student and preceptor should follow the agency's procedures and complete the University of Phoenix Accident/Incident Report. The preceptor and student must each complete a University of Phoenix [Accident/Incident Report \(Appendix A\)](#), provide it to the [Program Chair](#) within 48 hours of the incident, and cooperate with any University investigation of the same.

Body Fluid Exposure Guidelines

Every agency has an established protocol with guidelines for treatment, usually in the Agency Body Fluids Exposure Guidelines, and these are to be followed during the clinical rotation at all times to ensure immediate assessment and treatment following exposure.

If a student is exposed to blood from an inadvertent needle stick, or blood or body fluid comes in contact with mucous membranes or an open wound of the student, follow the agency's guidelines. If no established guidelines are available, the student is to cleanse the wound with soap and water or flush his or her mucous membranes with water. Further assistance is to be obtained if deemed necessary. It is recommended that the student seek additional medical attention as soon as possible.

If a potential exposure to the human immunodeficiency virus (HIV) occurs, and the need for treatment identified, then treatment should begin as soon as possible. Students must notify their private physician immediately to determine a medical course of action. OSHA guidelines must be followed.

Student Injury

The preceptor (and student) is responsible for the student's safety during the clinical experience. If the student is injured, handle as deemed appropriate based on medical judgment. If it is an emergency, the Preceptor will call 911 and follow their instructions. If it is a non-emergency, advise the student to consult his or her private physician. The Preceptor and student must follow the agency protocols, complete the University's incident report form, and cooperate with any University or College investigation of the incident.

Patient Injury

If a student's intervention or lack of intervention is believed to have caused harm or is believed to have the potential to cause harm to the patient, or a patient has an unavoidable accident, the Preceptor must notify the agency and the Program chair. The Preceptor and student must follow the agency protocols, complete the University's incident report form, and cooperate with any University or College investigation of the incident.

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 will be required to undergo a 15-panel plus alcohol drug screening at the direction of the College of Nursing.

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 such as amphetamines, methamphetamine, cocaine, methylphenidate, etc.; depressants such as alcohol, benzodiazepines; hallucinogenic drugs; cannabis substances, such as marijuana and hashish; opioids such as heroin, morphine, codeine, oxycodone, fentanyl, meperidine, buprenorphine etc.; phencyclidine (PCP); and so-called designer drugs and look-alike drugs such as Spice, Bath salts, K2, Molly, etc.
 - 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 admitted to any nursing program, 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 healthcare facility in which a student is assigned as applicable,
 - b. To submit to any "for-cause" drug testing requested by the University and testing required by each agency or

health care facility where the nursing student obtains clinical hours

- c. To consent to releasing 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.

Failure to sign such agreement is grounds for refusal for student admission.

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. **A written notice to test will be sent to the student's email address of record only and require testing in as little as 24 hours, but not more than 48 hours of the time the notice is sent to the student. Students are required to keep a current email address on file with the Registrar at all times. Failure of the student to view the email notice prior to the time noticed for the test may be considered but does not excuse the student from testing as close in time as possible to the time noticed. Students shall immediately notify the Dean, via email, if they are unable to obtain the testing as required.**
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, 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. 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.
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, the Program Chair, after consultation with the Dean, will require the student to comply with either (a) or (b), below:
 - a. the student shall, within three (3) business days, after notification by the University in the manner described in section 2.11(3) above, 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
 - b. the student shall, within three (3) business days after notification by the University in the manner described in section 2.11(3), above, provide the Program Chair:
 - i. the name, telephone number and email address of each health care provider for which the student was prescribed any substance as of the date of the incident which led to the request of the "for-cause" drug screen.
 - ii. copies of an executed release for each prescribing health care provider.

The information required by either sub-paragraph above, shall be provided to the Program Chair. After review of the information provided the student's for-cause drug screen will be considered either "positive" or "negative" test for an illegal drug.

- c. the failure of a student to provide the information required by either sub-paragraph above or a health care provider's inability to provide a statement meeting the requirements 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 College of Nursing. The findings may result in dismissal from the nursing program and expulsion from the University.

- a. Failure to test in the time required in the Notice regarding for-cause drug testing shall be treated as positive for an illegal drug.
 - b. Urine submitted for testing that is not within the standard temperature range for testing at the collection site or that is adulterated will be considered positive for an illegal drug regardless of any reported test result.
 - c. A urine drug test result indicating an abnormal specific gravity may be considered positive for an illegal drug. The student shall meet with their Program Chair, or designee, to discuss the circumstances of the test result.
 - d. 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(s) of Nursing, and may result in dismissal from the Program or expulsion from the University.
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 for-cause drug test, including any transportation costs to or from the drug testing facility, will be the responsibility of the student.

2.12 | Supplemental and Professional Standards for Students in the College of Nursing

Candidates in programs leading to certification or licensure are subject to greater scrutiny because of their anticipated entry into a licensed profession. Additionally, candidates who will be interacting with members of the community, i.e. students, patients, families, clients, participate in external activities as part of their academic program and are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where these activities occur.

In addition to being subject to the Student Code of Conduct, candidates are also expected to follow the Supplemental and Professional Standards for their respective program (“Standards”), as both address a candidate’s affective attributes and disposition to be in the selected chosen profession. Adherence to these standards includes off-site activities and locations when the candidate’s behavior affects the reputation of the University and/or the integrity of the program.

A candidate’s ability to satisfactorily meet the Standards is a matter of ongoing academic judgment made by the respective College. Additionally, University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure candidates refrain from unsafe or unprofessional practices.

Definitions

Academic Judgment: The College’s assessment of whether the candidate’s behavior demonstrates the attributes and disposition to be in the selected chosen profession.

Candidate: Any student who enrolls in a licensure or certification program or a program that has anticipated interactions with members of the community.

Off-Site Activities: Field Placement, Clinical, Rotation, Practicum, Internship, Preceptorship, or any other activity that is required as part of the candidate’s program at a location other than the classroom.

Referral: Notice to the College that a candidate may be in violation of one or more of these standards.

Remediation Plan: The method the College uses to remediate the candidate to return to the program, if possible.

Supplemental Standards

1. The candidate is sensitive to community and cultural norms that pertain to the University classroom and off-site activities and locations.
2. The candidate contributes to a positive climate in the University classroom and all off-site activities and locations.
3. The candidate adheres to College, clinical, and agency site policies and procedures.
4. The candidate participates in off-site activities consistent with their respective professional practice, including satisfactory performance of all required skills specified.
5. The candidate meets all state-mandated requirements for certification and/or licensure.
6. The candidate only engages in practice for which they have been authorized or for which they have been

educated/validated.

7. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in themselves and those with whom they interact.
9. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.
10. The candidate is committed to reflection and assessment and is open to receiving feedback.
11. The candidate is willing to give and receive help.
12. The candidate is a thoughtful and responsive listener.
13. The candidate maintains a pattern of meeting requirements in courses and external placements.
14. The candidate demonstrates a commitment to keeping abreast of new technology, ideas and understanding in their chosen field.
15. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional in their field.
16. The candidate is responsible for personal transportation to and from off-site activities.
17. The candidate maintains professionalism and confidentiality in all settings, including virtual settings.
18. The candidate is committed to establishing a safe and supportive environment.

Professional Standards - College of Nursing Programs

The College of Nursing standards address a candidate's affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. The College adheres to the broader nursing community's ethical standards and candidates are required to adhere to the following:

1. 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 at:

<http://www.nursingworld.org/codeofethics>

2. 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 at <https://www.ncsbn.org/nursing-regulation/about-nursing-regulatory-bodies.page>

3. 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 at: <https://www.nursingworld.org/practice-policy/nursing-excellence/official-position-statements/ana-principles/>

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

Supplemental and Professional Standards Referral Process & Procedure

Upon notice that a candidate may not be meeting one or more of the Standards, the College will review the information, the candidate's history, and any additional information that will assist in appropriately addressing the issue(s) presented. If the respective College determines that a candidate may not be meeting one or more of the Standards, they may file a Referral.

Referrals provide the College the opportunity to review the candidate's behavior and determine whether counseling, remediation, or withdrawal from the program is appropriate. The process is designed to be remedial in nature, as the goal is for candidates to understand what is expected of them to be successful in their profession.

If at any time during the process the candidate fails to meaningfully participate, the College may recommend the student be withdrawn from the program. Program withdrawals must be approved by the College Dean.

Candidates are not permitted to have representation by an attorney or any other third party at any time during the process.

This process is separate from the Student Code of Conduct disciplinary process, but they may run concurrently. Candidates charged with violating the Student Code of Conduct are subject to the policies, procedures, and sanctions under that policy *in addition to* these standards.

A Student Code of Conduct charge may be the basis for a Referral if the underlying incident indicates these Standards have not been met. Similarly, a Referral may be the basis for a Student Code of Conduct charge.

Candidates are not subject to expulsion for a Standards violation, only for a violation of the Student Code of Conduct if found responsible.

Notice of Referral

Once the College determines a Referral should proceed, the candidate will be provided a Letter of Referral identifying the applicable Standards and the student's deficiencies in meeting them.

Candidates have ten (10) calendar days from the date of receipt to provide a written response to the College. Candidates are required to respond to the Letter of Referral.

Failure to respond may result in the candidate being indefinitely suspended at the conclusion of the current course or immediately if not currently enrolled.

The candidate is required to meet with the College for the purpose of discussing the Referral and, if necessary, developing a Remediation Plan to correct identified deficiencies.

If a candidate fails to meet with the College within thirty (30) calendar days of the date of receipt of the Letter of Referral, the candidate will be suspended at the conclusion of the current course or immediately if the candidate is not currently enrolled. The candidate will remain suspended indefinitely until the Referral is resolved.

Remediation Plan

In the event a candidate is placed on a Remediation Plan, they will be provided with a written copy. The Remediation Plan includes what is required of the candidate and the allotted timeframe for completion. The College has final authority over the terms of the Remediation Plan.

The candidate is expected to maintain regular contact with the College regarding their progress, including any barriers to completion.

The candidate must complete the Remediation Plan requirements in the time prescribed and submit documentation of completion to the College for review.

After review of the documentation by the College, the candidate will be notified in writing whether the Remediation Plan was successfully completed.

If a candidate does not successfully complete the Remediation Plan, the candidate will be suspended at the conclusion of their current course or immediately if not currently enrolled. Non-completion may also result in an additional Referral.

A student suspended for failure to complete the Remediation Plan will be reinstated upon successful completion of the Remediation Plan.

Retention Committee

For candidates with more than one Referral or who engage in serious misconduct, the College may refer students to a Retention Committee. Any candidate with a history of more than two Referrals may be automatically referred to a Retention Committee.

Candidates will be notified in writing of the convening of a Retention Committee and potential outcomes.

Candidates have ten (10) calendar days from the date of notice to provide a written response. Failure to respond may result

in the candidate being suspended at the conclusion of the current course or immediately if not currently enrolled. A candidate suspended solely for failure to respond will remain suspended until the candidate's response is received and the student has met with the Retention Committee.

The candidate will be notified in writing of the decision of the Retention Committee, including any right of appeal. Failure by the candidate to meet with the Retention Committee within thirty (30) calendar days following receipt of the notification will result in the candidate being suspended indefinitely at the conclusion of the current course or immediately if not currently enrolled. A candidate suspended solely for failure to meet with the Retention Committee will be reinstated upon meeting with the Retention Committee.

The Retention Committee is comprised of one member of College leadership and two (2) faculty members within the candidate's College.

The candidate has the opportunity to address the Retention Committee and is expected to provide insight regarding the Referral. The Retention Committee and the candidate will address the issues that appear to be hindering the candidate's academic progress and possible solutions. The Retention Committee will determine whether a Remediation Plan or withdrawal from the program is necessary.

After meeting with the candidate, the Retention Committee will deliberate and make one of the following decisions:

- Take no action;
- Institute a Remediation Plan; or
- Withdraw the candidate from the program.

Decision

The candidate will be notified in writing within seven business days of the Retention Committee's decision and information on the appeal process if applicable. Any decision by the Retention Committee is part of the candidate's record and may be taken into consideration should the candidate receive any future referral.

Take No Action

No further action steps are necessary by the candidate. A decision to take no action is final and cannot be appealed.

Institute a Remediation Plan

A Remediation Plan will be instituted according to the above-titled section. A decision to institute a Remediation Plan is final and cannot be appealed.

Withdraw the Candidate from the Program

Upon a decision that the candidate be withdrawn from the program, the candidate will be scholastically suspended. A summary report, generally containing findings and recommendations, will be forwarded to the College Dean, who has the ultimate authority to accept, reject, or modify the recommendation of the Retention Committee and render a final decision.

The candidate has the right to appeal a final program withdrawal to the Central Administration Appeals Committee (CAAC). The candidate must file 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 is final and the student will remain scholastically suspended.

Central Administration Appeals Committee

The CAAC is comprised of three senior University representatives, at least one of which is from the appropriate College. The CAAC reviews information provided by the College, including any information considered by the Retention Committee and the candidate's written appeal.

The CAAC will make one of the following decisions:

- Uphold the program withdrawal.
- Reverse the withdrawal and reinstate the candidate back into the program and remediate, if applicable.

The student will be notified in writing of the CAAC's decision. The decision of the CAAC is final.

2.13 | Scholastic Disqualification or Probation

Students who receive a non-passing grade in a nursing core course will be required to meet with the Program Chair, 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 or scholastic probation (CB students only). Students will also be required to complete and sign an Academic Progression Student Agreement Form. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program. More details are available in the Academic Catalog at <https://www.phoenix.edu/programs/degree-programs/academic-catalog.html>.

Section 3: RN - BSN Program (v. 016)

3.1 | Program Overview

The RN to BSN program is available in the traditional track as well as a competency-based (CB) track. The program description and outcomes are the same for both programs. The RN to BSN-CB program is designed for working professionals who have an associate degree in nursing, an unencumbered RN license and one year of professional nursing experience. Students in the CB program take approximately four courses every 16 weeks, moving through the content with the completion of authentic assessments evaluated by practitioner faculty. More information about CB programs can be found in the Academic Catalog. The traditional track of the RN to BSN program allows students to complete one course at a time. Each course is delivered over five (5) weeks.

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, Collaboration, and DEI. 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 baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-679.

BSN – Traditional track

Total Credit Hours: 120 Credits

Program Length: 150 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 (C or better required; C- is not passing)
- Meet program residency requirements

BSN – Competency Based track

Total Credit Hours: 120 Credits*

Program Length: 48 weeks minimum

Graduation Requirements:

- Complete 33 Required Course of Study credits (*47 General Education/40 Lower Division Nursing are applied from Associate's degree upon admission)
- A grade of Meets Expectations (ME) or better is required for all competencies in every course.
- Meet program residency requirements

Industry Aligned/Professional Standards

- The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)
- The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)
- QSEN Competencies
- Incorporates elements of ANA Practice Codes and Ethics

Program 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. |

3.2 | Admission and Progression Requirements***Change of Address/Limited Program Approval***

University of Phoenix College of Nursing programs are only approved for select states. If at any point in the program a student moves to a different state from the state they originally enrolled in, their ability to progress could be impacted or even prohibited, and their ability to receive federal financial aid for the education program could change. Students must update their address immediately in the student account with the University and contact their Academic Advisor when such change occurs to ascertain the effect upon their program. Students should contact their Academic Advisor upon contemplating an address change to a different state to understand the effect this could have upon their ability to progress in the program. **All clinical hours must be completed in the state of residence in which you enrolled.**

Academic Progression RequirementsTraditional track

Students in this program must successfully complete all program courses with a grade of "C" or better before proceeding to the next course.

Competency-based track

Students enrolled in the competency-based program will typically enroll in multiple courses concurrently (course block). Students in this program must successfully complete all program courses with a grade of "Met Expectations" (ME) or better before proceeding to the next course block.

The academic catalog contains the most up to date version of program admission and progression requirements. Students who are not enrolled can view academic catalogs at <https://www.phoenix.edu/programs/degree-programs/academic-catalog.html>. Students who are enrolled can view their applicable academic catalog in the Academic Plan section of the student portal.

3.3 | Clinical Experience Requirements

Students must successfully complete both the didactic and clinical learning experience requirements of the BSN program, which include theory, indirect and direct care clinical practice, simulations, etc. The RN to BSN program tracks require a minimum of 90 direct care clinical hours completed during the designated courses. The direct care clinical hours must be based in community health, not acute care. The 90 direct care clinical hours are in addition to the indirect care clinical hours completed in other courses. The courses containing direct care clinical hours are outlined below.

Clinical Courses and Overview (All BSN program tracks)

Students must complete on-site clinical experiences in public health settings during the public health nursing courses. The clinical experiences of the RN to BSN program focuses on health promotion and preventative care for individuals, families,

populations and communities, as well as the application of public health principles.

Notes: Clinical experience courses may not be taken concurrently with any other course due to the intensive nature of nursing and clinical experience courses. Exception: Students in the CB program will take the clinical experience courses concurrently with other courses but cannot take both clinical experience courses concurrently. Students may not repeat any clinical activities from prior education. Furthermore, the student's family members may not be used for any clinical activities.

It is important that students plan for additional time each week during these courses to complete clinical assignments. **Under no circumstances can clinical hours be completed during the student's regular work hours.**

NSG/482CA or NSG/482 (RN to BSN – Traditional track)

NSGCB/482CA or NSGCB/482 (RN to BSN – Competency Based track)

Promoting Healthy Communities

This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.

Precepted Direct Care Clinical Hours: 45 (minimum)

NSG/486CA or NSG/486 (RN to BSN – Traditional track)

NSGCB/486CA or NSGCB/486 (RN to BSN – Competency Based track)

Public Health: Health Promotion and Disease Prevention

This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.

