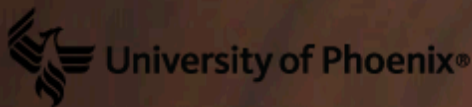


NURSING

Program Handbook for Students
2023



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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 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 lifestyle and completion of the nursing program does not end your learning. The nursing programs 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.

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 website or consult their academic counselor if unsure of their program version.

Forms

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

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 may reach out to confirm 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, practice learning activities, 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. Contact information can be obtained from academic advisors. Campus staff also act as liaisons to the community.

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 disability services at <https://www.phoenix.edu/students/disability-services.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 that was issued in the United States, one of the US Territories, or Canada (if living in Canada). However, those students possessing a license issued in one of the following US territories must hold an RN license obtained by taking the US NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:

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

All international students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.

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

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, 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.

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/> (<http://oig.hhs.gov/faqs/exclusions-faq.asp>).

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

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

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

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 health care delivery setting. It is important to present a professional image and demeanor. Body piercings and tattoos must not be visible.

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 practicum hours or activities 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, upon request. Students are responsible for the cost of this background check. It will confirm that the student has not been convicted of disqualifying offenses and will include, but is not limited to:

- All names search
- Address verification
- Social Security check
- Sex offender search
- U.S. criminal history search
- All county criminal history search
- Office of Inspector General (OIG)/ General Services Administration's (GSA) search

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. 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. Additionally, it is the student's responsibility to make the University aware of any changes to their criminal history during the duration of their program. However, it is ultimately the student's responsibility to ensure a criminal conviction will not prohibit them from participating in clinical experiences or obtaining licensure/certification. The University makes no guarantee that the student will meet the qualifications for field or clinical experiences or becoming licensed/certified.

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

2.7 | Professional Non-Academic Requirements

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

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

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

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

As part of clinical experiences, students may participate in simulation-based training. This includes recorded debriefing of participants, maintaining strict confidentiality regarding these sessions.

2.10 | For Cause Drug Screening

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

1. For purposes of this policy, the following definitions apply:
 - a. **Drug testing** means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from

the human body for the purpose of detecting the use of drugs or alcohol.

- b. **Reasonable suspicion** means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include but are not limited to: the odor of alcohol or drugs; impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance; marked changes in personality or job performance; and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.
 - c. **Illegal drug** means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include but are not limited to: stimulants; depressants; narcotic or hallucinogenic drugs; cannabis substances, such as marijuana and hashish; cocaine; heroin; methamphetamine; phencyclidine (PCP); and so-called designer drugs and look- alike drugs.
 - d. **Impaired** means that a person’s mental or physical capabilities are reduced below his or her normal levels without reasonable justification. An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor, and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon alcohol or illegal drugs.
 - e. **Substance abuse** means:
 - i. the consumption, possession, or distribution of alcohol or illegal drugs by any nursing student while on University or affiliated clinical site premises or while participating in any University (or affiliated clinical site) sponsored or related activity, including any nursing-related course or clinical training activity.
 - ii. a nursing student’s use of alcohol or any drug in such a way that the student’s performance in any nursing course, including activities at any clinical site, is impaired.
2. Prior to being assigned to a clinical placement and as a prerequisite for placement at any agency or health care facility the nursing student shall sign an agreement:
 - a. To abide by the drug policies and drug testing policies of the University and each agency or health care facility in which a student is assigned as applicable,
 - b. To submit to any “for-cause” drug testing required by the University and testing required by each agency or health care facility where the nursing student obtains clinical hours
 - c. To release a copy of any and all drug test results to the University of Phoenix, Dean/Associate Dean of Nursing, other appropriate University officials, and to any State Board(s) of Nursing in which the student holds a nursing license or certificate, where required by the relevant State Board(s) of Nursing

Failure to sign such agreement is grounds for refusal for student admission and progression in the program.
 3. The College of Nursing requires students to obtain a 15-panel drug screen plus an alcohol drug test if the student’s behavior in the clinical, classroom, or laboratory setting gives rise to a reasonable suspicion of substance abuse, or indicates they are impaired by alcohol or drugs.
 4. If the results of the 15-panel drug screen plus the alcohol drug test are negative for alcohol or illegal drugs
 - a. the student shall meet with their Program Chair, or designee, within 24 hours or by the first business day following the test results to discuss the circumstances surrounding suspected behavior.
 - b. the Program Chair, or designee, will counsel the student regarding return to the classroom and clinical agency. The preliminary investigation will cease and the student will be released from further action at that time.

- c. the Program Chair, or designee, will arrange for the student to make up the missed clinical hours.
5. If the results of the 15-panel drug screen plus the alcohol drug test are positive for alcohol or illegal drugs
 - a. Students who test positive for alcohol or illegal drugs will not be permitted to return to any clinical setting pending conclusion of the review. The findings may result in student dismissal from the nursing program and expulsion from the University.
 - b. the results of the positive test for alcohol or illegal drugs shall be reported to the applicable State Board(s) of Nursing, if required by the applicable State Board(s), by the Program Chair.
 6. If the results of the 15-panel drug test plus the alcohol drug test(s) are positive for any prescribed drug but not those that would be defined as illegal in the definitions above
 - a. the student shall, within three (3) business days, obtain a written statement from their treating, licensed health care provider (MD, DO, HMD, ND/NMD, NP, or PA) stating that:
 - i. the drug level is within prescribed limits.
 - ii. the level does not indicate abuse.
 - iii. the student's use of the drug as prescribed will not interfere with safe practice in the clinical area.

This statement must be provided to the Program Chair. If the statement is approved, then the test result will be deemed acceptable and not failed for these purposes.
 - b. the failure of a student to provide the above statement or a health care provider's inability to provide a statement meeting the requirements above shall be treated as a positive test for an illegal drug.
 7. Students who refuse to submit to a "for-cause" drug test will not be allowed to return to any clinical setting pending conclusion of a full review by the College of Nursing. The findings may result in dismissal from the nursing program and expulsion from the University. The results of a positive test for illegal drugs as defined herein or a refusal to undergo a required drug test will be reported to the applicable State Board of Nursing where required by the applicable State Board(s) of Nursing's statute(s) or regulation(s).
 8. Students must also adhere to any other additional policies prescribed by the clinical agency. It is the sole responsibility of the student to read and acknowledge the requirements of the clinical health care facility in addition to University policy.
 9. All costs associated with the drug test, including any transportation costs to or from the drug testing facility, will be the responsibility of the student.
 10. University of Phoenix, College of Nursing, and campus officials may be required to report all failed drug tests to each State Board of Nursing in which the student holds a nursing license or certificate. Campus officials shall report test results to all applicable State Boards of Nursing as described in the applicable Board's statutes and/or regulations.

2.11 | 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/npa.htm>

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.

2.12 | 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.

2.13 | Restricted States

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

Section 3: 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)
- QSEN KSA Competencies (Knowledge/Skills/Attitudes)
- Incorporates elements of ANA Practice Codes and Ethics

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 Academic Progression Requirements**Restricted States**

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

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 practice learning experience requirements of the BSN program, which include theory, indirect and direct care clinical practice, simulations, etc.

Clinical Courses and Overview (All BSN programs)

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, 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.**

RN to BSN – Traditional

Course ID	Course Name	Credits	Weeks	Clinical Hours
NSG/482CA or NSG/482	Promoting Healthy Communities	3	5	45
NSG/486CA or NSG/486	Public Health: Health Promotion and Disease Prevention	3	5	45
Totals		6	10	90

RN to BSN – Competency Based

Course ID	Course Name	Credits	Weeks	Clinical Hours
NSGCB/482C Or NSGCB/482	Promoting Healthy Communities	3	16	45
NSGCB/486C Or NSGCB/486	Public Health: Health Promotion and Disease Prevention	3	16	45
Totals		6	32	90

Clinical Objectives

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).

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).

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. 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.

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 – initial communication.
 - 6 weeks prior to course start date – touch base/reminder of resources.
 - 3 weeks prior to course start date – follow up.
 - 2 weeks prior to course start date – reminder to students who don't have approved placement.
 - 10 days prior to course start date – contact students without approved placement, to discuss options.

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.

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 Program Chair.

Students must meet 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.

The preceptor must hold a current, unencumbered RN license and a minimum of a bachelor's degree in nursing. For CA residents, the preceptor must hold current PHN certification.

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.
- 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.

Clinical Site Selection

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

Students are introduced to their clinical coordinator via a welcome Letter 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. 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 CollegeofNursing@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.**

Required Documentation

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-contact activities.

Should the student submit clinical logs indicating hours and activities were completed at a facility prior to obtaining an agency's permission, either via the agency permission form or a fully executed and active affiliation agreement, those hours and activities will not be counted towards successful completion of clinical objectives, which may ultimately delay student progression.

Family Consent and Release Form

Students will engage in direct contact with members of a family during "Promoting Healthy Communities" (NSG/482 all tracks). In situations such as these, family participants will be expected to sign a consent and release of liability form. These forms are located in the clinical tracking system. **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 (agency permission; consent forms).

Procedures for Clinical 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.

Education:

Completion of a baccalaureate or entry-level master's degree in nursing program accredited by a Board-approved accrediting body that contains a minimum of 90 hours of supervised hands-on clinical experiences in a public health setting and completion of theory hours in designated content areas inclusive of seven (7) hours of prevention, early detection, California reporting requirements, and treatment of child neglect and abuse.

Licensure:

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

Application:

Candidates will 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.

The following must be received by the Board:

- Completed online application along with the associated fees.
- Request for Transcript form completed by the nursing academic program.
- Official transcript(s) with degree conferral sent directly from the University of Phoenix.
- Verification of training in the detection, prevention, reporting requirements, and treatment of child neglect and abuse which shall be at least seven (7) hours in length and shall include but not limited to prevention techniques, early detection techniques, California reporting requirements, and intervention techniques completed in a baccalaureate or specialized program in nursing, or a course approved for continuing education (CE) by the Board of Registered Nursing. The course must include coverage of the California Reporting Law requirements per Section 11166.5 of the California Penal Code.
- General reporting of prior convictions or disciplines against licenses/certificates.

State Agency Contact Information:

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

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)
- QSEN Graduate KSA competencies (Knowledge/Skills/ Attitudes)
- Incorporates elements of ANA Practice Codes and Ethics
- National League for Nursing (NLN)

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.

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.

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| 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.

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

Restricted States

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

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 | Practicum/Clinical Activity 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. **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 certificate's eligibility requirements. These additional courses will be taken as the two elective courses required for completion of the program. CERT/NAD and CERT/NED students will complete the same practicum courses as MSN/ADM and MSN/NED students, respectively.

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.

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.