Precepted Direct Care Clinical Hours: 45 (minimum)

Clinical Objectives

NSG/482 (all versions)

1. Assess the health and health needs of individuals, families, and groups in the community (Assess).
2. Identify risk factors related to environmental hazards influencing the health of individuals, families, and groups in the community (Diagnose).
3. Assess and begin to address the health of underserved individuals, families, and groups in the community to eliminate health disparities (Plan and Implement).
4. Assist individuals, families, and groups to increase their knowledge about and prepare for disasters in the community (Plan and Implement).
5. Evaluate individual, family, and/or group disaster preparedness (Evaluate).

NSG/486 (all versions)

1. Use health promotion techniques to assess risk, and prevent and manage communicable disease in individuals, families, and groups (Assess, Diagnose, Plan, Implement, & Evaluate).
2. Develop plans to reduce incidence, morbidity, and mortality rates for communicable and chronic diseases in individuals, families, and groups in the community (Plan).
3. With input from community members assess, modify as necessary, deliver, and evaluate a public health teaching intervention to prevent disease and improve health (Assess, Diagnose, Plan, Implement, & Evaluate).

Approved Direct Care Clinical Activities:

- Family assessment
- Windshield survey assessment and activities
- Disaster preparedness assessments and activities
- Patient population Safety and advocacy assessment
- Patient population Environmental assessment
- Patient population Economic security assessment
- Patient population Nutritional assessment
- Direct care clinical assessment of patient population

- Interaction with the patient population to assess gap analysis
- Implementation of the educational intervention proposal to patient population, other stakeholders, and obtain feedback to integrate into final project
- Implementation and evaluation of the final educational intervention to patient population and other stakeholders
- Conduct patient population post evaluation of project implementation
- Direct care clinical collaboration and interaction with patient population to formulate diagnosis by applying the nursing framework
- Dissemination of the project findings/recommendations to patient population and stakeholders
- Direct care clinical contact with patient population may be done via Telehealth no more than 4 direct clinical hours

Activities that do not count toward direct care clinical experience hours include:

- Preparation time (library and research)
- Writing or typing class papers
- Travel to and from clinical agencies, family homes
- Reviewing videos
- Attending in-service classes outside of clinical time
- Performing duties that are part of your employment

Clinical Coordination

The clinical coordinator is responsible for assisting students in securing clinical sites and preceptors, and must approve each student's clinical site and preceptor. There will be multiple touch points with students from the clinical coordinator to support students on the selection of preceptor and site. Students are first encouraged to network and to forward potential referrals to the clinical coordinator if they have any sites in mind, including their current employment settings. This will help the College of Nursing ensure the placement of students in an area that fits their interests. The College of Nursing has found student selection of preceptors and clinical sites provides the best experience for you, as you can take the characteristics of the clinic location, the individual preceptor, and the office environment into account when making the choice.

Students are introduced to their clinical coordinator via a welcome email nine weeks prior to their clinical experience. The [Student Clinical Placement Roadmap](#) is shared with students for clarity and insight into the process along with an overview of course objectives and suggestions for the appropriate clinical sites and preceptor.

Clinical Coordinator	Coverage (by State)
Tina Ho Phone: 619-433-7524 Email: Tina.Ho@phoenix.edu	Clinical Coordinator All approved states
Thomas Falletta Phone: (480) 384-0696 Email: Thomas.Falletta@phoenix.edu	National Director of Clinical Practice

Note: The College of Nursing does not pay for preceptors or clinical sites.

The clinical placement process will involve an ongoing partnership between the student and clinical coordinator to secure the preceptor and site needed to achieve the course and program student learning outcomes. Students are responsible for communicating regularly with the clinical coordinator, clinical course faculty, and program chair.

The clinical coordinator manages all aspects of the clinical placement experience, including:

- Identifying the need for new contracts with potential clinical agencies and/or preceptors.
- Sustaining current relationships with clinical sites and assisting in identifying and securing new clinical sites/affiliation agreements.
- Negotiating and networking with clinical agencies to ensure clinical placement sites are available for all clinical courses and appropriate for student experience.
- Ensuring clinical agency contracts are up to date and comply with State Board of Nursing regulations and CCNE accreditation.

- Collaborate to update necessary records to ensure active affiliation with clinical sites and preceptors are available for students.
- Cadenced proactive communication with students prior to first clinical course:

9 weeks prior to course start date	Clinical overview sent via email which includes an outline of the course objectives, and the process, requirements and suggestions for the appropriate clinical sites and preceptor. Students are added to Typhon and receive login information.
6 weeks prior to course start date	Students are contacted by the clinical coordinator to discuss clinical preparation which includes selecting a clinical site and preceptor, and the process of obtaining approvals through Typhon.
4 weeks prior to course start date	Students without an approved site/preceptor are notified to discuss clinical placement.
2 weeks prior to course start date	Clinical Coordinator contacts students who do not have an approved clinical site and preceptor in the clinical tracking system to assess placement concerns. If site and preceptor have not been approved before the start of the clinical course, the Clinical Coordinator, Program Chair, and National Director of Clinical Practice will collaborate with the student to secure a clinical placement.

All students who have not secured clinical placement are counseled that the clinical coordinator will be finding a placement for the student, and that while they will do their best to find a placement that meets the desires of the student, their objective is to find a placement that meets the requirements of the program, and they will be assigned a placement and preceptor that is within 100 miles of their residence. Note: Timeliness of the placement cannot be guaranteed for a specific date. This may impact student progression in the program.

Preceptors

Students work under the guidance of a preceptor who provides guidance and feedback as students complete their clinical experience. The preceptor will ideally work at the clinical site where the student completes their hours. When selecting a preceptor, 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 a student needs help finding a preceptor, they should contact their Clinical Coordinator or National Director of Clinical Practice.

Students must meet with their preceptor weekly. Preceptors and students may meet face to face or communicate by phone or e-mail. Precepting a student is voluntary, and students are not permitted to pay or compensate the preceptor in any way.

Qualified preceptors must meet the following qualifications:

- Bachelor's degree or higher **in Nursing** (BSN, MSN, DNP, etc.)
- Possess a current and unencumbered RN license to practice.

Note: Immediate family members, relatives, domestic partners or spouses may not be used as preceptors.

The preceptor is responsible for the following:

- Review and discuss with the student the course student learning outcomes, clinical objectives, and respective clinical forms.
- Assist in planning and coordinating activities related to meeting the course student learning outcomes and clinical objectives within the scope of the practice setting.
- Assist the student with planning clinical experiences that provide for progression from participant observation (if required) toward responsible professional practice.
- Ensure student is oriented and understands safety procedures with the clinical site.
- Be responsible for student safety during the clinical rotation; notify the Program Chair of any incident, complete a Student Accident/Incident Report, and cooperate with any University investigation of the same.
- Report any behaviors by the student that occur that give rise to a reasonable suspicion of substance abuse or otherwise indicate that the student may be impaired by drugs or alcohol immediately to the University as soon as possible, but no later than 24 hours from the time the behaviors were observed.
- Provide ongoing support, learning experiences, and constructive evaluation of student's progress to facilitate completion of the course student learning outcomes and clinical objectives.

- Observe and evaluate the student's skills of interview, physical assessment, diagnosis, plan of care development, and patient management if applicable.
- Participate in the evaluation of the student's performance and provide feedback with a balance of positive comments and constructive criticism.
- Assist the student in the critical analysis of interview and physical assessment data to develop working hypothesis.
- Function as a teacher, role model, mentor, and clinical resource.
- Make the necessary time commitment to mentor the student.

Preceptor Onboarding Packet

After the College has validated and approved the requested preceptor, the preceptor will be provided with the Preceptor Onboarding Packet. This packet includes information related to the program, expectations of the preceptor, and operational information in the event circumstances change or an issue arises. Preceptors must acknowledge receipt of this information packet when they sign the Agency Permission Agreement form.

Clinical Site Selection

Students must complete clinical hours at appropriate locations. Direct-contact hours may be completed in a healthcare delivery setting, generally referred to as an agency, facility, or clinical site.

Site qualifications include:

- Clinical sites must not harbor student safety issues which put students at risk for physical, psychological, or emotional harm.
- There must be no unresolved regulatory agency violations of the clinical site.
- Clinical sites must have the appropriate equipment, privacy, and staff to meet clinical needs of patients and the course objectives.
- Cannot be an acute care setting.

It is in the student's best interest to contact agencies as soon as possible to ensure placement availability. Students may select clinical facilities of their own choosing, provided these agencies are able to deliver experiences that fulfill the clinical objectives. There will be multiple touch points from the clinical coordinator to support the student on the selection of preceptor and site.

Before a student begins any clinical activities, 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. 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 information below regarding agency permission forms and the affiliation agreement process.

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 several months. **Therefore, it is highly recommended that students select placement in a clinical 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.

In the event a student still wishes to pursue a new affiliation agreement, they should provide the information below to the Clinical Coordinator: Tina.Ho@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 and/or email address

- Name of agency for affiliation agreement
- Agency address
- Agency contact person with contact information (phone number, email 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 their 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 progression.**

Clinical Tracking & Documentation

You must have all required hours and documentation (including evaluations) completed in [Typhon](#) within the duration of the course to be eligible for a passing grade. Failure to meet the required hours or documentation will result in a non-passing grade.

Clinical Tracking System

In the BSN program, you are required to accurately track clinical hours in the clinical tracking system, [Typhon](#). This system will be used to track clinical hours and other documentation necessary for the precepted clinical courses. Students receive access to the clinical experience tracking system 9 weeks prior to the first clinical course. If you haven't received your invitation email from Typhon within 9 weeks of the first clinical course, please notify the Clinical Coordinator.

A User Guide is available in Typhon to help you navigate the system: From the main menu > Information & Setup section > Downloads > Program Documents/Templates > User Guides.



You are highly encouraged to use this resource which provides step-by-step instructions with screenshots. Additionally, you can access the user guide from the [Nursing Student Resources](#) page. Contact your Clinical Coordinator for further assistance if needed.

Precepted clinical hours will **only** be approved by faculty once the following conditions are met:

- 1) Agency permission has been validated through completion/submission of an Agency Permission Agreement form.
 - If an executed Affiliation Agreement (contract) between the clinical site and the University is established, a College representative can sign the Agency Permission Agreement form on behalf of the agency.
- 2) Selected agency is in the Typhon directory and included in the Time Log.
 - If your agency is not in the directory, you must submit a request to add it. Instructions are available in the Typhon user guide.

Documents and Evaluations

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 the student's preceptor and a duly authorized agent of the facility prior to participating in any direct-patient care activities. This document must be reviewed and approved by your clinical coordinator.

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.

Family Consent and Release Form

Students will engage in direct contact with members of a family during “Promoting Healthy Communities” (482 courses). In situations such as these, family participants will be expected to sign a consent and release of liability form. All required forms can be accessed in, and must be submitted to, [Typhon](#). **Under no circumstances may members of the student’s family participate in these experiences.**

NOTE: Students are subject to a Professional Standards referral if they complete clinical hours prior to submitting and receiving approval for required documentation.

Clinical Time Logs

Completed clinical time logs are required of students to demonstrate appropriate direct care activity and hour completion. Time Logs must be completed and submitted in the clinical tracking system by students on a weekly basis, so that faculty can validate hours. At the end of each course, faculty will review the clinical hours recorded in the clinical tracking system. This is done to ensure minimum clinical requirements have been completed. 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.

Preceptor Evaluation of Student Clinical Performance

At the end of each course, students must work with their preceptor to complete the evaluation form through the clinical tracking system.

Student Evaluation of Preceptor and Agency

Students must complete this evaluation through the clinical tracking system at the completion of each clinical course.

Faculty Evaluation of Preceptor and Student Experience

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

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.

3.4 | California Public Health Certification Information

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.

Application:

Candidates must apply directly to the California Board of Registered Nursing via [California Department of Consumer Affairs \(DCA\) BreEZe Online Services](#). Refer to [General Instructions and Application Requirements for Public Health Nurse \(PHN\) Certification](#) for guidance. Application instructions also include associated forms that may be attached to online application as needed.

Section 4: MSN Programs (v. 007)

4.1 | Program Overview

Program Description

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 baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-679.

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 (C or better required; C- is not passing)
4. Meet program residency requirements
5. Complete all required coursework within 5 years

Industry Aligned/Professional Standards

- The Essentials of Master's Education in Nursing (AACN, 2011)
- The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)
- QSEN Graduate Competencies
- Incorporates elements of ANA Practice Codes and Ethics
- National League for Nursing (NLN)*

*MSN/NED only

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. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

MSN/ADM Concentration Student Learning Outcomes

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

1. Apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
2. Evaluate processes, systems, and utilization of 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 and translate to promote implementation of evidence-based practice.
4. Evaluate healthcare policy, regulatory, legal, economic, ethical, and sociocultural environments to advocate for patients and effect change within the health care system based on their role.

- | | |
|----|--|
| 5 | Critique evidence-based delivery within an interdisciplinary team to serve diverse populations in a variety of local, national, and global settings. |
| 6 | Formulate a strategic plan and distinguish the key components required for success. |
| 7 | Analyze a budget and assure needed resources are planned for. |
| 8 | Predict the needed resources (human and financial) to meet desired outcomes. |
| 9 | Implement change to meet desired quality measures. |
| 10 | 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.

MSN/INF Concentration Student Learning Outcomes

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

- | | |
|---|---|
| 1 | Apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings. |
| 2 | Evaluate processes, systems, and utilization of 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 and translate to promote implementation of evidence-based practice. |
| 4 | Evaluate healthcare policy, regulatory, legal, economic, ethical, and sociocultural environments to advocate for patients and effect change within the health care system based on their role. |
| 5 | Critique evidence-based delivery within an interdisciplinary team to serve diverse populations in a variety of local, national, and global settings. |
| 6 | Evaluate methodologies to utilize nursing informatics to support best patient outcomes. |
| 7 | Evaluate the regulatory requirements impacting use of informatics within healthcare. |
| 8 | Create plans for the use of nursing informatics to collect data and support research. |
| 9 | Evaluate the function of nursing informatics within the System Design Life Cycle structures. |

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. Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

MSN/NED Concentration Student Learning Outcomes

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

- | | |
|---|--|
| 1 | Integrate theoretical, organizational, and systems leadership concepts to health care resources for diverse populations. |
|---|--|

- 2 Evaluate organizational processes, systems, and utilization of current technologies to support continuous quality improvement and promote safe patient outcomes.
- 3 Appraise theory and evidence-based research to transform professional nursing practice.
- 4 Synthesize the principles of health care policy and ethics to advocate for change within populations.
- 5 Integrate evidence-based guidelines and interprofessional collaboration to improve healthcare for diverse populations in local, national, and global settings.
- 6 Develop educational tools using educational/instructional technology, communication strategies and interventions to promote population health.
- 7 Apply learning, and teaching principles to design, implement, and evaluate culturally relevant and linguistically appropriate health education programs for individuals or groups in a variety of settings.
- 8 Apply evidence-based research, regulatory requirements, and accreditation standards to guide decisions in selecting educational interventions to improve population health.
- 9 Utilize interprofessional collaboration to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes.

4.2 | Admission and Progression Requirements

Change of Address/Limited Program Approval

University of Phoenix College of Nursing programs are only approved for select states. If at any point in the program a student moves to a different state from the state they originally enrolled in, their ability to progress could be impacted or even prohibited, and their ability to receive federal financial aid for the education program could change. Students must update their address immediately in the student account with the University and contact their Academic Advisor when such change occurs to ascertain the effect upon their program. Students should contact their Academic Advisor upon contemplating an address change to a different state to understand the effect this could have upon their ability to progress in the program. **All clinical hours must be completed in the state of residence in which you enrolled.**

Academic Progression Requirements

- Students in this program must successfully complete all program courses with a grade of "C" or better before proceeding to the next course.
- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a "C" or better prior to enrolling in graduate level courses.
- 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 clinical courses include: NSG/516 and NSG/517.

The academic catalog contains the most up to date version of program admission and progression requirements. Students who are not enrolled can view academic catalogs at <https://www.phoenix.edu/programs/degree-programs/academic-catalog.html>. Students who are enrolled can view their applicable academic catalog in the Academic Plan section of the student portal.

4.3 | Clinical Experience/Practicum Requirements

Simulation (MSN/NED only)

The Master of Science in Nursing with a concentration in Nursing Education (MSN/NED) contains two courses covering pharmacology, pathophysiology, and physical assessment: NSG/501 & NSG/502. These two courses utilize simulation software 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 simulation software 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.

Practicum Courses and Overview (All MSN programs)

All MSN concentrations (ADM, INF, and NED) include a minimum of 60 clinical hours, which are completed during

Practicum I and II.

Note: Students in the MSN/NED track complete direct care clinical hours and their practicum projects must include direct patient care with a population focus based on Healthy People 2030 initiatives.

During practicum courses, students integrate advanced practice nursing 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. In Practicum I, the faculty member guides students as they develop an action plan, assess the patient population, and develop the proposed solution. During Practicum II, students finalize and implement their project, including an evaluation. **Under no circumstances can clinical hours be completed during the student's regular work hours.**

MSN/INF students planning to sit for the American Nurses Credentialing Center (ANCC) Informatics Nursing Certification (RN-BC) can take two additional practicum courses with associated hours (75 hours per course), to help meet the certification exam eligibility requirements. These additional courses may be taken as the two elective courses required for completion of the program.

Practicum documentation and clinical logs are completed by the student in the clinical tracking system and verified or approved by the faculty. Failure to complete all the required clinical hours of a practicum course will result in a failing course grade.

The College sends information about the practicum nine 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 preceptor, and a viable project topic.

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

MSN/ADM and MSN/INF Course Descriptions**NSG/516 and NSG/517 (ADM and INF)**

The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.

Clinical Hours: 30 per course

NSG/536 and NSG/537 (INF only)

These courses provide the nursing informatics student the opportunity for the application of knowledge and skills to a second practicum project. There are 75 practicum hours required in each course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics. **Clinical Hours: 75 per course**

MSN/NED Course Descriptions**NSG/516ED: Practicum I**

The capstone experience for the MSN/NED program is offered through a set of two courses NSG/516ED and NSG/517ED. Each course is 3 credits and requires a minimum of 30 direct clinical hours. Together, these courses guide the student through the following stages of the practicum project: safety and/ or advocacy assessment, development plan, implementation, evaluation, and dissemination. This course prepares the graduate to lead change to improve quality outcomes, work collaboratively across interprofessional teams, navigate and integrate care services across the healthcare system, design and innovate nursing practices, and translate evidence into clinical practice. **Precepted Direct Care Clinical Hours: 30**

NSG/517ED: Practicum II

The capstone experience for the MSN/NED program is offered through a set of two courses NSG/516ED and NSG/517ED. Each course is 3 credits and requires a minimum of 30 direct clinical hours. Together, these courses guide the student through the following stages of the practicum project: safety and/ or advocacy assessment, development plan, implementation, evaluation, and dissemination. This course prepares the graduate to lead change to improve quality outcomes, work

collaboratively across interprofessional teams, navigate and integrate care services across the healthcare system, design and innovate nursing practices, and translate evidence into clinical practice. **Precepted Direct Care Clinical Hours: 30**

Clinical Objectives (MSN/NED only)

1. Perform and document appropriate comprehensive or symptom-focused physical examinations on patients, including social and behavioral screening and physical system assessment to determine the needs in achieving health goals or health outcomes.
2. Perform direct comprehensive health literacy assessment to obtain and document the health literacy level of the patient population.
3. Perform direct comprehensive health assessment to determine educational needs from the advanced health assessment of patient's understanding of their disease conditions and pharmacology.
4. Perform direct comprehensive health assessment of patient population for the safety and/or advocacy needs guided by evidence-based research, through interprofessional collaborative practice with the healthcare team members.
5. Analyze gaps in learning through a comprehensive assessment of the patient population's social, behavioral, and environmental history.
6. Perform a comprehensive assessment of the patient population's readiness and willingness to learn to improve health outcomes.
7. Implement and evaluate educational intervention to impact changes to patient care or system/organization/unit level to achieve health goals or health outcomes.

Approved Direct Care Clinical Activities (MSN/NED only):

- Direct care clinical assessment of a patient population (patients, families, and communities) through direct clinical contact based on the foundation of 3 Ps (Advanced Pathophysiology, Advanced Pharmacology and Advanced Physical Assessment)
- Direct care clinical assessment of patient population
- Patient population Safety and advocacy assessment
- Patient population Environmental assessment
- Patient population Economic security assessment
- Patient population Nutritional assessment
- Patient population Health literacy assessment
- Diversity, equity, and inclusion (DEI) assessment
- Direct care clinical collaboration and interaction with patient population to formulate diagnosis by applying the nursing framework
- Interaction with the patient population to assess gap analysis
- Educate the patient population on assessed needs
- Patient population assessment of readiness and willingness to learn
- Direct care clinical interactions with clinical site and population stakeholders (interprofessional teams, faculty, preceptor, patient population) to identify the learning needs associated with health-related issues
- Implementation of the educational intervention proposal to patient population, other stakeholders, and obtain feedback to integrate into final project
- Implementation and evaluation of the final educational intervention to patient population and other stakeholders
- Conduct patient population post evaluation of project implementation
- Dissemination of the project findings/recommendations to patient population and stakeholders
- Direct care clinical contact with patient population may be done via Telehealth no more than 4 direct clinical hours

Activities **not** counted toward direct care clinical 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 clinical hours:

- Students may **not** contact or interact with vulnerable populations including, but not limited to:
 - Pregnant women
 - Minors under the age of 18

- People with severe psychiatric disorders
- Students may **not** conduct any research or other activities requiring Institutional Review Board approval.

Clinical Coordination (MSN/NED only)

The clinical coordinator is responsible for assisting students in securing clinical sites and preceptors. There will be multiple touch points with students from the clinical coordinator to support students on the selection of preceptor and site. Students are first encouraged to network and to forward potential referrals to the clinical coordinator if they have any sites in mind, including their current employment settings. This will help the College of Nursing ensure the placement of students in an area that fits their interests. The College of Nursing has found student selection of preceptors and clinical sites provides the best experience for you, as you can take the characteristics of the clinic location, the individual preceptor, and the office environment into account when making the choice.

Students are introduced to their clinical coordinator via a welcome email nine weeks prior to their clinical experience. The [Student Clinical Placement Roadmap](#) is shared with students for clarity and insight into the process along with an overview of course objectives and suggestions for the appropriate clinical sites and preceptor.

Clinical Coordinator	Coverage (by State)
Beth Holland Phone: (602) 557-3425 Email: Emma.Holland@phoenix.edu	Clinical Coordinator/Program Chair All approved states
Thomas Falletta Phone: (480) 384-0696 Email: Thomas.Falletta@phoenix.edu	National Director of Clinical Practice

Note: The College of Nursing does not pay for preceptors or clinical sites.

The clinical placement process will involve an ongoing partnership between the student and clinical coordinator to secure the preceptor and site needed to achieve the course and program student learning outcomes. Students are responsible for communicating regularly with the clinical coordinator and program chair. The clinical coordinator manages all aspects of the clinical experience, including:

- Identifying the need for new contracts with potential clinical agencies and/or preceptors.
- Sustaining current relationships with clinical sites and assisting in identifying and securing new clinical sites/affiliation agreements.
- Negotiating and networking with clinical agencies to ensure clinical placement sites are available for all clinical courses and appropriate for student experience.
- Ensuring clinical agency contracts are up to date and comply with State Board of Nursing regulations and CCNE accreditation.
- Collaborate to update necessary records to ensure active affiliation with clinical sites and preceptors are available for students.
- Cadenced proactive communication with students prior to first clinical course:

9 weeks prior to course start date	Clinical overview sent via email which includes an outline of the course objectives, and the process, requirements and suggestions for the appropriate clinical sites and preceptor. Students are added to Typhon and receive login information.
6 weeks prior to course start date	Students are contacted by the clinical coordinator to discuss clinical preparation which includes selecting a clinical site and preceptor, and the process of obtaining approvals through Typhon.
4 weeks prior to course start date	Students without an approved site/preceptor are notified to discuss clinical placement.
2 weeks prior to course start date	Clinical Coordinator contacts students who do not have an approved clinical site and preceptor in the clinical tracking system to assess placement concerns. If site and preceptor have not been approved before the start of the clinical course, the Clinical Coordinator, Program Chair, and National Director of Clinical Practice will collaborate with the student to secure a clinical placement.

All students who have not secured clinical placement are counseled that the clinical coordinator will be finding a placement for the student, and that while they will do their best to find a placement that meets the desires of the student, their objective is to find a placement that meets the requirements of the program and they will be assigned a placement and preceptor that is within 100 miles of their residence. Note: Timeliness of the placement cannot be guaranteed for a specific date. This may impact student progression in the program.

Preceptors (MSN/NED only)

Students work under the supervision of a preceptor who provides guidance and feedback as students develop and implement the practicum project. The preceptor will ideally work at the same practicum site where the student completes their practicum and have experience with the practicum topic. When selecting a preceptor, 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 a student needs help finding a preceptor, they should contact their Clinical Coordinator or National Director of Clinical Practice.

Students must meet their preceptor weekly. Preceptors and students may meet face to face or communicate by phone or e-mail. The time that the preceptor spends with the student is dependent on how much guidance and feedback the student needs.

Preceptor Selection and Qualifications

Students will partner with the clinical coordinator to select a preceptor. Students are encouraged to select a preceptor on-site where the practicum will be completed.

Preceptors must meet the following qualifications:

- Master's degree or higher in **Nursing** (MSN, DNP, etc.)
- Possess a current and unencumbered RN license to practice.

Note: Immediate family members, relatives, domestic partners or spouses may not be used as preceptors.

Preceptor Onboarding Packet

After the College has validated and approved the requested preceptor, the preceptor will be provided with the Preceptor Onboarding Packet. This packet includes information related to the program, expectations of the preceptor, and operational information in the event circumstances change or an issue arises. Preceptors must acknowledge receipt of this information packet when they sign the Agency Permission Agreement form.

The preceptor is responsible for the following:

- Assist in planning and coordinating activities related to meeting the course student learning outcomes and clinical objectives within the scope of the practice setting.
- Assist the student with planning clinical experiences that provide for progression from participant observation (if required) toward responsible professional practice.
- Ensure student is oriented and understands safety procedures with the clinical site.
- **Be responsible for student safety during the clinical rotation; must notify the Program Chair of the incident, complete a Student Accident/Incident Report, and cooperate with any University investigation of the same.**
- Report any behaviors by the student that occur that give rise to a reasonable suspicion of substance abuse or otherwise indicate that the student may be impaired by drugs or alcohol immediately to the University as soon as possible, but no later than 24 hours from the time the behaviors were observed.
- Provide ongoing support, learning experiences, and constructive evaluation of student's progress to facilitate completion of the course student learning outcomes and clinical objectives.
- Observe and evaluate the student's skills of interview, physical assessment, diagnosis, plan of care development, and patient management if applicable.
- Participate in the evaluation of the student's performance and provide feedback with a balance of positive comments and constructive criticism.
- Assist the student in the critical analysis of interview and physical assessment data to develop working hypothesis.
- Function as a teacher, role model, mentor, and clinical resource.
- Make the necessary time commitment to mentor the student.

Mentors (MSN/ADM and MSN/INF only)

Students work under the guidance of a mentor who provides feedback as students develop and implement the practicum project. The mentor will ideally work at the same practicum site where the student completes their practicum and have experience with the practicum topic. 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 Program Chair or online designee for guidance.

Students generally meet their mentor weekly. Mentors and students may meet face to face or communicate by phone or email. 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 current RN license and a minimum of a master's degree in nursing OR a bachelor's degree in nursing (BSN) AND a master's degree in a field related to the project (Nursing, Healthcare, Informatics, etc.). Mentoring a student is voluntary, and students are not permitted to pay or compensate the mentor in any way.

The mentor is responsible for the following:

- Review and sign-off on the student's Project Action Plan. This includes reviewing the project goals and learning objectives.
- Assist with planning and coordinating learning activities related to the learning objectives.
- 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.

Practicum Site Selection & Obtaining Permission

Students fulfill clinical hours in a health care delivery setting, generally referred to as an agency, facility, or site. Students select a site where they can successfully complete their clinical objectives. Most students complete the clinical experience at their workplace. Students who are unemployed or otherwise unable to complete their clinical experience at their workplace may consider using a community-based site. Students are encouraged to network and to forward potential referrals to their clinical coordinator if they have any sites in mind, including their current employment settings. This will help the College ensure placement of students in an area that fits their interests.

Appropriate sites may include but are not limited to: acute care settings; skilled and long-term care facilities; community organizations such as the American Diabetes Association®, American Heart Association®, or American Red Cross ®; senior groups; and outpatient clinics.

Site qualifications include:

- Clinical sites must not harbor student safety issues which put students at risk for physical, psychological, or emotional harm.
- There must be no unresolved regulatory agency violations of the clinical site.
- Clinical sites must have the appropriate equipment, privacy, and staff to meet clinical needs of patients and the course objectives.

Affiliation Agreements

Some agencies 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, and it is the agency that determines the need for affiliation agreements. Many of the agencies where University MSN students perform their practicum/clinical experience do not require affiliation agreements.

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 several months. **Therefore, it is highly recommended 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, they must provide the information below to the Clinical Coordinator: Emma.Holland@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 and/or email address
- Name of agency for affiliation agreement
- Agency address
- Agency contact person with contact information (phone number, email address)
- Are you employed at this agency?

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

Required Documentation

NOTE: Students are subject to a Professional Standards referral if they complete clinical hours prior to submitting and receiving approval for required documentation.

Agency Permission Agreement

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* form signed by the student's preceptor and a duly authorized agent of the facility. This form can be found in the clinical tracking system 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 the clinical tracking system prior to the first week of class.

Practicum Agreement & Action Plan

The action plan outlines the activities and clinical hours students anticipate completing during the practicum course. The activities and hours must be reviewed by the preceptor. Students may not begin completing clinical activities/hours or work on their practicum project until they receive approval from their preceptor and Practicum faculty member for the Practicum Agreement & Action Plan. The preceptor must sign the Practicum Agreement & Action Plan prior to submission in the clinical tracking system for faculty approval.

Practicum 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 change may require the student to complete prior practicum activities for their project depending on when the change occurs.

Clinical Tracking & Documentation

You must have all required hours and documentation (including evaluations) completed in [Typhon](#) within the duration of the course to be eligible for a passing grade. Failure to meet the required hours or documentation will result in a non-passing grade.

Clinical Tracking System

Students are required to accurately track clinical hours in the clinical tracking system ([Typhon](#)). This system will be used to track clinical hours and other documentation necessary for the precepted clinical courses. Students receive access to the clinical experience tracking system 9 weeks prior to the first practicum course. If you haven't received your invitation email from Typhon within 9 weeks of the first practicum course, please notify the clinical coordinator.

A User Guide is available in Typhon to help you navigate the system: From the main menu > Information & Setup section > Downloads > Program Documents/Templates > User Guides.

Information & Setup	
YOUR ACCOUNT Modify Account Information Set Up Default Choices Audit Trail	DOWNLOADS Blank Case Log Worksheet Most Common ICD/CPT Codes Program Documents/Templates



You are highly encouraged to use this resource which provides step-by-step instructions with screenshots. Additionally, you can access the user guide from the [Nursing Student Resources](#) page. Contact your clinical coordinator for further assistance if needed.

Clinical Time Logs

Completed clinical time logs are required of students to demonstrate appropriate activity and hour completion. Time Logs must be completed and submitted in the clinical tracking system by students on a weekly basis, so that faculty can validate hours. At the end of each course, faculty will review the clinical hours recorded in the clinical tracking system. This is done to ensure minimum clinical requirements have been completed. 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.

Precepted clinical hours will **not** be approved and counted unless the following conditions are met:

- 1) Agency permission has been validated through completion/submission of an Agency Permission Agreement form.
 - a. If an executed Affiliation Agreement (contract) between the clinical site and the University is established, a college representative can sign the Agency Permission Agreement form on behalf of the agency.
- 2) Selected agency is in the clinical tracking system (Typhon) directories and included in the Time Log.
 - a. If your agency is not in the directory, you must submit a request to add it. Instructions are available in the clinical tracking system (Typhon) user guide.
- 3) Your completed Practicum Agreement & Action Plan has been approved through the clinical tracking system (Typhon).

Evaluations (MSN/NED Only)

Preceptor Evaluation of Student Clinical Performance

At the end of each course, students must work with their preceptor to complete the evaluation form through the clinical tracking system.

Student Evaluation of Preceptor and Agency

Students must complete this evaluation through the clinical tracking system at the completion of each clinical course.

Faculty Evaluation of Preceptor and Student Experience

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

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.

Section 5: MSN Programs (v. 008)

5.1 | Program Overview

Program Description

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 baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-679.

Total Credit Hours: 34 Credits; 43 Credits with Bridge Courses

Program Length: 62 weeks, 77 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 (see Academic Progression section for details)
4. Meet program residency requirements
5. Complete all required coursework within 5 years

Industry Aligned/Professional Standards

- The Essentials of Master's Education in Nursing (AACN, 2011)
- The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)
- QSEN Graduate Competencies
- Incorporates elements of ANA Practice Codes and Ethics
- National League for Nursing (NLN)*

*MSN/NED only

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 pursue a future as a hospital, health system or healthcare leader. Students develop their knowledge with key courses covering topics like nursing theory, research and applied statistics for quality improvement, and the healthcare leader's role during organizational change. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

MSN/ADM Concentration Student Learning Outcomes

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

1. Integrate theoretical, organizational, and systems leadership concepts into healthcare resources for diverse populations.
2. Evaluate organizational processes, system, and utilization of current technologies to support continuous quality improvement and promotes safe patient outcomes.
3. Appraise theory and evidence-based research to transform professional nursing practice.
4. Synthesize the principles of healthcare policy, regulation, accreditation, and ethics to advocate for change within populations.
5. Integrate evidence-based guidelines and interprofessional collaboration to improve healthcare for diverse populations in local, national, and global settings.
6. Evaluate organizational strategies to optimize performance and outcomes.

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 function in nursing informatics leadership roles, specialize in the design and use of electronically stored data to influence quality in care delivery and provide evidence of meeting quality, compliance and regulatory standards and requirements.

MSN/INF Concentration Student Learning Outcomes

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

- 1 Integrate theoretical, organizational, and systems leadership concepts into healthcare resources for diverse populations.
- 2 Evaluate organizational processes, system, and utilization of current technologies to support continuous quality improvement and promotes safe patient outcomes.
- 3 Appraise theory and evidence-based research to transform professional nursing practice.
- 4 Synthesize the principles of healthcare policy, regulation, accreditation, and ethics to advocate for change within populations.
- 5 Integrate evidence-based guidelines and interprofessional collaboration to improve healthcare for diverse populations in local, national, and global settings.
- 6 Implement informatics data and technical systems to improve client-centered and culturally diverse healthcare outcomes.
- 7 Use the System Development Life Cycle (SDLC) to design systems that 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 and to function as a nurse educator in a variety of practice and educational settings. Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

MSN/NED Concentration Student Learning Outcomes

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

- 1 Integrate theoretical, organizational, and systems leadership concepts into healthcare resources for diverse populations.
- 2 Evaluate organizational processes, system, and utilization of current technologies to support continuous quality improvement and promotes safe patient outcomes.
- 3 Appraise theory and evidence-based research to transform professional nursing practice.
- 4 Synthesize the principles of healthcare policy, regulation, accreditation, and ethics to advocate for change within populations.
- 5 Integrate evidence-based guidelines and interprofessional collaboration to improve healthcare for diverse populations in local, national, and global settings.
- 6 Apply educational tools and teaching principles to design, implement, and evaluate culturally relevant and linguistically appropriate health education programs for individuals or groups in a variety of settings.