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):

- 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
- Patient population Health literacy assessment
- Patient population assessment of readiness and willingness to learn
- Diversity, equity, and inclusion (DEI) assessment
- 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 interactions with clinical site and population stakeholders (interprofessional teams, faculty, preceptor, patient population) to identify the learning needs associated with health-related issues
- Educate the patient population on assessed needs

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.

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 – initial communication
 - 6 weeks prior to course start date – touch base/reminder of resources
 - 3 weeks prior to course start date – follow up
 - 2 weeks prior to course start date – reminder to students who don't have approved placement
 - 10 days prior to course start date – contact students without approved placement, to discuss options.

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.

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 Program Chair

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.

The preceptor must hold a current RN license and a minimum of a master's degree in nursing. Precepting a student is voluntary, and students are not permitted to pay or compensate the preceptor in any way.

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.
- 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.

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.

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 CollegeofNursing@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

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 by 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.

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; practicum agreement & action plan).

Procedures for Clinical Documentation

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 practicum project.

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.

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 and 2021)
- QSEN Graduate KSA competencies (Knowledge/Skills/ Attitudes)
- Incorporates elements of ANA Practice Codes and Ethics
- National League for Nursing (NLN)

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:

- | | |
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| 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. Graduates may be eligible to sit for Informatics Nursing Certification Exam and should contact the American Nurses Credentialing Center for eligibility 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**Restricted States**

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

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 | Practicum/Clinical Activity 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.

Note: 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 certificate's eligibility requirements. These additional courses can be taken as non-degree courses after completing the MSN/INF.

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: MSN/NED clinical hours must include direct patient care with a population focus using a health objective from Healthy People 2030.

Practicum documentation and clinical logs are completed by the student in the clinical 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 course start date. Prior to starting Practicum, students are expected to have approval from the chosen facility, confirmation from a preceptor, and a viable project topic.

Clinical Objectives

1. Integrate advanced nursing knowledge and current research evidence to improve population health outcomes.
2. Integrate knowledge of ethical practice, patient safety, and regulatory compliance into the evidence-based population health education.

3. Demonstrate caring and culturally responsive leadership to effectively lead and collaborate with interprofessional healthcare teams.
4. Create a quality improvement project to promote the health of diverse, equitable and inclusive populations.
5. Advocate for health policies that support health promotion, disease prevention, and quality care for diverse populations.

Approved Direct Care Clinical 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
- Patient population Health literacy assessment
- Patient population assessment of readiness and willingness to learn
- Diversity, equity, and inclusion (DEI) assessment
- 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 interactions with clinical site and population stakeholders (interprofessional teams, faculty, preceptor, patient population) to identify the learning needs associated with health-related issues
- Educate the patient population on assessed needs

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.

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:
 - o 9 weeks prior to course start date – initial communication
 - o 6 weeks prior to course start date – touch base/reminder of resources
 - o 3 weeks prior to course start date – follow up
 - o 2 weeks prior to course start date – reminder to students who don't have approved placement
 - o 10 days prior to course start date – contact students without approved placement, to discuss options
- 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.

Preceptors

Students work under the guidance of a preceptor who provides guidance and feedback as students develop and implement the practicum project.

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.

The preceptor must hold a current RN license and a minimum of a master's degree in nursing. Precepting a student is voluntary, and students are not permitted to pay or compensate the preceptor in any way.

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.
- 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.

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 CollegeofNursing@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

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 by 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.

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; practicum agreement & action plan).

Procedures for Clinical Documentation

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 practicum project.

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.

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/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.

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

The 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

Industry Aligned/Professional Standards

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

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.

Note: 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 | Student Progression Requirements**Required Orientation**

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

Restricted States

University of Phoenix College of Nursing programs are only approved for select states. If at any point in the program you move to another state, your ability to progress in the program could potentially be impacted. Clinical hours cannot be completed in a restricted state. Please contact your Academic Counselor immediately if you plan to move. Additionally, if you are in a program with required clinical hours and you are a traveling nurse, your progression could potentially be impacted. Please contact your assigned Clinical Coordinator or your Academic Counselor immediately for advisement if you are a traveling nurse.

Note: California residents must complete their clinical hours in California. Students residing outside of California may not complete their clinical hours in California.

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 toward the end of NRP/571: Advanced Health Assessment

II and Clinical Procedures. During this 5-day residency, students will practice assessments under the supervision of faculty prior to embarking on their precepted clinical courses. This is considered a clinical course and all clinical compliance requirements must be met 30 days in advance of NRP/571.

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

Locations

Local campus students will attend the FNP Residency at their local (home) campus. Online students will attend the FNP residency at the Phoenix Campus and are required to arrange their own travel accommodations. Exception: CA residents attending online will attend the FNP residency at a local campus in California.

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 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 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 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.

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.

Clinical Hour Requirements

The MSN/FNP program requires a minimum of 84 supervised lab hours and 600 supervised clinical hours, 500 of which are distributed in a way that represents the population served by FNPs (pediatrics, women’s health, adult and geriatrics).

A list of clinical courses follows:

NRP/555: Adult and Geriatric Management I = 45 hours

NRP/556: Adult and Geriatric Management II = 45 hours

NRP/563: Management of Women’s Health Issues = 45 hours

NRP/543: Management of Pediatric and Adolescent Populations = 45 hours

NRP/590: Preceptorship = 420 hours

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.

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

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

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

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

- 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.

The clinical placement process will involve an ongoing partnership between the student and clinical coordinator. Students are responsible for communicating regularly with the clinical coordinator and program chair to secure the preceptor and site needed to achieve the course and program student learning outcomes. 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:
 - o 30 weeks prior to course start date – initial communication.
 - o 16 weeks prior to course start date – reminder to complete virtual Clinical Orientation.
 - o 8 weeks prior to course start date – reminder to students who don't have approved placement.
 - o 4 weeks prior to course start date – contact students without approved placement.
 - o 2 weeks prior to course start date – conference call with Program Chair and student, as needed.
 - o 10 days prior to course start date – connect with students about placement options.

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.

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.**

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

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

Qualified preceptors must possess the following qualifications:

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

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

Clinical Agency Requirements

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

- Affiliation agreements (direct patient care and observation)

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

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

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

All required forms and reference documentation, with the exception of agency-specific documentation, can be found on the student resources site or the clinical tracking system. 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.

Required Clinical Course Documentation

Electronic System

A clinical tracking system will be used throughout a student's clinical experience. The system is used to comprehensively collect student clinical information, including: student background and clearance information, approved clinical agencies and preceptors, clinical attendance, and patient case logs.

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

Course Documentation

The following information **must** be submitted in **each** clinical course, unless otherwise indicated, to receive a grade in the course. The forms are required and must be completed correctly, signed, and submitted on time within the 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

Tine 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. **All Clinical Case Logs and Time Logs must be submitted within 30 days of the activity.** Completed case logs and time logs must be submitted through the clinical tracking system for preceptors and faculty members to approve.

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

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

Activities that count toward clinical hours include the following:

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

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

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

Pelvic Exams

Students must complete 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: Skills Checklist

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

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 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. Preceptor and agencies will be evaluated for adequacy of experiences, patient type, and preceptor–student interaction.

Things to Know Before You Go

Specific Agency Policies

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

Professional Dress Policy

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

ID Badges

All students and faculty **must** display a University of Phoenix ID badge when in a clinical agency. Student ID badges must have the student's first 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/colleges/school-of-nursing/state-requirements.html>

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

7.1 | Program Overview

Program Description

Master of Science in Nursing/ Psychiatric Mental Health Nurse Practitioner

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

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.

Industry Aligned/Professional Standards

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

Board of Nursing Requirements/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.

7.2 | Student 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.

Restricted States

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

Academic Progression Requirements

- Students in this program 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.

7.3 | PMH Residency Requirements

All students are required to complete an in-person, 5-day residency toward the end of NRP/571: Advanced Health Assessment II and Clinical Procedures. During this 5-day residency, students will practice assessments under the supervision of faculty prior to embarking on their precepted clinical courses. This is considered a clinical course and all clinical compliance requirements must be met 30 days in advance of NRP/571. In most cases, PMH Residency will occur Thursday – Monday, however residency schedules may vary depending on a number of factors. Students will be notified in advance of residency dates in order to plan accordingly.

Locations

Students will attend the PMH residency at the Phoenix Campus and are required to arrange their own travel and accommodations.

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

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 Individuals and Groups, Adult, Geriatric, and Pediatric.**

A list of clinical courses follows:

- **PMH/503** Psychotherapy for Individuals, Families, and Groups= 60 hours
- **PMH/504** Psychiatric Management of Adult and Geriatric Patients= 60 hours
- **PMH/505** Psychiatric Management of Children and Adolescents = 60 hours
- **PMH/506** Psychiatric Mental Healthcare Across the Lifespan = 420 hours

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.

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

To establish a baseline in achieving course objectives, a minimum number of hours is established for each clinical course; however, some students may require more clinical hours to meet the course objectives. Students must complete all the clinical requirements of a course to progress to the next course in the sequence. Failure to meet the minimum clinical competencies or hours for a course will result in a failing grade the course. Clinical performance is evaluated by the faculty member based on feedback from preceptors and site visit evaluations.

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 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.

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:
 - o 30 weeks prior to course start date – initial communication.
 - o 16 weeks prior to course start date – reminder to complete virtual Clinical Orientation.
 - o 8 weeks prior to course start date – reminder to students who don't have approved placement.
 - o 4 weeks prior to course start date – contact students without approved placement.
 - o 2 weeks prior to course start date – conference call with Program Chair and student, as needed.
 - o 10 days prior to course start date – connect with students about placement options.

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.

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.**

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

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.

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.

Clinical Agency Requirements

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

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

In addition, to begin the experience, students must sign both the:

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

All required forms and reference documentation, with the exception of agency-specific documentation, can be found on the student resources site or the clinical tracking system. 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. 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 verifications, 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 prior to entry into the clinical facility, and must maintain all requirements throughout the program. Immunization and certification documentation (see General Policies section), as well as all other agency requested documentation will be collected by College of Nursing staff for inclusion in the student's individual compliance file. Select information will also be stored in the clinical tracking system. This information must be collected and documented prior to the end of NRP/571 to meet the requirements of clinical placement. If the agency requires additional agency-specific documentation, the student must provide that information prior to placement.

Required Clinical Course Documentation

Electronic System

A clinical tracking system will be used throughout a student's clinical experience. The system is used to comprehensively collect student clinical information, including: student background and clearance information, approved clinical agencies and preceptors, clinical attendance, and patient case logs.