5.2 | Admission and Progression Requirements**Change of Address/Limited Program Approval**

University of Phoenix College of Nursing programs are only approved for select states. If at any point in the program a student moves to a different state from the state they originally enrolled in, their ability to progress could be impacted or even prohibited, and their ability to receive federal financial aid for the education program could change. Students must update their address immediately in the student account with the University and contact their Academic Advisor when such change occurs to ascertain the effect upon their program. Students should contact their Academic Advisor upon contemplating an address change to a different state to understand the effect this could have upon their ability to progress in the program. **All clinical hours must be completed in the state of residence in which you enrolled.**

Academic Progression Requirements

- Students in this program must successfully complete all core courses with a grade of "B-" or better before proceeding to the next course.
- Students in this program must successfully complete all concentration courses with a grade of "C" or better before proceeding to the next course.
- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a "C" or better prior to enrolling in graduate level courses.
- Courses 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 academic catalog contains the most up to date version of program admission and progression requirements. Students who are not enrolled can view academic catalogs at <https://www.phoenix.edu/programs/degree-programs/academic-catalog.html>. Students who are enrolled can view their applicable academic catalog in the Academic Plan section of the student portal.

5.3 | Clinical Experience/Practicum Requirements

Simulation

The Master of Science in Nursing contains courses covering pharmacology, pathophysiology, and physical assessment. These courses utilize simulation software 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. The simulation software contains clinically based interactive patient encounters designed to strengthen assessment skills and clinical competency. The activities 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.

Practicum Course

The MSN concentrations (ADM and INF) include a minimum of 60 clinical hours (15 direct care and 45 indirect care hours) which are completed during the practicum course: NSG/518AD or NSG/518IN.

The MSN/NED concentration includes a minimum of 60 direct care clinical hours, which are completed during the practicum course: NSG/518ED.

Under no circumstances can clinical hours be completed during regular work hours.

During the practicum course, 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.

NOTE: Clinical hours must include direct patient care with a population focus using an objective from Healthy People 2030.

Practicum documentation and clinical logs are completed by the student in the clinical system and verified/approved by the faculty. Failure to complete all the required clinical hours of a practicum course will result in a failing course grade.

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

Course Descriptions and Clinical Objectives

NSG/518AD

This course reflects the culmination of advanced nursing education to synthesize knowledge and skills acquired throughout the MSN Program. The Practicum for the Master of Nursing programs is offered in the NSG/518AD course. This course is 4 credits and requires a minimum of 15 direct and 45 indirect clinical hours. The practicum experience requires the student to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based research to practice. **Precepted Clinical Hours: 15 direct-care; 45 indirect-care**

Clinical Objectives

1. Assess your patient population using advanced nursing knowledge including advanced pharmacology, advanced pathophysiology, advanced assessment, and current evidence to improve population-specific health outcomes.
2. Identify administrative processes that affect the health of a patient population.
3. Plan an evidence-based quality improvement project to address a population-specific problem or issue.
4. Implement an evidence-based intervention that addresses Healthy People 2030 healthcare goals.
5. Evaluate a quality improvement project for outcome effectiveness.
6. Plan for project sustainability.

NSG/518IN

This course reflects the culmination of advanced nursing education to synthesize knowledge and skills acquired throughout the MSN Program. The practicum experience requires the student to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based research to practice.

Precepted Clinical Hours: 15 direct-care; 45 indirect-care

Clinical Objectives

1. Assess a patient population utilizing advanced knowledge from pharmacology, pathophysiology, assessment, and current evidence to improve population-specific health outcomes.
2. Identify informatics-related processes that affect the health of a patient population.
3. Plan an evidence-based quality improvement project to address a population-specific problem or issue.
4. Implement a quality improvement project that addresses Healthy People 2030 healthcare goals.
5. Evaluate a quality improvement project for outcome effectiveness.
6. Plan for project sustainability.

NSG/518ED

This course reflects the culmination of advanced nursing education to synthesize knowledge and skills acquired throughout the MSN Program. The practicum experience requires the student to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based research to practice. **Precepted Clinical Hours: 60 direct-care**

Clinical Objectives

1. Assess your patient population using advanced nursing knowledge including advanced pharmacology, advanced pathophysiology, advanced assessment, and current evidence to improve population-specific health outcomes.
2. Identify educational priorities for a patient population.
3. Plan for an evidence-based educational intervention for a patient population.
4. Implement an evidence-based educational intervention that addresses Healthy People 2030 healthcare goals.
5. Evaluate the evidence-based educational intervention for outcome effectiveness.
6. Plan for educational intervention sustainability.

Approved Direct Care Clinical Activities:

- Direct care clinical assessment of a patient population (patients, families, and communities) through direct clinical contact based on the foundation of 3 Ps (Advanced Pathophysiology, Advanced Pharmacology and Advanced Physical Assessment)
- Direct care clinical assessment of patient population
- Patient population Safety and advocacy assessment
- Patient population Environmental assessment
- Patient population Economic security assessment
- Patient population Nutritional assessment
- Patient population Health literacy assessment
- Diversity, equity, and inclusion (DEI) assessment
- Direct care clinical collaboration and interaction with patient population to formulate diagnosis by applying the nursing framework
- Interaction with the patient population to assess gap analysis
- Educate the patient population on assessed needs
- Patient population assessment of readiness and willingness to learn
- Direct care clinical interactions with clinical site and population stakeholders (interprofessional teams, faculty, preceptor, patient population) to identify the learning needs associated with health-related issues
- Implementation of the educational intervention proposal to patient population, other stakeholders, and obtain feedback to integrate into final project

- Implementation and evaluation of the final educational intervention to patient population and other stakeholders
- Conduct patient population post evaluation of project implementation
- Dissemination of the project findings/recommendations to patient population and stakeholders
- Direct care clinical contact with patient population may be done via Telehealth no more than 4 direct clinical hours

Activities **not** counted toward clinical 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 clinical hours:

- Students may **not** contact or interact with vulnerable populations including, but not limited to:
 - Pregnant women
 - Minors under the age of 18
 - People with severe psychiatric disorders
- Students may **not** conduct any research or other activities requiring Institutional Review Board approval.

Clinical Coordination

The clinical coordinator is responsible for assisting students in securing clinical sites and preceptors. There will be multiple touch points with students from the clinical coordinator to support students on the selection of preceptor and site. Students are first encouraged to network and to forward potential referrals to the clinical coordinator if they have any sites in mind, including their current employment settings. This will help the College of Nursing ensure the placement of students in an area that fits their interests. The College of Nursing has found student selection of preceptors and clinical sites provides the best experience for you, as you can take the characteristics of the clinic location, the individual preceptor, and the office environment into account when making the choice.

Students are introduced to their clinical coordinator via a welcome email at least nine weeks prior to their clinical experience. The [Student Clinical Placement Roadmap](#) is shared with students for clarity and insight into the process along with an overview of course objectives and suggestions for the appropriate clinical sites and preceptor.

Clinical Coordinator	Coverage (by Program)
Beth Holland Phone: (602) 557-3425 Email: Emma.Holland@phoenix.edu	Clinical Coordinator/Program Chair All approved states
Thomas Falletta Phone: (480) 384-0696 Email: Thomas.Falletta@phoenix.edu	National Director of Clinical Practice

Note: The College of Nursing does not pay for preceptors or clinical sites.

The clinical placement process will involve an ongoing partnership between the student and clinical coordinator to secure the preceptor and site needed to achieve the clinical objectives and the course and program student learning outcomes. Students are responsible for communicating regularly with the clinical coordinator and program chair. The clinical coordinator manages all aspects of the clinical experience, including:

- Identifying the need for new contracts with potential clinical agencies and/or preceptors.
- Sustaining current relationships with clinical sites and assisting in identifying and securing new clinical sites/affiliation agreements.
- Negotiating and networking with clinical agencies to ensure clinical placement sites are available for all clinical courses and appropriate for student experience.
- Ensuring clinical agency contracts are up to date and comply with State Board of Nursing regulations and CCNE accreditation.

- Collaborate to update necessary records to ensure active affiliation with clinical sites and preceptors are available for students.
- Cadenced proactive communication with students prior to first clinical course:

9 weeks prior to course start date	Clinical overview sent via email which includes an outline of the course objectives, and the process, requirements and suggestions for the appropriate clinical sites and preceptor. Students are added to Typhon and receive login information.
6 weeks prior to course start date	Students are contacted by the clinical coordinator to discuss clinical preparation which includes selecting a clinical site and preceptor, and the process of obtaining approvals through Typhon.
4 weeks prior to course start date	Students without an approved site/preceptor are notified to discuss clinical placement.
2 weeks prior to course start date	Clinical Coordinator contacts students who do not have an approved clinical site and preceptor in the clinical tracking system to assess placement concerns. If site and preceptor have not been approved before the start of the clinical course, the Clinical Coordinator, Program Chair, and National Director of Clinical Practice will collaborate with the student to secure a clinical placement.

All students who have not secured clinical placement are counseled that the clinical coordinator will be finding a placement for the student, and that while they will do their best to find a placement that meets the desires of the student, their objective is to find a placement that meets the requirements of the program and they will be assigned a placement and preceptor that is within 100 miles of their residence. Note: Timeliness of the placement cannot be guaranteed for a specific date. This may impact student progression in the program.

Preceptors

Students work under the supervision of a preceptor who provides guidance and feedback as students develop and implement the practicum project. The preceptor will ideally work at the same practicum site where the student completes their practicum and have experience with the practicum topic. When selecting a preceptor, 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 a student needs help finding a preceptor, they should contact their Clinical Coordinator or National Director of Clinical Practice.

Students must meet their preceptor weekly. Preceptors and students may meet face to face or communicate by phone or e-mail. The time that the preceptor spends with the student is dependent on how much guidance and feedback the student needs.

Preceptor Selection and Qualifications

Students will partner with the clinical coordinator to select a preceptor. Students are encouraged to select a preceptor on-site where the practicum will be completed.

Preceptors must meet the following qualifications:

- Master's degree or higher **in Nursing** (MSN, DNP, etc.)
- Possess a current and unencumbered RN license to practice.

Note: Immediate family members, relatives, domestic partners or spouses may not be used as preceptors.

Preceptor Onboarding Packet

After the College has validated and approved the requested preceptor, the preceptor will be provided with the Preceptor Onboarding Packet. This packet includes information related to the program, expectations of the preceptor, and operational information in the event circumstances change or an issue arises. Preceptors must acknowledge receipt of this information packet when they sign the Agency Permission Agreement form.

The preceptor is responsible for the following:

- Assist in planning and coordinating activities related to meeting the course student learning outcomes and clinical objectives within the scope of the practice setting.
- Assist the student with planning clinical experiences that provide for progression from participant

observation (if required) toward responsible professional practice.

- Ensure student is oriented and understands safety procedures with the clinical site.
- Be responsible for student safety during the clinical rotation; must notify the Program Chair of the incident, complete a Student Accident/Incident Report, and cooperate with any University investigation of the same.
- Report any behaviors by the student that occur that give rise to a reasonable suspicion of substance abuse or otherwise indicate that the student may be impaired by drugs or alcohol immediately to the University as soon as possible, but no later than 24 hours from the time the behaviors were observed.
- Provide ongoing support, learning experiences, and constructive evaluation of student's progress to facilitate completion of the course student learning outcomes and clinical objectives.
- Observe and evaluate the student's skills of interview, physical assessment, diagnosis, plan of care development, and patient management if applicable.
- Participate in the evaluation of the student's performance and provide feedback with a balance of positive comments and constructive criticism.
- Assist the student in the critical analysis of interview and physical assessment data to develop working hypothesis.
- Function as a teacher, role model, mentor, and clinical resource.
- Make the necessary time commitment to mentor the student.

Practicum Site Selection & Obtaining Permission

Students fulfill clinical hours in a health care delivery setting, generally referred to as an agency, facility, or site. Students select a site where they can successfully complete their clinical objectives. Most students complete the clinical experience at their workplace. Students who are unemployed or otherwise unable to complete their clinical experience at their workplace may consider using a community-based site. Students are encouraged to network and to forward potential referrals if they have any sites in mind, including their current employment settings. This will help the College ensure placement of students in an area that fits their interests.

Appropriate sites may include, but are not limited to: acute care settings; skilled and long-term care facilities; community organizations such as the American Diabetes Association®, American Heart Association®, or American Red Cross ®; senior groups; and outpatient clinics.

Site qualifications include:

- Clinical sites must not harbor student safety issues which put students at risk for physical, psychological, or emotional harm.
- There must be no unresolved regulatory agency violations of the clinical site.
- Clinical sites must have the appropriate equipment, privacy, and staff to meet clinical needs of patients and the course objectives.

Affiliation Agreements

Some agencies 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, and it is the agency that determines the need for affiliation agreements. Many of the agencies where University MSN students perform their practicum/clinical experience do not require affiliation agreements.

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 several months. **Therefore, it is highly recommended 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, they must provide the information below to the Clinical Coordinator: Emma.Holland@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 and/or email address
- Name of agency for affiliation agreement
- Agency address
- Agency contact person with contact information (phone number, email address)
- Are you employed at this agency?

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

Required Documentation

NOTE: Students are subject to a Professional Standards referral if they complete clinical hours prior to submitting and receiving approval for required documentation (agency permission agreement).

Agency Permission Agreement

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* form signed by the student's preceptor and a duly authorized agent of the facility. This form can be found in the clinical tracking system and must be turned in prior to beginning practicum activities. For MSN 8 students, this means students must be prepared to submit a fully executed version of the form to the clinical tracking system prior to the first week of class.

Clinical Tracking & Documentation

You must have all required hours and documentation (including evaluations) completed in [Typhon](#) within the duration of the course to be eligible for a passing grade. Failure to meet the required hours or documentation will result in a non-passing grade.

Clinical Tracking System

Students are required to accurately track clinical hours in the clinical tracking system ([Typhon](#)). This system will be used to track clinical hours and other documentation necessary for the precepted clinical course(s). Students receive access to the clinical experience tracking system 9 weeks prior to the practicum course. If you haven't received your invitation email from Typhon within 9 weeks of the practicum course, please notify the clinical coordinator.

A User Guide is available in Typhon to help you navigate the system: From the main menu > Information & Setup section > Downloads > Program Documents/Templates > User Guides.



You are highly encouraged to use this resource which provides step-by-step instructions with screenshots. Additionally, you can access the user guide from the [Nursing Student Resources](#) page. Contact your clinical coordinator for further assistance if needed.

Clinical Time Logs

Completed clinical time logs are required of students to demonstrate appropriate activity and hour completion. Time Logs must be completed and submitted in the clinical tracking system by students on a weekly basis, so that faculty can validate hours. At the end of each course, faculty will review the clinical hours recorded in the clinical tracking system. This is done to ensure minimum clinical requirements have been completed. 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.

Precepted clinical hours will **not** be approved and counted unless the following conditions are met:

- 1) Agency permission has been validated through completion/submission of an Agency Permission Agreement form.
 - a. If an executed Affiliation Agreement (contract) between the clinical site and the University is established, a

- college representative can sign the Agency Permission Agreement form on behalf of the agency.
- 2) Selected agency is in the clinical tracking system (Typhon) directories and included in the Time Log.
 - a. If your agency is not in the directory, you must submit a request to add it. Instructions are available in the clinical tracking system (Typhon) user guide.

Evaluations

Preceptor Evaluation of Student Clinical Performance

At the end of each course, students must work with their preceptor to complete the evaluation form through the clinical tracking system.

Student Evaluation of Preceptor and Agency

Students must complete this evaluation through the clinical tracking system at the completion of each clinical course.

Faculty Evaluation of Preceptor and Student Experience

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

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.

Section 6: MSN/FNP Program (v. 010)

6.1 | Program Overview

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.

NOTE: California resident students enrolled in the MSN/FNP-CA Program complete courses with a CA designation in each course ID (e.g. NRP/513CA). The program information and course content are the same between MSN/FNP and MSN/FNP-CA. The designation ensures that CA residents complete courses with CA licensed faculty. Any course ID's referenced in this section will not have the CA designation but the information applies equally to the CA designated courses.

Program Description

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 baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-679.

Total Credit Hours: 48 Credits; 57 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. Meet course grade minimums (B or better required for Master's courses; B- is not passing)
Note: Students in the bridge program must earn a C or better in the Bachelor's level bridge courses (C- is not passing)
3. Complete all required coursework within 5 years
4. Satisfactory completion of the Nurse Practitioner Preceptorship and all clinical requirements, including all clinical practice, simulation, and lab hours.
5. 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. Contact your enrollment or academic representative for details.

Industry Aligned/Professional Standards

- The Essentials of Master's Education in Nursing (AACN, 2011)
- The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)
- QSEN Graduate Competencies
- National Organization of Nurse Practitioner Faculty (NONPF)
- NONPF NP Core Competencies (2022)
- 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).

Student Learning Outcomes

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

- 1 Synthesize Advanced Practice assessment to generate accurate clinical decisions.
- 2 Integrate theory and evidence to provide holistic healthcare services to improve or maintain optimum health for all family members.
- 3 Manage holistic health care for individuals and diverse populations across the lifespan.
- 4 Integrate ethical principles in delivering care to patients across the lifespan.
- 5 Synthesize state Nurse Practice Acts and/or regulatory guidelines to practice lawfully.