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

Course Documentation

The following information **must** be submitted in **each** clinical course, unless otherwise indicated, to receive a grade in the course. The forms are required and must be completed correctly, signed, and submitted on time. Please see the section of this handbook 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
- Student Evaluation of Preceptor and Agency
- Faculty Virtual Site Visit
- Faculty Evaluation of Student Experience

Procedures for Clinical Documentation

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. **All Clinical Time Logs must be submitted within 30 days of the activity.** If clinical hours include continuing education, a certificate of completion must be submitted with the timesheet.

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. Preceptor and agencies will be evaluated for adequacy of experiences, patient type, and preceptor–student interaction.

Things to Know Before You Go

Specific Agency Policies

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

Professional Dress Policy

There is no official dress or uniform policy for the 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/colleges/school-of-nursing/state-requirements.html>

Section 8: DNP Program (v 001)

8.1 | Program Overview

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 oral defense 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)
- QSEN Graduate KSA competencies (Knowledge/Skills/ Attitudes)
- Incorporates elements of ANA Practice Codes and Ethics

8.2 | Student Progression Requirements

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.

Restricted States

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

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 in which they identify a proposed topic for the project and confirm with Applied Project Chair approval during DNP/700. 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 weekly basis and meet with their Chair at least once per month via phone or video conferencing (Microsoft® Teams™ preferred).

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.

Note: Upon enrollment, students can apply up to 500 hours from previously completed activities. Students must submit a log of the completed hours *and supporting documentation* for review. Below is a list of activities that may be used to apply hours upon enrollment:

1. National certification for advanced nursing practice,
 - a. Clinical hours completed as part of APRN education/training
2. Master's nursing program practicum (academically supervised Master's Essentials)
3. Committee or Office within a State, National, or International professional nursing organization
4. Participant in policy development and implementation
5. Other advanced practice activities that meet DNP Essentials

Note: Education/teaching does not meet the definition for Advanced Practice.

Logging Hours

Students will use a clinical tracking system to log their DNP practice hours throughout the program. 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. Resources for navigating the clinical tracking system are provided on the [Nursing Student Resource](#) page.

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

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

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.

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 make revisions to 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 or academic 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; long-term care facilities; schools of nursing; professional or community organizations such as the American Diabetes Association®, American Heart Association®, or American Red Cross®; senior groups; and physician's or private health doctor's offices.

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 CollegeofNursing@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 can implement their project once they have an approved proposal and IRB approval from University of Phoenix

(UOPX) and IRB approval from their practice site (if required by the site). **The DNP applied project should be implemented in full between the end of DNP/751 and the start of DNP/752**, with data collection complete prior to starting DNP/752. This will allow time to complete the data analysis and write the final manuscript in DNP/752.

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.

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 oral defense/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 oral presentation, 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 oral defense 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

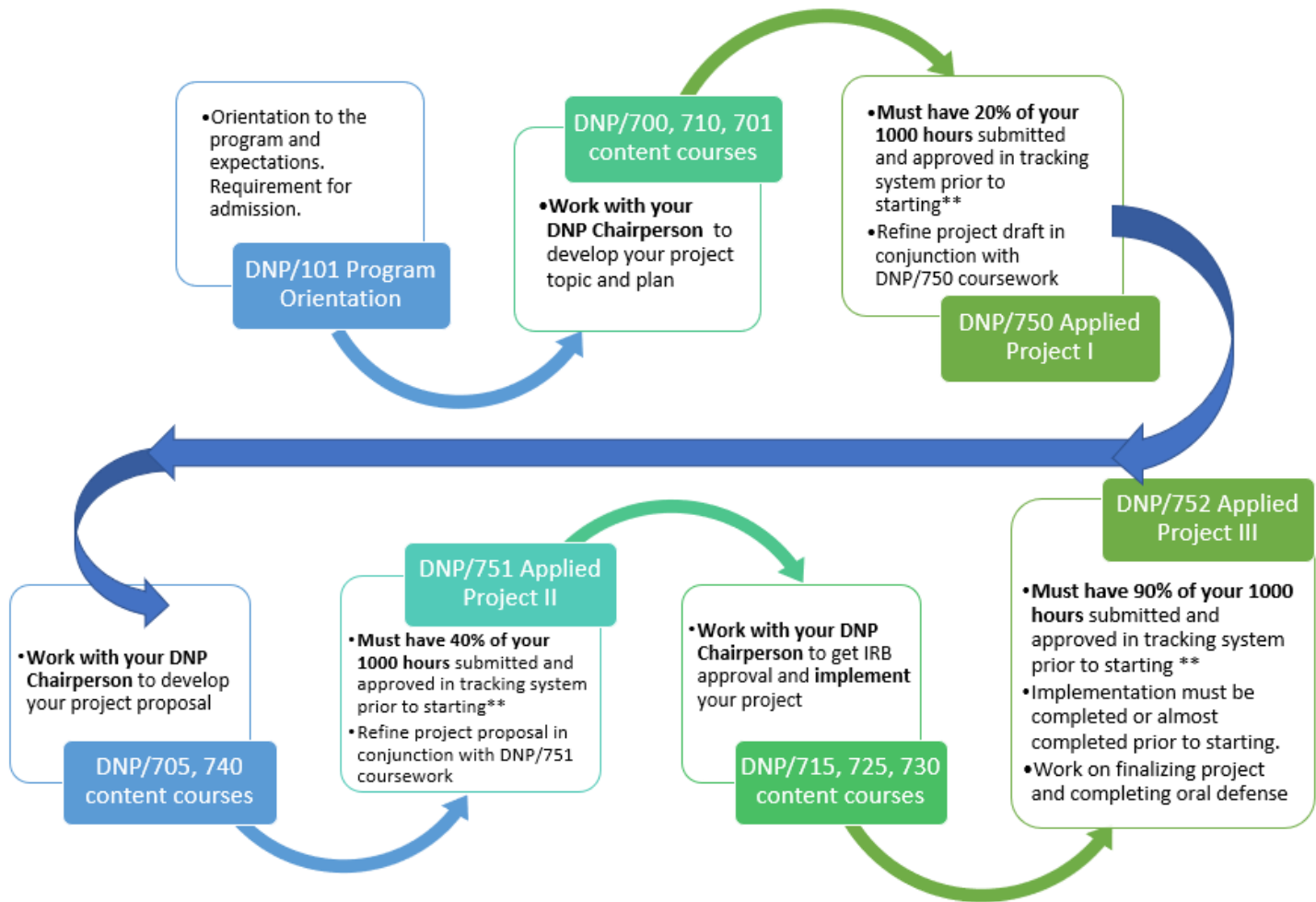
- Focused on supporting students as they implement their DNP project at a clinical site.
- Selected by students as institutional consultant in applied topic field. This person is a project consultant to assist the students in gaining access to organization information and persons pertaining to their project. This person is chosen for their clinical expertise and position at the data collection site.
- Provides local support/guidance to students regarding project within the organization/institution.
- Communicates with Project Chair as needed regarding students' applied topics.
- Supports the student throughout their applied project and is invited to attend oral defense.

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.**

Section 9: Nursing Curriculum Foundations

9.1 | BSN (V 16) Program Standards Crosswalk

Student Learning Outcomes	College of Nursing Core Values	AACN Baccalaureate Essentials	QSEN
1. Demonstrate evidence-based holistic patient-centered care that reflects knowledge of the health-illness continuum	Safe Patient-Centered Care Professional Practice Caring Scholarship Diversity, Equity, and Inclusion	I. Liberal Education for Baccalaureate Generalist Nursing Practice III. Scholarship for Evidence Based Practice (EBP) V. Healthcare Policy, Finance, and Regulatory Environments VII. Clinical Prevention and Population Health VIII. Professionalism and Professional Values IX. Baccalaureate Generalist Nursing Practice	1 Patient-centered Care
2. Implement appropriate health promotion and disease prevention strategies for diverse individuals, families and populations across the life span	Professional Practice Interprofessional Collaboration Diversity, Equity, and Inclusion	III. Scholarship for Evidence Based Practice (EBP) IV. Information Management and Application of Patient Care Technology V. Healthcare Policy, Finance, and Regulatory Environments VII. Clinical Prevention and Population Health VIII. Professionalism and Professional Values IX. Baccalaureate Generalist Nursing Practice	1 Patient-centered Care
3. Demonstrate professional standards of moral, ethical, and legal conduct in health care industry	Leadership Professional Practice Caring Diversity, Equity, and Inclusion	IV. Information Management and Application of Patient Care Technology V. Healthcare Policy, Finance, and Regulatory Environments VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes VII. Clinical Prevention and Population Health VIII. Professionalism and Professional Values IX. Baccalaureate Generalist Nursing Practice	1 Patient-centered Care 2 Teamwork and Collaboration 5 Safety
4. Apply leadership and organizational principles that promote safe health care delivery and	Leadership Safe Patient-Centered Care	II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety V. Healthcare Policy, Finance, and Regulatory Environments	1 Patient-centered Care 2 Teamwork and Collaboration 5 Safety

nursing practice	Professional Practice	VIII. Professionalism and Professional Values IX. Baccalaureate Generalist Nursing Practice	
5. Incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care	Leadership Interprofessional Collaboration Caring Diversity, Equity, and Inclusion	II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety III. Scholarship for Evidence Based Practice (EBP) IV. Information Management and Application of Patient Care Technology V. Healthcare Policy, Finance, and Regulatory Environments VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes VII. Clinical Prevention and Population Health VIII. Professionalism and Professional Values IX. Baccalaureate Generalist Nursing Practice	1 Patient-centered Care 2 Teamwork and Collaboration 3 Evidence-based Practice (EBP) 4 Quality Improvement (QI) 5 Safety
6. Integrate patient care communication and information technology systems in health care delivery to improve patient outcomes	Scholarship Interprofessional Collaboration	III. Scholarship for Evidence Based Practice (EBP) IV. Information Management and Application of Patient Care Technology VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes VII. Clinical Prevention and Population Health IX. Baccalaureate Generalist Nursing Practice	6 Informatics
7. Utilize interprofessional care coordination strategies to promote quality patient care	Interprofessional Collaboration Professional Practice	III. Scholarship for Evidence Based Practice (EBP) V. Healthcare Policy, Finance, and Regulatory Environments VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes IX. Baccalaureate Generalist Nursing Practice	1 Patient-centered Care 2 Teamwork and Collaboration