Board of Nursing Requirements/State Licensing Authority Scope of Practice

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

Prescribing and Dispensing Authority

Prescribing and dispensing authority for legend and controlled substances may require additional authorization from the State Board of Nursing in your state and the payment of additional fees. The UOPX MSN/FNP program meets the requirements for ONLY what is required to obtain initial APRN licensure.

Alaska Resident Clinical Experience Requirement

In order to engage in clinical practice in Alaska, students enrolled in the MSN/FNP program must submit an application for APRN Preceptorship Registration to the Alaska State Board of Nursing, following the guidelines outlined in the [APRN Preceptorship Registration](#) and [Online Application Instructions & Forms](#).

California Pharmacology Requirement

The MSN/FNP Pharmacology curriculum meets the California BRN requirements for Nurse Practitioner Schedule II Controlled Substance and Risk of Addiction mandatory education requirement.

6.2 | Admission and 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.

Change of Address/Limited Program Approval

University of Phoenix College of Nursing programs are only approved for select states. If at any point in the program a student moves to a different state from the state they originally enrolled in, their ability to progress could be impacted or even prohibited, and their ability to receive federal financial aid for the education program could change. Students must update their address immediately in the student account with the University and contact their Academic Advisor when such change occurs to ascertain the effect upon their program. Students should contact their Academic Advisor upon contemplating an address change to a different state to understand the effect this could have upon their ability to progress in the program. **All clinical hours must be completed in the state of residence in which you enrolled.**

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.

Academic Progression Requirements

- Students in this program must successfully complete all program courses with a grade of "B" or better before proceeding to the next course.

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses 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.

The academic catalog contains the most up to date version of program admission and progression requirements. Students who are not enrolled can view academic catalogs at <https://www.phoenix.edu/programs/degree-programs/academic-catalog.html>. Students who are enrolled can view their applicable academic catalog in the Academic Plan section of the student portal.

6.3 | FNP Residency Requirements

All students are required to complete an in-person, 5-day residency in Phoenix, Arizona 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 therefore all clinical compliance requirements must be met 30 days in advance of NRP/571.

Students must be able to perform and articulate the head-to-toe exam proficiently as part of residency requirements. Each section of the head-to-toe exam must be passed with a minimum score. If students are unsuccessful on their first attempt, they will be given another opportunity to perform the exam to show proficiency. The second attempt will be completed in the presence of two faculty. One faculty will act as the patient, and one will do the check off. If students are unsuccessful at this second attempt, they will receive a failing grade for the residency which in turn causes a failing grade for the NRP/571 course.

Location and Scheduling

Students will attend the FNP residency at the Phoenix Campus and are required to arrange their own travel accommodations. 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 and expectations in order to plan accordingly.

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 the Clinical Coordinator or Program Chair, the University Residency [team](#), or the MSN/NP email inbox: MSN.NP@phoenix.edu

College of Nursing staff will begin outreach regarding residency dates, requirements, and additional information at least one month prior to NRP/571. Students are encouraged to review the Residency preparation resources on the [Nursing Student Resources](#) page.

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.

6.4 | Clinical Experience Requirements

Simulation Activities

The FNP program coursework utilizes simulation software, 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 simulation software 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.

Primary Care

Throughout this program, clinical experiences must be completed in a primary care setting that includes patients who require a broad spectrum of care, both preventive and curative. Primary care is the provision of integrated, accessible healthcare services by clinicians who are accountable for addressing a large majority of personal health care needs, developing a sustained partnership with patients, and practicing in the context of family and community. Primary care settings can include, but are not limited to primary care, internal medicine, and outpatient clinical settings.

Framework for Enhancing Preceptorship

Preceptor – Active Teaching

- Allow for student autonomy
- Introduce new or interesting cases
- Answer questions from students
- Ask questions of students
- Encourage novel learning
- Relate learning experiences to experiences and future career goals

Student – Active Learning

- Ask questions
- Take responsibility for your own learning
- Initiate and seek opportunities to learn

Model for Learning in Precepted Experiences

Learn by Doing

- See the patient alone and perform independent assessment

Learn by Discussing

- Present case to preceptor with assessment and proposed plan

Learn by Observing

- Evaluate patient with preceptor
- Observe preceptor's interaction with the patient

Clinical Hour Requirements

The MSN/FNP program **requires a minimum of 84 supervised lab hours and 600 supervised clinical hours**, which are distributed in a way that represents the population served by FNP's (pediatrics, women's health, adult and geriatrics). A minimum of 500 hours must be completed in Primary Care; the remaining 100 hours can be completed in Primary Care or Specialty areas as outlined below.

- **Up to 100 hours total** may be completed via telehealth (should not all be done in one focus area)
 - Student must be physically in the same location as the preceptor when doing telehealth. Refer to the [Telehealth Guidelines](#) for more details.
- **Up to 100 hours total** may be completed in Women's Health
- **Up to 100 hours total** may be completed in Pediatrics

In NRP/590 Only

- **Up to 16 Observation hours.** Observation hours do not count toward the 500 minimum Primary Care hours but can count toward the total 600 clinical hours required. Students must upload the completed Observation Hours approval form in Typhon .
- **Up to 16 hours for certification review course.** These do not count toward the 500 minimum Primary Care hours but can count toward the total 600 clinical hours required. Students must upload a certification of completion to External Documents.
- **Up to 100 hours (total), with a maximum of 50 hours in each area,** may be completed in the following Primary Care areas:
 - Primary Care: Urgent Care
 - Primary Care: Dermatology
 - Primary Care: Cardiology
 - Primary Care: Pulmonology

- Primary Care: Endocrinology
- Primary Care: Psych/mental health
- **Up to 100 hours (total) may be completed in the following Specialty areas** (does not count as Primary Care), after the minimum 500 Primary Care hours have been completed:
 - Radiology
 - Hematology/Oncology
 - Infectious Disease
 - Neurology
 - Orthopedics
 - Pain Management/Palliative Care
 - Gastroenterology (GI)
 - Rheumatology
 - Other areas as approved by your Clinical Coordinator

***Any exceptions to these limits must be approved by appeal**

Each clinical course has established a baseline of clinical hours to achieve the clinical course objectives. However, in some circumstances, based on faculty evaluation, a student may require additional clinical hours to meet the course objectives. If this circumstance arises, the student will be notified by the Program Chair of the remediation plan/requirements. Clinical performance is evaluated by the faculty member based on clinical logs, feedback from preceptors, and site visit evaluations.

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 a B or above in the didactic portion will also result in a failing grade.

Notes:

1. Clinical site and preceptor must be approved by the clinical coordinator before the student may begin clinical courses and experiences.
2. Patient population must match that of the corresponding didactic course.
3. Clinical hours must be completed during the associated course. No clinical hours may be completed before the clinical course start date or after the course end date.

A list of clinical courses follows:

NRP/555: Adult and Geriatric Management I

This is the first of a two-part, combined theory and clinical course focused on the management of common pathological conditions related to the neurological, cardiovascular, and pulmonary systems of adults and geriatric patients, including implications for the individual and the family. Coding and billing are discussed. Theory, research, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients. **Precepted Clinical Hours: 45 minimum**

NRP/556: Adult and Geriatric Management II

This is the second of a two-part, combined theory and clinical course focused on the management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, and genitourinary systems of adults and geriatric patients, including implications for the individual and the family. The management of psychiatric issues and skin pathology are discussed. Theory, research, and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.

Precepted Clinical Hours: 45 minimum

NRP/563: Management of Women's Health Issues

This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are

explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues. **Precepted Clinical Hours: 45 minimum**

NRP/543: Management of Pediatric and Adolescent Populations

This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations. **Precepted Clinical Hours: 45 minimum**

NRP/590: Final Preceptorship

This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course. **Precepted Clinical Hours: 420**

Notes:

1. Students must complete at least 8 clinical hours every 2 weeks of NRP/590, even after they have met the minimum 600 total required for the program.
2. Students starting NRP/590 on 12/1/24 or later must complete the national certification review course and earn a passing score on at least one predictor exam (separate from the predictor exams in the review course).

A minimum of 600 clinical hours must be completed in a primary care setting that includes patients who require a broad spectrum of care, both preventive and curative. Students are encouraged to complete additional clinical hours if possible. An approved preceptor will be responsible for patient care. **Under no circumstances can clinical hours be completed during regular work hours.**

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.

The primary goal of the clinical experience is to enable students to begin practicing and developing their advanced practice 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.

NOTE: Nurse practitioner students are prohibited from performing procedures for which they have not received previous clinical validation from faculty or a clinical preceptor through return demonstration and/or clinical competency examination. Students are encouraged to observe procedures as the opportunity arises. The clinical preceptor must provide direct supervision of the NP student at all times during any invasive procedures (e.g. genitourinary and minor surgical procedures). If a student has questions about whether or not a procedure is allowable in the clinical site, the student is required to contact their program chair or clinical coordinator. Nurse practitioner students are also at no time permitted to sign prescriptions, dispense medications, or e-prescribe medications. Prescriptive authority is the responsibility of the licensed preceptor and is beyond the student's scope of practice. Prescriptive authority is gained after the student is successfully licensed in the state in which he/she practices. The student is encouraged to confer with the preceptor and make recommendations regarding the need for prescriptions.

Clinical Objectives

- Obtain and accurately document a relevant health history for patients in all phases of the individual and family life cycle.
- Perform and accurately document appropriate comprehensive or symptom-focused physical examinations on patients, including developmental and behavioral screening and physical system evaluations.

- Order, perform, and interpret age, gender, and condition-specific diagnostic tests and screening procedures.
- Formulate comprehensive differential diagnoses while considering epidemiology, environmental and community characteristics, and life stage development, including the presentation seen with increasing age, family, and behavioral risk factors.
- Provide health protection, health promotion, disease prevention interventions, and treatment strategies to improve or maintain optimum health for all family members.
- Treat common acute and chronic physical and mental illnesses and common injuries.
- Practice lawfully based on the state's Nurse Practice Act, which includes the methodology of practice (for California students, this specifically includes Standardized Procedures).

Clinical Coordination

The **clinical coordinator** is responsible for assisting students in securing clinical sites and preceptors. There will be multiple touch points with you from your clinical coordinator to support you on the selection of preceptor and site. Students are first encouraged to network and to forward potential referrals to the clinical coordinator if they have any sites in mind, including their current employment settings. This will help the College of Nursing ensure the placement of students in an area that fits their interests. The College of Nursing has found student selection of preceptors and clinical sites provides the best experience for you, as you can take the characteristics of the clinic location, the individual preceptor, and the office environment into account when making the choice. Students are encouraged to seek clinical placements using personal/professional contacts and resources.

Students are introduced to their clinical coordinator via a welcome email nine weeks prior to their clinical experience. The [Student Clinical Placement Roadmap](#) is shared with students for clarity and insight into the process along with an overview of course objectives and suggestions for the appropriate clinical sites and preceptor.

Clinical Coordinator	Coverage (by State)
Deeba Kazempoor Phone: (714)735-5024 Email: Deeba.Kazempoor@phoenix.edu	All approved states except Arizona, New Mexico, Nevada, and Texas
Thomas Falletta Phone: (480) 384-0696 Email: Thomas.Falletta@phoenix.edu	Arizona, New Mexico, Nevada
Monique Lineback Phone: (442) 544-0361 Email: monique.lineback@phoenix.edu	Texas
Thomas Falletta Phone: (480) 384-0696 Email: Thomas.Falletta@phoenix.edu	National Director of Clinical Practice

Note: The College of Nursing does not pay for preceptors or clinical sites.

The **clinical placement process** will involve an ongoing partnership between the student and clinical coordinator. **Students are encouraged to start the preceptor identification process 4-6 months prior to the first clinical course.** Some preceptors, particularly for women's health and pediatric courses, may be more difficult to find and therefore it is wise to start looking early. Additionally, clinical affiliation agreements may take longer than students anticipate. Students are responsible for communicating regularly with the clinical coordinator to secure the preceptor and site needed to achieve the course and program student learning outcomes. If a student needs help finding a preceptor, they should contact their Clinical Coordinator or National Director of Clinical Practice.

The clinical coordinator manages all aspects of the clinical placement experience, including:

- Identifying the need for new contracts with potential clinical agencies and/or preceptors.
- Sustaining current relationships with clinical sites and assisting in identifying and securing new clinical sites/affiliation

agreements.

- Negotiating and networking with clinical agencies to ensure clinical placement sites are available for all clinical courses and appropriate for student experience.
- Ensuring clinical agency Affiliation Agreements are up to date and comply with State Board of Nursing regulations and CCNE accreditation.
- Collaborate to update necessary records to ensure active affiliation with clinical sites and preceptors are available for students.
- Cadenced proactive communication with students prior to first clinical course:

During NRP/511 (30+ weeks prior to first clinical course)	Students are added to Typhon and receive their Typhon login information via email. Students receive welcome email from their assigned clinical coordinator with information on clinical requirements and resources.
During NRP/531 (16+ weeks prior to first clinical course)	Students are prompted to complete the Clinical Orientation as part of the NRP/531 course.
8 weeks prior to first clinical course	Students without an approved site/preceptor are notified to discuss clinical placement.
4 weeks prior to each clinical course start date	Clinical Coordinator contacts students who do not have an approved clinical site and preceptor in the clinical tracking system to assess placement concerns.
2 weeks prior to each clinical course start date	Clinical Coordinator contacts students who do not have an approved clinical site and preceptor in the clinical tracking system to assess placement concerns. If site and preceptor have not been approved before the start of the clinical course, the Clinical Coordinator, Program Chair, and National Director of Clinical Practice will collaborate with the student to secure a clinical placement.

All students who have not secured clinical placement are counseled that the clinical coordinator will be finding a placement for the student, and that while they will do their best to find a placement that meets the desires of the student, their objective is to find a placement that meets the requirements of the program and students will be assigned a placement and preceptor that is within 100 miles of their residence. Note: Timeliness of the placement cannot be guaranteed for a specific date. This may impact student progression in the program.

Preceptors

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.

Note: Immediate family members, relatives, domestic partners or spouses may not be used as preceptors.

There are several factors students should consider when selecting a preceptor. First, plan on mapping out a strategy to identify a preceptor at least 4-6 months prior to the scheduled clinical course.

- Utilize existing personal networks or practitioner relationships.
- Utilize both the active clinical site and preceptor list in the clinical tracking system ([Typhon](#)).
- Expand the search area to include preceptors outside the local community who may be less utilized.
- Create a preceptor contact log and track responses.
- Create a resume or curriculum vitae that reflects your work history and skills as a nurse and a brief cover letter/letter of interest to share with potential preceptors. This letter should include what you are asking for

and why; the school and program you are in, patient population of focus, the dates of the course and the number of clinical hours required.

- The preceptor must serve a patient population that aligns with the course focus. For example, if you need women's health patient population, they must have a practice that includes this population of patients and addresses women's health needs.

Before working with a specific preceptor, students must submit a request to work with that preceptor and receive approval from the clinical coordinator. This can be done through Typhon (see **Typhon user guide** and **Typhon training PPT** on the [Nursing Student Resources](#) page).

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.

The preceptor is responsible for the following:

- Assist in planning and coordinating activities related to meeting the course student learning outcomes and clinical objectives within the scope of the practice setting.
- Plan with the student experiences that provide for progression from participant observation (if required) toward responsible professional practice.
- Assist the student in selecting experiences that facilitate the development of skills required for managing the primary care of a patient.
- Ensure student is oriented and understands safety procedures with the clinical site.
- Be responsible for student safety during the clinical rotation; must notify the Program Chair of the incident, complete a Student Accident/Incident Report, and cooperate with any University investigation of the same.
- Report any behaviors by the student that occur that give rise to a reasonable suspicion of substance abuse or otherwise indicate that the student may be impaired by drugs or alcohol immediately to the University as soon as possible, but no later than 24 hours from the time the behaviors were observed.
- Provide ongoing support, learning experiences, and constructive evaluation of student's progress to facilitate completion of course student learning outcomes and clinical objectives.
- Supervise every patient encounter.
- Observe and evaluate the student's skills of interview, physical assessment, diagnosis, plan of care development, and patient management.
- Participate in the evaluation of the student's performance and provide feedback with a balance of positive comments and constructive criticism.
- Assist the student in the critical analysis of interview and physical assessment data to develop working hypothesis and differential diagnoses.
- Make the necessary time commitment to mentor the student.
- Make a personal commitment to be helpful, respectful, courteous, and enthusiastic when mentoring the student.
- Approve the student's clinical time logs in Typhon.

Preceptor Onboarding Packet

After the College has validated and approved the requested preceptor, the clinical coordinator will provide the preceptor with the Preceptor Onboarding Packet (also accessible in [Typhon](#)). This packet includes information related to the program, expectations of the preceptor, and operational information in the event circumstances change or an issue arises. Preceptors must acknowledge receipt of this information packet when they sign the Preceptor Verification Form (accessible to students in [Typhon](#)).

Clinical Agency Requirements

Site qualifications include:

- Clinical sites must treat the population necessary for you to meet your learning objectives and clinical hours for the

specific course taken.

- Clinical sites must not harbor student safety issues which put students at risk for physical, psychological, or emotional harm.
- There must be no unresolved regulatory agency violations of the clinical site.
- Clinical sites must have the appropriate equipment, privacy, and staff to meet clinical needs of patients and the course objectives.
- Clinical hours may not be completed in inpatient or emergency department settings.

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 Verification Form
- Student background and clearance documentation
- Other agency-specific documentation requirements, as requested

All required forms and reference documentation, with the exception of agency-specific documentation, can be found on the [student resources site](#) or the [clinical tracking system \(Typhon\)](#). In the event an agency requests other specific documentation, this documentation will be provided to the student by the College or the agency.