9.2 | MSN (V 07) Program Standards Crosswalk

Student Learning Outcomes	College of Nursing Core Values	AACN Masters Essential	QSEN Graduate Competencies
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.	Leadership Scholarship Diversity, Equity, and Inclusion	II. Organizational and Systems Leadership IX. Master’s-Level Nursing Practice	1 Patient-centered Care 2 Teamwork and Collaboration 3 Evidence-based Practice (EBP) 4 Quality Improvement (QI) 5 Safety 6 Informatics
2. Evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.	Leadership Interprofessional Collaboration Safe Patient-Centered Care Diversity, Equity, and Inclusion	III. Quality Improvement and Safety V. Informatics and Healthcare Technologies IX. Master’s-Level Nursing Practice	1 Patient-centered Care 2 Teamwork and Collaboration 3 Evidence-based Practice (EBP) 4 Quality Improvement (QI) 5 Safety 6 Informatics
3. Synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.	Scholarship	IV. Translating and Integrating Scholarship into Practice IX. Master’s-Level Nursing Practice	1 Patient-centered Care 3 Evidence-based Practice (EBP) 4 Quality Improvement (QI) 5 Safety 6 Informatics
4. Evaluate healthcare policy, regulatory, legal, economic, ethical, and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.	Professional Practice Caring Diversity, Equity, and Inclusion	VI. Health Policy and Advocacy IX. Master’s-Level Nursing Practice	1 Patient-centered Care 3 Evidence-based Practice (EBP) 4 Quality Improvement (QI) 6 Informatics
5. Critique evidence-based delivery within an interdisciplinary team to serve diverse populations in a variety of local, national, and global settings	Scholarship Professional Practice Interprofessional Collaboration Diversity, Equity, and Inclusion	I. Background for Practice from Sciences and Humanities VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes VIII. Clinical Prevention and Population Health for Improving Health IX. Master’s-Level Nursing Practice	1 Patient-centered Care 2 Teamwork and Collaboration 3 Evidence-based Practice (EBP) 4 Quality Improvement (QI) 5 Safety 6 Informatics

9.3 | MSN (V 08) Program Standards Crosswalk

Student Learning Outcomes	College of Nursing Core Values	AACN Masters Essential	QSEN Graduate Competencies
1. Integrate theoretical, organizational, and systems leadership concepts into healthcare resources for diverse populations	Leadership Professional Practice Safe Patient-Centered Care Interprofessional Collaboration Diversity, Equity, and Inclusion	II. Organizational and Systems Leadership VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes IX. Master’s-Level Nursing Practice Leadership	1 Patient-centered Care 2 Teamwork and Collaboration 5 Safety
2. Evaluate organizational processes, system, and utilization of current technologies to support continuous quality improvement and promotes safe patient outcomes	Leadership Professional Practice Safe Patient-Centered Care	II. Organizational and Systems Leadership III. Quality Improvement (QI) and Safety V. Informatics and Healthcare Technologies IX Master’s-Level Nursing Practice Leadership	1 Patient-centered Care 2 Teamwork and Collaboration 4 Quality Improvement 5 Safety 6 Informatics
3. Appraise theory and evidence-based research to transform professional nursing practice	Scholarship Professional Practice Safe Patient-Centered Care	III. Quality Improvement (QI) and Safety IV. Translating and Integrating Scholarship into Practice IX Master’s-Level Nursing Practice Leadership	1 Patient-centered Care 3 Evidence-based Practice (EBP) 4 Quality Improvement 6 Informatics
4. Synthesize the principles of healthcare policy, regulation, accreditation, and ethics to advocate for change within populations	Professional Practice Caring Diversity, Equity, and Inclusion	III. Quality Improvement (QI) and Safety VI. Health Policy and Advocacy IX. Master’s-Level Nursing Practice	1 Patient-centered Care 3 Evidence-based Practice (EBP) 4 Quality Improvement 5 Safety 6 Informatics
5. Integrate evidence-based guidelines and interprofessional collaboration to improve healthcare for diverse populations in local, national, and global settings	Scholarship Professional Practice Interprofessional Collaboration Diversity, Equity, and Inclusion	I. Background for Practice from Sciences and Humanities VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes VIII. Clinical Prevention and Population Health for Improving Health IX. Master’s-Level Nursing	1 Patient-centered Care 2 Teamwork and Collaboration 3 Evidence-based Practice (EBP) 4 Quality Improvement (QI) 5 Safety 6 Informatics

9.4 | MSN/FNP (v10) and MSN/PMH (v01) Program Standards Crosswalk

Student Learning Outcomes	College of Nursing Core Values	AACN Master's Essentials	QSEN Graduate Competencies	NONPF NP Competencies
1. Synthesize Advanced Practice assessment to generate accurate clinical decisions.	Leadership Scholarship Professional Practice Safe Patient-Centered Care Interprofessional Collaboration Caring	I. Background for Practice from Sciences and Humanities II. Organizational and Systems Leadership III. Quality Improvement (QI) and Safety IV. Translating and Integrating Scholarship into Practice V. Informatics and Health Care Technologies VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes VIII. Clinical Prevention and Population Health for Improving Health IX. Master's-Level Nursing Practice	1 Patient-centered Care 2 Teamwork and Collaboration 3 Evidence-based Practice (EBP) 5 Safety 6 Informatics	Scientific Foundation Leadership Quality Practice Inquiry Technology and Information Literacy Health Delivery System
Integrate theory and evidence to provide holistic healthcare services to improve or maintain optimum health for all family members.	Leadership Scholarship Professional Practice Safe Patient-Centered Care Interprofessional Collaboration Caring Diversity, Equity, and Inclusion	I. Background for Practice from Sciences and Humanities II. Organizational and Systems Leadership III. Quality Improvement (QI) and Safety IV. Translating and Integrating Scholarship into Practice VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes VIII. Clinical Prevention and Population Health for Improving Health IX. Master's-Level Nursing Practice	1 Patient-centered Care 2 Teamwork and Collaboration 3 Evidence-based Practice (EBP) 5 Safety 6 Informatics	Scientific Foundation Leadership Quality Practice Inquiry Technology and Information Literacy Policy Health Delivery System Ethics Independent Practice
Manage holistic health care for individuals and diverse populations across the lifespan.	Scholarship Professional Practice Safe Patient-Centered Care Interprofessional Collaboration Caring Diversity, Equity, and Inclusion	I. Background for Practice from Sciences and Humanities III. QI and Safety IV. Translating and Integrating Scholarship into Practice V. Informatics and Health Care Technologies VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes VIII. Clinical Prevention and Population	1 Patient-centered Care 2 Teamwork and Collaboration 3 Evidence-based Practice (EBP) 5 Safety 6 Informatics	Scientific Foundation Leadership Quality Practice Inquiry Technology and Information Literacy Policy Health Delivery

		Health for Improving Health IX. Master’s-Level Nursing Practice		System Ethics Independent Practice
Integrate ethical principles in delivering care to patients across the lifespan.	Leadership Scholarship Professional Practice Safe Patient-Centered Care Caring Diversity, Equity, and Inclusion	II. Organizational and Systems Leadership III. QI and Safety IV. Translating and Integrating Scholarship into Practice VI. Health Policy and Advocacy VIII. Clinical Prevention and Population Health for Improving Health	1 Patient-centered Care 4 Quality Improvement (QI) 5 Safety	Scientific Foundation Quality Practice Inquiry Policy Ethics Independent Practice
Synthesize state Nurse Practice Acts and/or regulatory guidelines to practice lawfully.	Leadership Scholarship Professional Practice Safe Patient-Centered Care Interprofessional Collaboration Caring	II. Organizational and Systems Leadership III. QI and Safety IV. Translating and Integrating Scholarship into Practice VI. Health Policy and Advocacy VIII. Clinical Prevention and Population Health for Improving Health	1 Patient-centered Care 2 Teamwork and Collaboration 3 Evidence-based Practice (EBP) 4 Quality Improvement (QI) 5 Safety	Scientific Foundation Leadership Quality Practice Inquiry Technology and Information Literacy Policy Health Delivery System Ethics Independent Practice
PMH Only: Apply principles of quality and safety to improve patient-centered outcomes across the lifespan.	Leadership Professional Practice Safe Patient-Centered Care Interprofessional Collaboration Caring	I. Background for Practice from Science and Humanities III. QI and Safety IV. Translating and Integrating Scholarship into Practice V. Informatics and Healthcare Technology VII. Interprofessional Collaboration for Improving Patient and Population Health outcomes IX. Master’s-Level Nursing Practice	1. Patient-centered care 2. Teamwork and collaboration 3. Evidence-based practice 4. Quality Improvement 5. Safety 6. Informatics	Scientific Foundations Leadership Practice Inquiry Health Delivery System Ethics Independent Practice

9.5 | DNP (V 01) Program Standards Crosswalk

Student Learning Outcomes	College of Nursing Core Values	AACN DNP Essential	QSEN Graduate Competencies
1. Integrate scientific underpinnings to advance nursing practice and improve the health care environment following state Nurse Practice Acts and/or regulatory guidelines.	Scholarship Caring Safe Patient-Centered Care	I. Scientific Underpinnings for Practice II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care V. Health Care Policy for Advocacy in Health Care	1 Patient-centered Care 2 Teamwork and Collaboration 3 Evidence-based Practice 4 Quality Improvement 5 Safety 6 Informatics
2. Construct leadership strategies to improve health care outcomes	Leadership Interprofessional Collaboration Caring	I. Scientific Underpinnings for Practice II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes VII. Clinical Prevention and Population Health for Improving the Nation’s Health VIII. Advanced Nursing Practice	1 Patient-centered Care 2 Teamwork and Collaboration 3 Evidence-based Practice 4 Quality Improvement 5 Safety
3. Translate scientific evidence and innovations to improve	Scholarship Leadership Professional Practice	I. Scientific Underpinnings for Practice IV. Information Systems/Technology and Patient	1 Patient-centered Care 2 Teamwork and Collaboration 3 Evidence-based Practice

<p>population health status and care outcomes</p>	<p>Diversity, Equity, and Inclusion</p>	<p>Care Technology for the Improvement and Transformation of Health Care</p> <p>V. Health Care Policy for Advocacy in Health Care</p> <p>VII. Clinical Prevention and population Health for Improving the Nation’s Health</p> <p>VIII. Advanced Nursing Practice</p>	<p>6 Informatics</p>
<p>4. Synthesize scholarly evidence, judgment, and accountability in designing, delivering, and evaluating a project to impact health outcomes</p>	<p>Scholarship</p> <p>Interprofessional Collaboration</p> <p>Leadership</p> <p>Professional Practice</p> <p>Safe Patient-Centered Care</p>	<p>I. Scientific Underpinnings for Practice</p> <p>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking</p> <p>III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice</p> <p>IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</p> <p>V. Health Care Policy for Advocacy in Health Care</p> <p>VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p> <p>VII. Clinical Prevention and Population Health for Improving the Nation’s Health</p> <p>VIII. Advanced Nursing Practice</p>	<p>1 Patient-centered Care</p> <p>2 Teamwork and Collaboration</p> <p>4 Quality Improvement</p> <p>5 Safety</p>