Affiliation Agreements, Preceptor Agreements, and Agency Letters of Agreement

Affiliation agreements and Preceptor Verification must be in place **prior** to placement in any clinical experience that includes direct patient care or observation greater than 16 hours.

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 college staff/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. Students should contact their Clinical Coordinator or Program Chair with any questions.

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 the clinical tracking system.

System Access

Students receive access to the clinical compliance and clinical experience tracking systems during NRP/511: Advanced Pathophysiology. **Notify your Clinical Coordinator** or the College at MSN.NP@phoenix.edu if you don't receive access information for one or both systems.

Compliance Management

[Complio](#) is the compliance management system used by the College of Nursing. You will upload compliance information and documents to this secure system. As a reminder, you should have already completed your background check in Complio prior to starting your program. Complio will alert you via email when documentation is missing, or if expiration dates are approaching. **Be sure you are checking your email regularly.**

You will be able to start uploading compliance documentation as soon as you have access to the immunization tracking package in Complio. **You are required to have compliance documentation submitted before the start of NRP/571: Health Assessment II and Clinical Procedures.** If you do not have **all** compliance documentation uploaded to Complio prior to NRP/571 you will not be permitted to take the NRP/571 course and must wait for another open cohort to re-enter the program.

In addition, all compliance requirements must remain up to date. This includes that you remain in good standing with your respective state Board of Nursing and hold an active, unencumbered license. If you fail to keep your compliance documentation in good standing, you will not be permitted to continue with clinical experiences until you are back in compliance.

Clinical Tracking & Documentation

Electronic System

Students are required to accurately track clinical hours in the clinical tracking system ([Typhon](#)). The clinical tracking system is used to comprehensively collect student clinical information, including: student clearance information, approved clinical agencies and preceptors, clinical attendance, patient case logs, time logs, and clinical evaluations. Students must have all required hours and associated documentation (evaluations by student and preceptor) completed within the duration of the course to be eligible for a passing grade. Failure to meet the required hours will result in a non-passing grade.

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 clinical entries on a weekly basis.

A User Guide is available in Typhon to help you navigate the system: From the main menu > Information & Setup section > Downloads > Program Documents/Templates > User Guides. Students are highly encouraged to use this resource which provides step-by-step instructions with screenshots. You can also review the Typhon training PPT available on the [Nursing Student Resources](#) page. Reach out to your Clinical Coordinator for further assistance.

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 clinical tracking system.

Please see the section below titled *Procedures for Clinical Documentation* for further information on each item.

- Clinical Time Logs
- Clinical Case logs, which include skills and procedures
- Preceptor Evaluation of Student Clinical Performance
- Student Evaluation of Preceptor and Agency
- Faculty Clinical Evaluation of Student (required for each site visit)
- Faculty Evaluation of Preceptor and Agency

Procedures for Clinical Documentation

Precepted clinical hours will **not** be approved and counted unless the following conditions are met:

- 1) There is an executed Affiliation Agreement between the clinical site and the University.
- 2) Your clinical site and preceptor have been approved through the clinical tracking system ([Typhon](#)).
- 3) You receive preceptor and faculty approval for completed hours and activities.

Note: Remember to check with your agency's point of contact to determine if the agency has additional requirements prior to starting a precepted clinical experience. Any agency requirements must be met prior to starting the clinical rotation.

Time Logs, Case Logs, and Hours Achieved by Course

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 case logs and time logs must be submitted through the clinical tracking system for preceptors and faculty members to approve. Each time log must match the case log hours for that corresponding shift. **All Clinical Case Logs and Time Logs must be submitted within 30 days of the activity.**

At the end of each course, faculty will review the clinical hours recorded in the clinical tracking system. 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.

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/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

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 at least 5 acceptable pelvic exams during the program. Students must record the details of each examination on the case log for the patient encounter.

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: Demonstrated skills are documented through case logs in the clinical tracking system. Each case log lists skills students may practice in each focus area. Students will complete skills under the supervision of their preceptor.

Preceptor Evaluation of Student Clinical Performance

At the end of each course, students must work with their preceptor to complete the evaluation form through the clinical tracking system. After the preceptor has completed the form, the student and preceptor must review it together and develop a learning plan.

Student Evaluation of Preceptor and Agency

Students must complete this evaluation through the clinical tracking system at the completion of each clinical course.

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 site visits (interactive clinical assessments). Students will receive a minimum of 1 site visit during both 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. Faculty must assess the progress of each student by completing and

submitting the appropriate site visit form after each clinical course site visit. Site visits are conducted indirectly (not in person). If circumstances require, a site visit may be conducted directly (in person) with approval from the Dean or designee. 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 Student Experience

Faculty must evaluate the preceptor and student experience at the completion of each clinical course. Preceptors and agencies will be evaluated for adequacy of experience, 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. Complete any required training modules/sessions required by the agency.

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 and last name on the first line. "FNP Student" must appear on the second line. Students will receive their badges during the five-day residency. If the ID Badge is lost or misplaced, students must contact college staff. For online student, contact the MSN.NP@phoenix.edu mailbox.

Note: California students and faculty must abide by California ID laws, including the following: A healthcare practitioner shall disclose, while working, their 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."

6.5 | Licensure Disclosures

State licensure information can be found at <https://www.phoenix.edu/state-licensure-requirements/nursing.html>.

Section 7: MSN/PMH Program (v. 001)

7.1 | Program Overview

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.

Program Description

The Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner (MSN/PMH) program prepares registered nurses (RNs) for advanced practice as a PMHNP. In this role, the advanced practice registered nurse (APRN) holistically cares for patients with neuropsychiatric/mental disorders to include the prescribing of psychotropic medication, the provision of psychotherapy and addiction services, and the promotion of selfcare management skills. Graduates of the MSN/PMH program are eligible to sit for the American Nurses Credentialing Center (ANCC) PMHNP national certification examination.

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-679.

Total Credit Hours: 52 Credits; 61 with bridge courses

Program Length: 118 weeks; 133 with bridge courses

Graduation Requirements:

1. Successful completion of all credits in the required course of study with a minimum 3.00 GPA.
2. Meet course grade minimums (B or better required for Master's courses; B- is not passing)
Note: Students in the bridge program must earn a C or better in the Bachelor's level bridge courses (C- is not passing)
3. Complete all required coursework within 5 years
4. Satisfactory completion of the Nurse Practitioner Preceptorship and all clinical requirements, including all clinical practice, simulation, and lab hours.
5. 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. Contact your enrollment or academic representative for details.

Industry Aligned/Professional Standards

- *The Essentials of Master's Education in Nursing* (AACN, 2011)
- The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)
- QSEN Graduate Competencies
- NONPF NP Core Competencies (2022)
- 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).

Student Learning Outcomes

1. Synthesize Advanced Practice assessment to generate accurate clinical decisions.
2. Integrate theory and evidence to provide holistic healthcare services to improve or maintain optimum health for all family members.
3. Manage holistic health care for individuals and diverse populations across the lifespan.

- | | |
|---|--|
| 4 | Integrate ethical principles in delivering care to patients across the lifespan. |
| 5 | Synthesize state Nurse Practice Acts and/or regulatory guidelines to practice lawfully. |
| 6 | Apply principles of quality and safety to improve patient-centered outcomes across the lifespan. |

Board of Nursing Requirements/State Licensing Authority Scope of Practice

Each state's board of nursing/state licensing authority governs the PMHNP certification requirements and scope of practice for their jurisdiction. Please consult your state board for further information.

Prescribing and Dispensing Authority

Prescribing and dispensing authority for legend and controlled substances may require additional authorization from the State Board of Nursing in your state and the payment of additional fees. The UOPX MSN/PMH program meets the requirements for ONLY what is required to obtain initial APRN licensure.

Alaska Resident Clinical Experience Requirement

In order to engage in clinical practice in Alaska, students enrolled in the MSN/PMH program must submit an application for APRN Preceptorship Registration to the Alaska State Board of Nursing, following the guidelines outlined in the [APRN Preceptorship Registration](#) and [Online Application Instructions & Forms](#).

7.2 | Admission and Progression Requirements

Nursing students enrolled in PMH 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.

Change of Address/Limited Program Approval

University of Phoenix College of Nursing programs are only approved for select states. If at any point in the program a student moves to a different state from the state they originally enrolled in, their ability to progress could be impacted or even prohibited, and their ability to receive federal financial aid for the education program could change. Students must update their address immediately in the student account with the University and contact their Academic Advisor when such change occurs to ascertain the effect upon their program. Students should contact their Academic Advisor upon contemplating an address change to a different state to understand the effect this could have upon their ability to progress in the program. **All clinical hours must be completed in the state of residence in which you enrolled.**

Required Orientation

Students are required to complete and pass a 1 week, 0 credit (0 cost) orientation course (PMH/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 PMH/101 can be found in the academic catalog.

Academic Progression Requirements

- Students in this program must successfully complete all program courses with a grade of "B" or better before proceeding to the next course.
- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a "C" or better prior to enrolling in the first graduate level course.
- 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: PMH/503, PMH/504, PMH/505, and PMH/506.

The academic catalog contains the most up to date version of program admission and progression requirements. Students who are not enrolled can view academic catalogs at <https://www.phoenix.edu/programs/degree-programs/academic-catalog.html>. Students who are enrolled can view their applicable academic catalog in the Academic Plan section of the student portal.

7.3 | PMH Residency Requirements

All students are required to complete an in-person, 5-day residency in Phoenix, Arizona 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 therefore all clinical compliance requirements must be met 30 days in advance of NRP/571.

Students must be able to perform and articulate the head-to-toe exam proficiently as part of residency requirements. Each section of the head-to-toe exam must be passed with a minimum score. If students are unsuccessful on their first attempt, they will be given another opportunity to perform the exam to show proficiency. The second attempt will be completed in the presence of two faculty. One faculty will act as the patient, and one will do the check off. If students are unsuccessful at this second attempt, they will receive a failing grade for the residency which in turn causes a failing grade for the course.

Location and Scheduling

Students will attend the PMHNP residency at the Phoenix Campus and are required to arrange their own travel accommodations. In most cases, PMHNP 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 and expectations in order to plan accordingly.

Communication regarding Residency

Students sign a Residency Agreement upon admission to the MSN/PMH 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 the Clinical Coordinator or Program Chair, the University Residency [team](#), or the MSN/NP email box: MSN.NP@phoenix.edu

College of Nursing staff will begin outreach regarding residency dates, requirements, and additional information at least one month prior to NRP/571.

Progression Requirements

Students are required to participate in all PMH 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

Simulation Activities

The PMH program coursework utilizes simulation software, 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 simulation software 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.

Framework for Enhancing Preceptorship

Preceptor – Active Teaching	Student – Active Learning
- Allow for student autonomy	- Ask questions
- Introduce new or interesting cases	- Take responsibility for your own learning
- Answer questions from students	- Initiate and seek opportunities to learn
- Ask questions of students	
- Encourage novel learning	
- Relate learning experiences to experiences and future career goals	

Model for Learning in Precepted Experiences

Learn by Doing

- See the patient alone and perform independent assessment

Learn by Discussing

- Present case to preceptor with assessment and proposed plan

Learn by Observing

- Evaluate patient with preceptor
- Observe preceptor's interaction with the patient

Clinical Hour Requirements

The MSN/PMH curriculum requires a minimum of 45 supervised lab hours and 600 supervised clinical hours. **By the end of the program, students must complete a minimum of 100 clinical hours in each population served by PMH Nurse Practitioners: Psychotherapy of Individuals and Groups, Adult, Geriatric, and Pediatric.**

The total hours must include the following breakdown:

- 100 psychotherapy (individual, family, group) hours, any age
- 100 pediatric/adolescent (< 18 years of age) hours
- 100 adult (18-61 years of age) hours
- 100 geriatric (> 62 years of age) hours
- 200 hours of any of any age group or combination of ages

Telehealth

- **Up to 100 hours total** may be completed via telehealth (should not all be done in one focus area)
 - o Student must be physically in the same location as the preceptor when doing telehealth. Refer to the [Telehealth Guidelines](#) for more details.

Observation Hours

- **Up to 16 Observation hours total for the program.** Observations must be preapproved. Observation hours do not count toward the 500 minimum Primary Care hours but can count toward the total 600 clinical hours required. Students must complete the Observation Hours approval form in Typhon.

Review Course (PMH/506 Only)

- **Up to 16 hours for certification review course.** These do not count toward the 500 minimum Primary Care hours but can count toward the total 600 clinical hours required. Students must upload a certification of completion to External Documents.

Each clinical course has established a baseline of clinical hours to achieve the clinical course objectives. However, in some circumstances, based on faculty evaluation, a student may require additional clinical hours to meet the course objectives. If this circumstance arises, the student will be notified by the Program Chair of the remediation plan/requirements. Clinical performance is evaluated by the faculty member based on clinical logs, feedback from preceptors, and site visit evaluations.

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 a B or above in the didactic portion will also result in a failing grade.

Notes:

1. Clinical site and preceptor must be approved by the clinical coordinator before the student may begin clinical courses and experiences.
2. Patient population must match that of the corresponding didactic course.
3. Clinical hours must be completed during the associated course. No clinical hours may be completed before the clinical course start date or after the course end date.

A list of clinical courses follows:

PMH/503: Psychotherapy for Individuals, Families, and Groups

The course builds upon previous courses and focuses on psychotherapeutic interventions and theories that are utilized by the

advanced practice psychiatric nurse in planning, implementing and evaluating the care of adults and children with mental disorders. The clinical component focuses the nurse practitioner student on primary assessment and diagnostic skills needed to determine the appropriate individual, family, and/or group therapy for the care of adults and children with neuropsychiatric/mental disorders.

Precepted Clinical Hours: 60

PMH/504: Psychiatric Management of Adult and Geriatric Patients

The course builds upon previous courses with an emphasis on the differential diagnosis of and interventions for the care of adult and geriatric patients with psychiatric symptoms. The clinical component focuses the nurse practitioner student on the primary assessment and diagnostic skills needed to determine the appropriate therapeutic interventions for adults and geriatric patients with neuropsychiatric/mental disorders. **Precepted Clinical Hours: 60**

PMH/505: Psychiatric Management of Children and Adolescents

The course builds on previous courses and has an emphasis on the differential diagnosis of and interventions for the care of children and adolescents with psychiatric symptoms. The clinical component focuses the nurse practitioner student on primary diagnostic and assessment skills needed to determine appropriate therapies for children and adolescents with neuropsychiatric/mental disorders. **Precepted Clinical Hours: 60**

PMH/506: Psychiatric Mental Healthcare Across the Life Span

The course builds on previous courses and has an emphasis on the care of patients with psychiatric symptoms across the lifespan (i.e., children, adults, and geriatric). The clinical component focuses the nurse practitioner student on primary diagnostic and assessment skills needed to determine appropriate therapies for patients with neuropsychiatric/mental disorders.

Precepted Clinical Hours: 420

Notes:

1. Students must complete at least 8 clinical hours every 2 weeks of PMH/506, even after they have met the minimum 600 total required for the program.
2. Students must complete the national certification review course and earn a passing score on at least one predictor exam (separate from the predictor exams in the review course).

A minimum of 600 clinical hours must be completed in a psychiatric setting to include inpatient, outpatient, integrated (i.e., primary and psychiatric), or addiction service care settings for patients that require a broad spectrum of neuropsychiatric care, diagnostic, preventive and curative. Students will be encouraged to complete additional clinical hours if possible. **Under no circumstances can clinical hours be completed during student regular work hours.**

Clinical experiences are vital to the successful achievement of student learning outcomes and the preparation of competent psychiatric mental health 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.

The primary goal of the clinical experience is to enable students to begin practicing and developing their advanced practice 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.

NOTE: Nurse practitioner students are prohibited from performing procedures for which they have not received previous clinical validation from faculty or a clinical preceptor through return demonstration and/or clinical competency examination. The clinical preceptor must provide direct supervision of the NP student at all times during any invasive procedures (e.g. genitourinary and minor surgical procedures). If a student has questions about whether or not a procedure is allowable in the clinical site, the student is required to contact their program chair or clinical coordinator. Students are encouraged to observe procedures as the opportunity arises. Nurse practitioner students are also at no time permitted to sign prescriptions, dispense medications, or e-prescribe medications. This is the responsibility of the licensed preceptor and is beyond the student's scope of practice. Prescriptive authority is gained after the student is successfully licensed in the state in which he/she practices. The student is encouraged to confer with the preceptor and make recommendations regarding the need for prescriptions.

Clinical Objectives

- Develop a therapeutic relationship with patients that presents for care for neuropsychiatric disorders.

- Intervene to prevent or minimize the effect of neuropsychiatric/mental disorders.
- Conduct a comprehensive assessment of patients that present for care for psychiatric/mental disorders.
- Integrate cultural context into the assessment, treatment, and outcome evaluation of patients with symptoms and/or diagnosis of neuropsychiatric mental disorders.
- Provide or refer for evidence-based interventions to include self-care management, psychotherapy, and psychopharmacology in the care of the patient with neuropsychiatric disorders.
- Apply research and other evidence to improve prevention, diagnosis, and treatment outcomes for patients with neuropsychiatric/mental disorders.
- Employ established principles of quality and safety in the care of patients with neuropsychiatric disorders.
- Collaborate and coordinate with an interprofessional team to develop a comprehensive plan of care for the patient with neuropsychiatric/mental disorders.
- Employ digital tools to engage patients in their healthcare and improve health outcomes for patients with neuropsychiatric/mental disorders.
- Model professional behavior through the demonstration of ethics, communication, and respect for others.
- Practice lawfully based on the state's Nurse Practice Act, which includes the methodology of practice.

Clinical Coordination

The clinical coordinator is responsible for assisting students in securing clinical sites and preceptors. There will be multiple touch points with you from your clinical coordinator to support you on the selection of preceptor and site. Students are first encouraged to network and to forward potential referrals to the clinical coordinator if they have any sites in mind, including their current employment settings. This will help the College of Nursing ensure the placement of students in an area that fits their interests. The College of Nursing has found student selection of preceptors and clinical sites provides the best experience for you, as you can take the characteristics of the clinic location, the individual preceptor, and the office environment into account when making the choice.

Students are introduced to their clinical coordinator via a welcome email nine weeks prior to their clinical experience. The [Student Clinical Placement Roadmap](#) is shared with students for clarity and insight into the process along with an overview of course objectives and suggestions for the appropriate clinical sites and preceptor.

Clinical Coordinators	Coverage (by State)
Monique Lineback Phone: 442-544-0361 Email: monique.lineback@phoenix.edu	Clinical Coordinator for All approved states
Thomas Falletta Phone: (480) 384-0696 Email: Thomas.Falletta@phoenix.edu	National Director of Clinical Practice

Note: The College of Nursing does not pay for preceptors or clinical sites.

The **clinical placement process** will involve an ongoing partnership between the student and clinical coordinator. **Students are encouraged to start the preceptor identification process 4-6 months prior to the first clinical course.** Some preceptors may be more difficult to find and therefore it is wise to start looking early. Additionally, clinical affiliation agreements may take longer than students anticipate. Students are responsible for communicating regularly with the clinical coordinator to secure the preceptor and site needed to achieve the course and program student learning outcomes. If a student needs help finding a preceptor, they should contact their Clinical Coordinator or National Director of Clinical Practice.

The clinical coordinator manages all aspects of the clinical experience, including:

- Identifying the need for new contracts with potential clinical agencies and/or preceptors.
- Sustaining current relationships with clinical sites and assisting in identifying and securing new clinical sites/affiliation agreements.
- Negotiating and networking with clinical agencies to ensure clinical placement sites are available for all clinical courses and appropriate for student experience.

- Ensuring clinical agency contracts are up to date and comply with State Board of Nursing regulations and CCNE accreditation.
- Collaborate to update necessary records to ensure active affiliation with clinical sites and preceptors are available for students.
- Cadenced proactive communication with students prior to first clinical course:

During PMH/501 (30+ weeks prior to first clinical course)	Students are added to Typhon and receive their Typhon login information via email. Students receive welcome email from their assigned clinical coordinator with information on clinical requirements and resources.
During NRP/531 (16+ weeks prior to first clinical course)	Students are prompted to complete the Clinical Orientation as part of the NRP/531 course.
8 weeks prior to first clinical course	Students without an approved site/preceptor are notified to discuss clinical placement.
4 weeks prior to each clinical course start date	Clinical Coordinator contacts students who do not have an approved clinical site and preceptor in the clinical tracking system to assess placement concerns.
2 weeks prior to each clinical course start date	Clinical Coordinator contacts students who do not have an approved clinical site and preceptor in the clinical tracking system to assess placement concerns. If site and preceptor have not been approved before the start of the clinical course, the Clinical Coordinator, Program Chair, and National Director of Clinical Practice will collaborate with the student to secure a clinical placement.

All students who have not secured clinical placement are counseled that the clinical coordinator will be finding a placement for the student, and that while they will do their best to find a placement that meets the desires of the student, their objective is to find a placement that meets the requirements of the program and they will be assigned a placement and preceptor that is within 100 miles of their residence. Note: Timeliness of the placement cannot be guaranteed for a specific date. This may impact student progression in the program.

Preceptors

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.**

Qualified preceptors must possess the following qualifications:

- MD, DO, or NP with board certification in psychiatry and current licensure and good standing in practice with a minimum of 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.

NOTE: In limited states, there is some flexibility for preceptors in Psychotherapy clinical PMH/503. Discuss with your clinical coordinator for details.

Note: Immediate family members, relatives, domestic partners or spouses may not be used as preceptors.

There are several factors students should consider when selecting a preceptor. First, plan on mapping out a strategy to identify a preceptor at least 4-6 months prior to the scheduled clinical course.

- Utilize existing personal networks or practitioner relationships.
- Utilize both the active clinical site and preceptor list in the clinical tracking system ([Typhon](#)).
- Expand the search area to include preceptors outside the local community who may be less utilized.
- Create a preceptor contact log and track responses.
- Create a resume or curriculum vitae that reflects your work history and skills as a nurse and a brief cover letter/letter of interest to share with potential preceptors. This letter should include what you are asking for and why; the school and program you are in, patient population of focus, the dates of the course and the number of clinical hours required.
- The preceptor must serve a patient population that aligns with the course focus. For example, if you need a children/adolescent patient population, they must have a practice that includes this population of patients and addresses children/adolescent needs.

Before working with a specific preceptor, students must submit a request to work with that preceptor and receive approval from the clinical coordinator. This can be done through Typhon (see **Typhon user guide** and **Typhon training PPT** on the [Nursing Student Resources](#) page).

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.

The preceptor is responsible for the following:

- Assist in planning and coordinating activities related to meeting the course student learning outcomes and clinical objectives within the scope of the practice setting.
- Plan with the student experiences that provide for progression from participant observation (if required) toward responsible professional practice.
- Assist the student in selecting experiences that facilitate the development of skills required for managing the primary care of a patient.
- Ensure student is oriented and understands safety procedures with the clinical site.
- Be responsible for student safety during the clinical rotation; must notify the Program Chair of the incident, complete a Student Accident/Incident Report, and cooperate with any University investigation of the same.
- Report any behaviors by the student that occur that give rise to a reasonable suspicion of substance abuse or otherwise indicate that the student may be impaired by drugs or alcohol immediately to the University as soon as possible, but no later than 24 hours from the time the behaviors were observed.
- Provide ongoing support, learning experiences, and constructive evaluation of student's progress to facilitate completion of course student learning outcomes and clinical objectives.
- Supervise every patient encounter.
- Observe and evaluate the student's skills of interview, physical assessment, diagnosis, plan of care development, and patient management.
- Participate in the evaluation of the student's performance and provide feedback with a balance of positive comments and constructive criticism.
- Assist the student in the critical analysis of interview and physical assessment data to develop working hypothesis and differential diagnoses.
- Make the necessary time commitment to mentor the student.
- Make a personal commitment to be helpful, respectful, courteous, and enthusiastic when mentoring the student.
- Approve the student's clinical time logs in Typhon.

Preceptor Onboarding Packet

After the College has validated and approved the requested preceptor, the clinical coordinator will provide the preceptor with the Preceptor Onboarding Packet (also accessible in [Typhon](#)). This packet includes information related to the program, expectations of the preceptor, and operational information in the event circumstances change or an issue arises. Preceptors must acknowledge receipt of this information packet when they sign the Preceptor Verification Form (accessible to students in [Typhon](#)).

Clinical Agency Requirements

Site qualifications include:

- Clinical sites must treat the population necessary for you to meet your learning objectives and clinical hours for the specific course taken.
- Clinical sites must not harbor student safety issues which put students at risk for physical, psychological, or emotional harm.
- There must be no unresolved regulatory agency violations of the clinical site.
- Clinical sites must have the appropriate equipment, privacy, and staff to meet clinical needs of patients and the course objectives

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

All required forms and reference documentation, with the exception of agency-specific documentation, can be found on the [student resources site](#) or the [clinical tracking system \(Typhon\)](#). In the event an agency requests other specific documentation, this documentation will be provided to the student by the College or the agency.

Affiliation Agreements, Preceptor Agreements, and Agency Letters of Agreement

Affiliation agreements and Preceptor Verification must be in place **prior** to placement in any clinical experience that includes direct patient care or observation greater than 16 hours.

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. Students should contact their Clinical Coordinator or Program Chair with any questions.

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 the clinical tracking system.

System Access

Students receive access to the clinical compliance and clinical experience tracking systems during NRP/511: Advanced Pathophysiology. **Notify your Clinical Coordinator** or the College at MSN.NP@phoenix.edu if you don't receive access information for one or both systems.

Compliance Management

[Complio](#) is the compliance management system used by the College of Nursing. You will upload compliance information and documents to this secure system. As a reminder, you should have already completed your background check in Complio prior to starting your program. Complio will alert you via email when documentation is missing, or if expiration dates are approaching. **Be sure you are checking your email regularly.**

You will be able to start uploading compliance documentation as soon as you have access to the immunization tracking package in Complio. **You are required to have compliance documentation submitted before the start of NRP/571: Health Assessment II and Clinical Procedures.** If you do not have **all** compliance documentation uploaded to Complio prior to NRP/571 you will not be permitted to take the NRP/571 course and must wait for another open cohort to re-enter the program.

In addition, all compliance requirements must remain up to date. This includes that you remain in good standing with your respective state Board of Nursing and hold an active, unencumbered license. If you fail to keep your compliance documentation in good standing, you will not be permitted to continue with clinical experiences until you are back in compliance.

Clinical Tracking & Documentation Electronic System

Students are required to accurately track clinical hours in the clinical tracking system ([Typhon](#)). The clinical tracking system is used to comprehensively collect student clinical information, including: student clearance information, approved clinical agencies and preceptors, clinical attendance, patient case logs, time logs, and clinical evaluations. Students must have all required hours and associated documentation (evaluations by student and preceptor) completed within the duration of the course to be eligible for a passing grade. Failure to meet the required hours will result in a non-passing grade.

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 clinical entries on a weekly basis.

A User Guide is available in Typhon to help you navigate the system: From the main menu > Information & Setup section > Downloads > Program Documents/Templates > User Guides. Students are highly encouraged to use this resource which provides step-by-step instructions with screenshots. You can also review the Typhon training PPT available on the [Nursing Student Resources](#) page. Reach out to your Clinical Coordinator for further assistance.

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 clinical tracking system.

Please see the section below titled *Procedures for Clinical Documentation* for further information on each item.

- Clinical Time Logs
- Clinical Case logs, which include skills and procedures
- Preceptor Evaluation of Student Clinical Performance
- Student Evaluation of Preceptor and Agency
- Faculty Clinical Evaluation of Student (required for each site visit)
- Faculty Evaluation of Preceptor and Agency

Procedures for Clinical Documentation

Precepted clinical hours will **not** be approved and counted unless the following conditions are met:

- 1) There is an executed Affiliation Agreement between the clinical site and the University.
- 2) Your clinical site and preceptor have been approved through the clinical tracking system ([Typhon](#)).
- 3) You receive preceptor and faculty approval for completed hours and activities.

Note: Remember to check with your agency's point of contact to determine if the agency has additional requirements prior to starting a precepted clinical experience. Any agency requirements must be met prior to starting the clinical rotation.

Time Logs, Case Logs, and Hours Achieved by Course

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. Each time log must match the case log hours for that corresponding shift. **All Clinical Time Logs must be submitted within 30 days of the activity.**

At the end of each course, faculty will review the clinical hours recorded in the clinical tracking system. 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: With the exception of psychotherapy services, 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 PMH/505: *Psychiatric Management of Children and Adolescents*.

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

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

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.

PMH/503, PMH/504, PMH/505, and PMH/506: Demonstrated skills are documented through case logs in the clinical tracking system. Each case log lists skills students may practice in each focus area. Students will complete most of the skills under the supervision of their preceptor.

Preceptor Evaluation of Student Clinical Performance

At the end of each course, students must work with their preceptor to complete the evaluation form through the clinical tracking system. After the preceptor has completed the form, the student and preceptor must review it together and develop a learning plan.

Student Evaluation of Preceptor and Agency

Students must complete this evaluation through the clinical tracking system at the completion of each clinical course.

Faculty Clinical Evaluation of Student

PMH Program Chair, Clinical Coordinator, or designated PMH 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 site visits (interactive clinical assessments). Students will receive a minimum of 1 site visit during both Psychiatric Management of Adult and Geriatric Patients and the Psychiatric Mental Healthcare Across the Life Span course. Additional site visits may be done throughout the clinical portion of the program at the discretion of the program leadership. Faculty must assess the progress of each student by completing and submitting the appropriate site visit form after 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 Student Experience

Faculty must evaluate the preceptor and student experience at the completion of each clinical course. Preceptors and agencies will be evaluated for adequacy of experience, 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. Complete any required training modules/sessions required by the agency.

Professional Dress Policy

There is no official dress or uniform policy for the PMH 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 and last name followed by "RN" on the first line. "PMHNP Student" must appear on the second line. Students will receive their badges during the five-day residency. If the ID Badge is lost or misplaced, students must contact college staff. For online student, contact the MSN.NP@phoenix.edu mailbox.

Student Signature

When functioning in the capacity of a University student, the appropriate signature is "First name, Last name, RN, PMHNP-Student."

7.5 | Licensure Disclosures

State licensure information can be found at <https://www.phoenix.edu/state-licensure-requirements/nursing.html>.

Section 8: DNP Program (v 001)

8.1 | Program Overview

The Doctor of Nursing Practice degree program prepares graduates in innovative and evidence-based nursing practice that integrates evaluation and application of research evidence and leadership into practice and develops a commitment to scholarship and advancement of the nursing profession. This program does not prepare students for any type of professional certification or state licensure as a nurse or an Advanced Practice Nurse.

Program Description

The DNP program prepares students at the doctoral level for advanced nursing leadership roles to improve population healthcare delivery and outcomes. The program focuses on population health through the lens of aggregate, systems, or organizational level practice employing advocacy, leadership strategies, scientific evidence, and innovations for improvement.

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-679.

Total Credit Hours: 31 credits required

Program Length: 85 weeks minimum

Graduation Requirements:

1. Complete the Required Course of Study
2. Achieve minimum grade point average (GPA) of 3.0
3. Achieve minimum grade requirements (B- or better required)
4. Complete a minimum of 1000 practice hours
5. Successful dissemination and written completion of the final DNP Applied Project

Student Learning Outcomes

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

1	Integrate scientific underpinnings to advance nursing practice and improve the health care environment following state Nurse Practice Acts and/or regulatory guidelines.
2	Construct leadership strategies to improve health care outcomes.
3	Translate scientific evidence and innovations to improve population health status and care outcomes.
4	Synthesize scholarly evidence, judgment, and accountability in designing, delivering, and evaluating a project to impact health outcomes.

Industry Aligned/Professional Standards

- The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006)
- The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)
- QSEN Graduate Competencies (2012)
- Incorporates elements of ANA Practice Codes and Ethics

8.2 | Admission and Progression Requirements

Change of Address/Limited Program Approval

University of Phoenix College of Nursing programs are only approved for select states. If at any point in the program a student moves to a different state from the state they originally enrolled in, their ability to progress could be impacted or even prohibited, and their ability to receive federal financial aid for the education program could change. Students must update their address immediately in the student account with the University and contact their Academic Advisor when

such change occurs to ascertain the effect upon their program. Students should contact their Academic Advisor upon contemplating an address change to a different state to understand the effect this could have upon their ability to progress in the program. **All clinical hours must be completed in the state of residence in which you enrolled.**

Required Orientation

Students are required to complete and pass a 1 week, 0 credit (0 cost) orientation (DNP/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 DNP/101 can be found in the academic catalog.

Academic Progression Requirements

- Students in this program must successfully complete all program courses with a grade of "B-" or better before proceeding to the next course.
- Courses are sequenced to provide the student with foundational information and skills expanding to management of complex issues and may not be taken concurrently with any other course.
- Students must complete a percentage of the required 1000 practice hours before starting each of the Applied Project courses. See the Applied Project Requirements section for more detail.

The academic catalog contains the most up to date version of program admission and progression requirements. Students who are not enrolled can view academic catalogs at <https://www.phoenix.edu/programs/degree-programs/academic-catalog.html>. Students who are enrolled can view their applicable academic catalog in the Academic Plan section of the student portal.

8.3 | Applied Project Requirements

Courses and Overview

The DNP Applied Project is a culminating scholarly work (a quality improvement project) implemented in a practice setting. It is population focused, demonstrates leadership, and emphasizes evidence of translation and evaluation of research, evaluation of practice, and improving health care practice outcomes. DNP students contribute to improving and transforming the health care environment through this project which can take many forms such as a research utilization project, program evaluation, pilot study, or policy development and analysis.

Students will work on their Applied Project throughout the entire DNP program, starting with the admission essay completed during the program orientation, in which they identify a proposed topic for the project. There are three Applied Project courses in the DNP program: DNP/750, DNP/751, and DNP/752. Each of these courses is focused on the Applied Project, though students are expected to work on their project outside these classes as well.

Project Chair

Students work on the DNP Applied Project under the guidance of their assigned Project Chair. The Project Chair is the point of contact for any questions related to the project. Students will be assigned a Project Chair during DNP/700 who will work closely with the student throughout the Applied Project completion. **It is required for students to work concurrently with their Project Chair and their course faculty throughout the program.** Additionally, students should be in contact with, and working with, their Project Chair both during and outside of classes. Students are expected to touch base with their Project Chair on a regular basis and meet with their Chair at least once per month via phone or video conferencing (Microsoft® Teams™ preferred).

DNP Project Roadmap

The DNP Roadmap, accessible from the [Nursing Student Resources](#) page, is intended to serve as a guide as you identify your problem of interest, select your project practice site, conduct your search for best evidence to support your project, plan and implement your project, and disseminate your findings. Also included are the anticipated project timelines relative to the DNP program curriculum and other important policies, resources, and tools you can use throughout the program. **Please refer to this resource throughout the program.**

Microsoft® Teams™

Each Project Chair has a Microsoft® Teams™ site that is used to facilitate and archive communication with each of their students. Students are added to the Team site once they are assigned to a Project Chair and will have access to the General channel and their personal private channel.

The General channel is visible to all students who are working with the Project Chair who owns the Team site. This is an ideal place for students to connect with each other and for the Chair to share general resources and information with all of their assigned students.

The private channel for each student is visible only to the Project Chair and the individual student. This private channel is where all individual communication should occur – uploading drafts of documents for Project Chair feedback, discussing progression of the project, asking questions about practice hours and activities, etc. The Project Chair can also schedule one on one meetings through the private channel.

Practice Hours

The DNP requires a minimum of 1000 practice hours to be completed throughout the duration of the program. Students complete these DNP practice hours as they develop and carry out the DNP Applied Project (outside of coursework time). Practice hours provide application and experience with DNP course content and AACN Doctoral Essentials.

Once admitted to the program, students can meet a portion of the practice hours required for degree completion by requesting to apply Master's program clinical experiences as outlined below

1. Up to 500 practice hours from completion of an Advanced Practice Registered Nursing program that requires supervised clinical experiences, and subsequent certification, including but not limited to certified nurse practitioner, certified nurse midwife, clinical nurse specialist, or certified registered nurse anesthetist.
 - a. Must be validated by proof of active U.S. board certification such as American Nurse Credentialing Center (ANCC), American Academy of Nurse Practitioners Certification Board (AANPCB), or National Certification Corporation (NCC).
2. Up to 100 practice hours from a completed MSN program that requires supervised clinical experience.
 - a. Must be validated by an official letter from the issuing school or an official transcript that clearly identifies the clinical hours.
3. Up to 100 practice hours for holding a current/active national certification in a clinical nursing specialty area from a recognized nursing organization such as the American Nurse Credentialing Center (ANCC), National League for Nursing (NLN), or National Certification Corporation (NCC).
 - a. Must be validated by proof of active certification from a recognized nursing organization.

Notes:

- The maximum number of practice hours awarded cannot exceed 500.
- Upon admission, students assume responsibility to provide credible evidence for review and approval by the Associate Dean of Nursing or designee. Approved hours may vary.
- Education/teaching does not meet the definition for Advanced Practice.

Logging Hours

Students will use the clinical tracking system [Typhon](#) to log their DNP practice hours throughout the program. Students are added to Typhon during DNP/700. Hours must be logged with the date for the activity. It is important for students to log hours as they are completed. It is also important for students to meet with their Chair regularly, so the Chair can effectively evaluate the student's hours and progress.

The student's assigned Project Chair will review the submitted hours and documentation before approving or denying the hours. All practice hours completed must be aligned with the Applied Project or DNP Essentials.

A User Guide is available in Typhon to help you navigate the system: From the main menu > Information & Setup section > Downloads > Program Documents/Templates > User Guides.

Information & Setup

YOUR ACCOUNT

[Modify Account Information](#)
[Set Up Default Choices](#)
[Audit Trail](#)

DOWNLOADS

[Blank Case Log Worksheet](#)
[Most Common ICD/CPT Codes](#)
[Program Documents/Templates](#)



You are highly encouraged to use this resource which provides step-by-step instructions with screenshots. Additionally, you can access the user guide from the [Nursing Student Resources](#) page. Contact the Typhon Administrator for further assistance if needed.

Progression Requirements

Students must complete a percentage of the required 1000 hours before starting each of the Applied Project courses. The purpose of this is to ensure students stay on track with their Applied Project and their practice hours, so they don't get into their final course needing more than 100 hours. Please note that the Project Chair needs time to review the hours.

- 20% (200 hours) prior to beginning DNP/750
- 40% (400 hours) prior to beginning DNP/751
- 90% (900 hours) prior to beginning DNP/752

Notes: Students must meet with their Chair no later than midway through the course immediately preceding each Applied Project course, to review needed hours and required milestones.

Required practice hours and milestones documents must be submitted to the tracking system **no later than 3 weeks prior** to the start of each applied project course. The project chair will have 5 working days (excluding holidays and breaks) to review the submissions and provide feedback. **Students not meeting the deadline and requirements one week prior to the course will be rescheduled to the next available applied project course.**

Milestones

Students must complete milestone submissions throughout the program and achieve a percentage of their Practice Hours before starting each Applied Project course. Milestone submissions will be done in the clinical tracking system only after the student has received approval from their Project Chair.

Students should refer to the DNP Toolkit available on the [Nursing Student Resource page](#) for guidance on the timeline for submitting milestones and practice hours in the clinical tracking system.

Each Project Chair has a Team site which is used to communicate with their assigned students. In the Team site, students will work with their Chair to revise the Precis and other milestone submissions. Students should not upload the milestone submissions for the three project courses until they have Chair approval in Teams.

- **During DNP/700:** Students submit the Problem Identification speech.
- **Prior to DNP/750:** Students must select an External Consultant and submit their information, including CV.
- **Prior to DNP/750:** Students must submit the Agency Permission Agreement form.

Note: The Agency Permission Agreement form must be completed/signed and submitted to the clinical tracking system **prior** to beginning any on-site project activities.

Note: If the chosen agency requires it, an affiliation agreement may be requested and must be finalized **prior** to starting any on-site project activities.

- **During DNP/750:** Students submit the Applied Project Precis
- **During DNP/751:** Students submit the Applied Project Proposal. Immediately after Proposal approval, student must submit for Institutional Review Board (IRB) approval.

- **Before DNP/752:** Student will submit IRB approval letter(s) prior to collecting data. Students must complete their project implementation prior to starting DNP/752.
- **During DNP/752:** Students will submit the Applied Project Final Manuscript during DNP/752. They will also complete the Project Dissemination.

Site Selection & Obtaining Permission

Students complete their Applied Project in a health care delivery setting, generally referred to as an agency, facility, or project site. Students select a project site where they can complete their chosen DNP Applied Project. Most students complete the project at their workplace. Students who are unemployed or otherwise unable to do a project at their workplace may consider doing a community-based project.

Appropriate sites for the Applied Project may include, but are not limited to: hospitals; clinics, physician offices or clinics, urgent care clinics, long term care facilities, long term acute care (LTAC); community organizations, health departments, parishes, or senior clinics.

Regardless of whether the student selects their workplace or another facility as their project site, students **must** obtain permission to complete project activities at that location. This is done by having an *Agency Permission Agreement* signed by a duly authorized agent of the facility. This form can be found in the clinical tracking system and on the [Nursing Student Resource](#) page. Students should be prepared to submit the completed/signed form to the clinical tracking system before starting DNP/750. The form must be completed/signed and submitted to the clinical tracking system **prior** to beginning any on-site project activities.

Affiliation Agreements

Some agencies require the College to sign an affiliation agreement before they permit a student to begin project 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 project 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 DNP students perform their projects do not require affiliation agreements.

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 several months. **Therefore, it is highly recommended that students inquire if their chosen agency will require an affiliation agreement, as early in the program as possible.**

Once the student has determined that their chosen agency requires an affiliation agreement, students must provide the information below to the DNP Program Coordinator: Nicole.Brown2@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 and/or email address
- Name of agency for affiliation agreement
- Agency address
- Agency contact person with contact information (phone number, email address)
- Are you employed at this agency?

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

IRB Process and Implementation

Students must have IRB approval from the university and the practice site (if required) secured and validated by the

project chair before doing any project implementation or any data collection at the approved practice site.

The IRB application for UOPX requires a Quality Improvement (QI) Checklist and Data Access form, both of which can be found in the [Nursing Student Resource](#) page. Practice site IRB requirements should be addressed early on during project development. If the practice site does not require a formal IRB review, this needs to be confirmed by the practice site when they complete and sign the Data Access form.

The DNP applied project should be implemented in full between the end of DNP/751 and the start of DNP/752, with data collection completed prior to starting DNP/752. This will allow time to complete the data analysis and write the final manuscript in DNP/752.

External Consultant

DNP students must select an external consultant (site-based mentor) who is an employee or associate of the practice site or other setting where the student plans to do their project, and therefore has the knowledge of appropriateness of the project to the site. Once the project is completed, the consultant is invited to participate in the presentation of the final project. Students will select an external consultant who is employed by, or an associate of, the facility or organization with a working knowledge of the institution where the project will be done. Students may consider a consultant who holds a doctoral or master's degree in an area relevant to their project.

Students will share their external consultant contact information with the assigned project chair. The external consultant will provide a current curriculum vitae or resume. The chair will review the CV or resume and acknowledge the consultant recommendation submitted by the student, and establish initial contact with the external consultant. The chair is responsible for supporting the student's project development, manuscript, and dissemination, and communicating as needed with the external consultant throughout the project.

The chair will maintain contact with the external consultant throughout the applied project and send them a copy of their respective student's approved milestone documents: precis, proposal, and manuscript. This is done so the external consultant can see the student's progress and provide insight as needed.

Students should consider the following attributes when choosing a consultant:

- Can guide you through both stress-free and stressful experiences.
- Can function as a gatekeeper and guide at the site where you plan on implementing your DNP Evidence-Based Practice Project.
- Is comfortable with helping you to implement your project and observing your dissemination of the project.
- Ideally, has a doctoral or master's degree in an area relevant to your project. This is not mandatory if the person has other attributes that can support you in your project implementation and project defense.

External Consultant Role

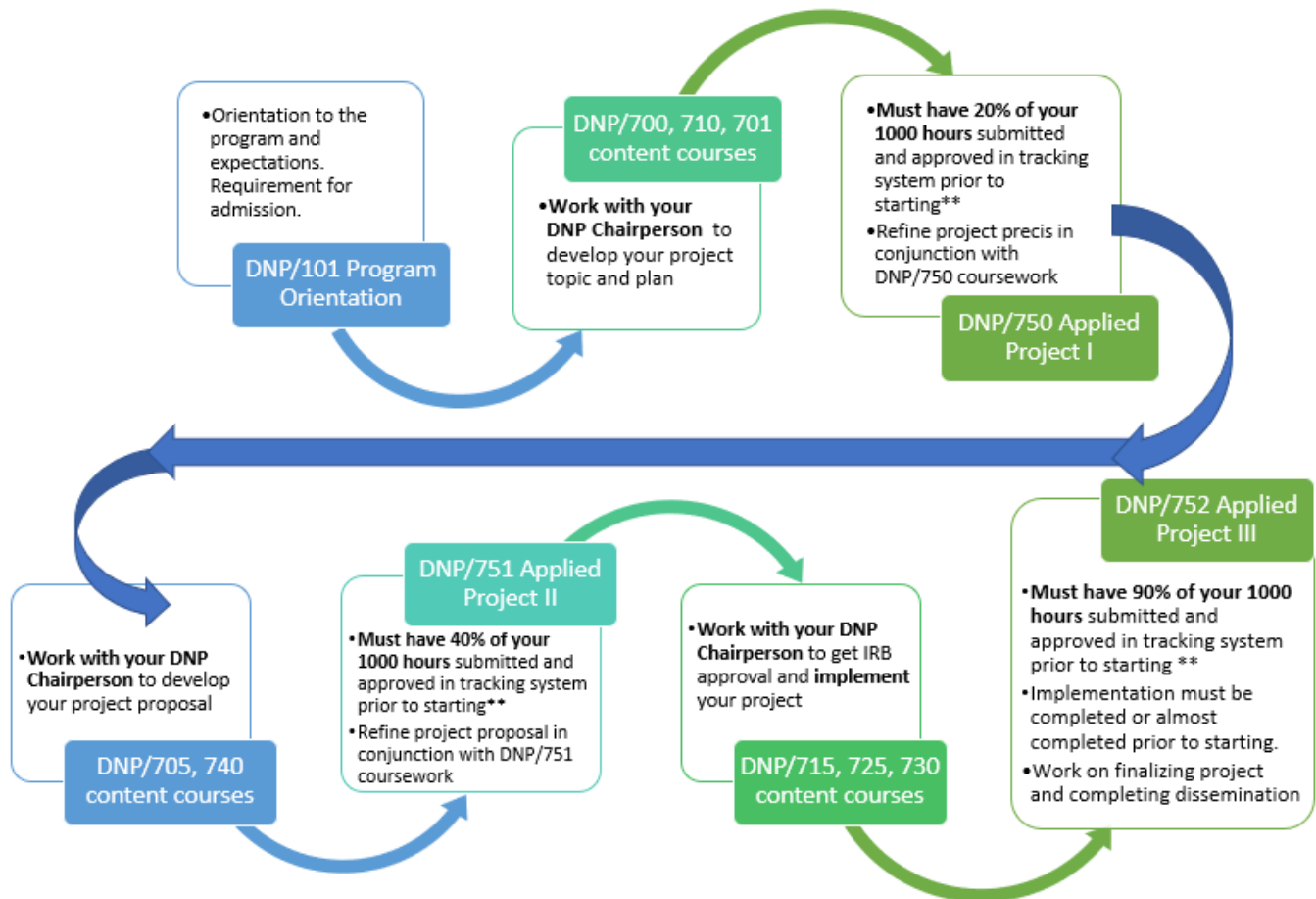
- Assist student to implement their DNP project at the site;
- Provide local support/guidance to student regarding project within the organization/institution;
- Consult with Project Chair as needed regarding students' applied topics; and
- Support the student in their applied project development and implementation, and project dissemination presentation.

Expectation of Independence

Each student must complete all elements of their project independently. Students may not collaborate with other students or allow other individuals to complete any aspect of their project. e.g., paying or otherwise obtaining another person to do intervention, collect or analyze data, write the proposal and manuscript, etc.

Project Workflow

The following visual provides an overview of the program sequence and how the DNP Applied Project is woven throughout the entire program.



****If you cannot meet the required % of hours prior to any of the DNP Applied Project courses, you can continue working on those hours and your project with your DNP Chairperson while waiting for the next available cohort.**

INCIDENT REPORT FORM

INSTRUCTIONS: Please complete all applicable sections and send with attachments (if any) to
CollegeofNursing@phoenix.edu

<u>TYPE OF INCIDENT: (Check all that apply)</u> <input type="checkbox"/> Injury (section 3 required) <input type="checkbox"/> Property (section 4 required) <input type="checkbox"/> Other (section 5 required)	
<u>SECTION 1: INCIDENT INFORMATION (Required)</u>	
Date of Incident: ____ / ____ / ____ Approximate Time: ____ <input type="checkbox"/> AM / <input type="checkbox"/> PM Location of incident: _____ <div style="text-align: right; font-size: small; margin-right: 50px;">Address, City, State, Zip</div> Incident setting: <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Parking Lot <input type="checkbox"/> Restroom <input type="checkbox"/> Other _____ Is this incident a result of criminal activity? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<u>SECTION 2: INCIDENT CONTACT (Required)</u>	
Name: _____ Work phone: ____ - ____ - ____ Work address: _____ <div style="text-align: right; font-size: small; margin-right: 50px;">Address, City, State, Zip</div> Work email: _____	
<u>SECTION 3: INJURY DETAILS (Required if injury incident type)</u>	
Injured name: _____ Phone: ____ - ____ - ____ Address: _____ <div style="text-align: right; font-size: small; margin-right: 50px;">Address, City, State, Zip</div> Age: (optional) ____ Sex: ____ Relationship to company: <input type="checkbox"/> Employee* <input type="checkbox"/> Student <input type="checkbox"/> Visitor <input type="checkbox"/> Delivery Personnel <input type="checkbox"/> Other _____ *If employee, employee type: <input type="checkbox"/> Faculty <input type="checkbox"/> Staff Describe the injury: <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div> Describe specifically how the injury occurred: <div style="border: 1px solid black; height: 150px; margin-top: 5px;"></div>	
Were the conditions normal? <input type="checkbox"/> Yes <input type="checkbox"/> No* *If no, describe the conditions: <input type="checkbox"/> Hole in the ground <input type="checkbox"/> Liquid on floor <input type="checkbox"/> Slippery surface <input type="checkbox"/> Ice/snow on ground <input type="checkbox"/> Poor lighting <input type="checkbox"/> Uneven surface <input type="checkbox"/> Other _____ Were emergency services contacted? <input type="checkbox"/> Yes <input type="checkbox"/> No What hospital was the injured party taken to? (optional) _____ Was anyone else injured? <input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, submit additional incident report for each injured person.)	

SECTION 4: PROPERTY DESCRIPTION (Required if property incident type)

Loss type: ☐ Lost ☐ Stolen ☐ Damaged ☐ UOPX asset (e.g., laptop, phone, etc.)

Owner: ☐ Personal property ☐ Company owned

Approximate dollar value: _____

Date acquired: (optional) _____

Cost code: (optional) _____

Describe specifically property lost and how the loss occurred:

NOTE: If additional items were lost/stolen, please include the above information for each item in Additional Information section on page three or as an attachment.

SECTION 5: OTHER (Required if not injury or property related incident)

Please select an appropriate category for this non-injury/non-property related incident:

☐ Ill employee/student ☐ Altercation/Threat/Harassment ☐ Other (please provide detailed information below.)

Please provide a detailed summary of what occurred: (i.e. the who, what, when, where, and why)

SECTION 6: WITNESSES (Required if witness(es) were present)

Were any witnesses present? ☐ Yes ☐ No (If yes, information for at least one witness must be included.)

Name: _____ Phone: _____ - _____ - _____

Address: _____
Address, City, State, Zip

Name: _____ Phone: _____ - _____ - _____

Address: _____
Address, City, State, Zip

SECTION 7: POLICE (Must contact police for loss/destruction/theft of traceable University property)

Were the police contacted? ☐ Yes ☐ No (If yes, please include the police report number and police badge number.)

Police report number: _____ Police badge number: _____

SECTION 8: REPORTED BY (Required)

Name: _____ Phone: _____ - _____ - _____

Email: _____ Date reported: ____ / ____ / ____

Attachment(s) included? ☐ Yes ☐ No (If yes, please list and describe attachment(s) in the Additional Information section.)

ADDITIONAL INFORMATION (Optional)

Please use this section if additional information did not fit in the spaces provided above, and/or include a description of any included attachment(s).