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Welcome to the **School of Nursing**

It is my pleasure to welcome you to the School of Nursing within University of Phoenix’s College of Health Professions!

Our faculty members are dedicated professionals who assist our student nurses in becoming the best version of themselves, transforming them into nurse leaders. We are proud that you have joined our ranks!

Whether you are a licensed practical nurse just beginning your journey to becoming a registered nurse or a registered nurse advancing your professional education, our programs are designed to help you develop the knowledge and skills necessary to excel. Through a combination of didactic and clinical experiences, you will learn the nursing theory upon which our practice is based and synthesize new knowledge to enhance your practice.

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

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

Sincerely,


[Signature]

Betty Nelson, Ph.D., RN  
Academic Dean  
School of Nursing, College of Health Professions
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 School 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 School of Nursing program and those that are specific to particular programs. Sections 1, and 2 are common to all School of Nursing programs and sections Section 3 – 8 are specific to particular School of Nursing programs.

**PROGRAM VERSIONS**

This handbook contains information on the following program versions:

- Bachelor of Science in Nursing (LPN/LVN to BSN sequence) - P/VN/BSN v 003
- Bachelor of Science in Nursing - BSN v 015 and 016
- Master of Science in Nursing/Nurse Administration – MSN/ADM v 006 and 007
- Master of Science in Nursing/Nurse Education – MSN/NED v 006 and 007
- Post-Master’s Certificate in Nurse Administration – CERT/NAD v 001 and 002
- Post-Master’s Certificate in Nurse Education – CERT/NED v 001 and 002
- Master of Science in Nursing/Family Nurse Practitioner - MSN/FNP v 008
- Post-Master’s Certificate in Family Nurse Practitioner - FNP v 008

Information on any other active nursing program not contained in the bulleted list above, can be found in its original handbook on the student resource page. Students may refer to eCampus or consult their academic counselor if unsure of their program version.

**FORMS**

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

Overview of the School of Nursing

This section provides an overview of the College of Health Professions (College) and its School of Nursing (School). The mission statements of the University of Phoenix (University), College, and School are presented first to demonstrate the congruency of principles and because all activities of the School 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 School’s administrative structure.

1.1 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 School’s mission and purpose statements support the College’s mission by defining the School’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 School has defined fundamental attributes and values required of successful nurse leaders and has committed to demonstrating to students the need for competency, consistency, compassion in practice, and the highest standards of ethical conduct by incorporating these concepts into the curricula.

University Mission Statement

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

College Mission Statement

The College is a provider of pre- and post-licensure nursing; health care administration; and health care support programs, certificates, and courses. We are committed to providing innovative, relevant, applied education that anticipates and addresses the needs of adults, their employers, and the health care industry.

School Mission Statement

The School 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.

School Purpose Statement

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

The School 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.

School Core Values

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

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

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

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

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

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

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

School 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 School 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.
1.2 | ACCREDITATION

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

Regional Accreditation

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

The University is accredited by the Higher Learning Commission (http://hlcommission.org). Since 1978, the University has been continually accredited by the Higher Learning Commission and its predecessor. The University obtained its most recent 10-year Reaffirmation of Accreditation in 2012–2013. A comprehensive evaluation is scheduled for 2016–2017, and the next Reaffirmation of Accreditation is scheduled for 2022–2023.

Programmatic Accreditation

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

Nursing Accreditation

The Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education http://www.aacn.nche.edu/ccne-accreditation.

1.3 | DEGREE PROGRAMS

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

Online undergraduate programs begin every five weeks and graduate programs begin every six weeks. Students should check with their enrollment representative for the availability of campus cohorts.

Post-graduate certificates are equivalent to the concentrations offered through the MSN degree program.

The School offers the following nursing programs:

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<th>Bachelor of Science in Nursing (BSN)</th>
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<td>Registered Nurse to BSN or Practical Nurse/Vocational Nurse to BSN</td>
<td>with concentrations available in: Nurse Education Nurse Administration Family Nurse Practitioner</td>
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<th>Dual Degree</th>
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<td>MSN/Master of Health Administration (MSN/MHA) with certificates available in: Gerontology Sustainability Management Informatics</td>
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1.4 | FOUNDATION OF CURRICULUM

Industry Aligned Standards

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

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

1.5 | SCHOOL ADMINISTRATION

The University administration offices for the School are located in Tempe, AZ. The academic dean is responsible and accountable for academic quality, standards, and delivery of nursing programs at all campuses. The program dean, assistant dean, and directors of programs assist the academic dean in designing, developing, implementing, overseeing, and evaluating the nursing programs.

The academic dean, program dean, assistant dean, and directors of programs are assisted by the campus college chairs (CCCs)/directors of nursing (DONs) who are located at each campus. The CCCs/DONs provide operational and academic support to the faculty and administrative staff by ensuring delivery and implementation of the nursing programs and courses in the approved states.

Campus staff also act as liaisons to the community. Program managers are responsible for the individual programs and may be the point of contact for student concerns about the program. Contact information can be obtained from academic advisors.

1.6 | STUDENT PARTICIPATION IN SCHOOL OF NURSING GOVERNANCE

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

The School invites students to participate in the longstanding Student Advisory Council (SAC). SAC is composed of student government representatives from all programs in progress at the campus. Members of SAC represent a diverse cross-section of students, including nurses from public and private health care organizations and institutions of higher education. The purpose of SAC is to support a quality educational experience by:

- providing a student voice in assisting the School in considering strategies for improving the academic quality at the campus;
- advising campus staff on the concerns, perspectives, and experiences of the students attending;
- providing feedback on existing courses;
- providing balanced representation of all nursing programs;
- planning for the present and future campus environment; and
- committing to open communication and cooperation among all parties involved with the campus.

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

2.1 | General University Policies

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

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

2.2 | Dispute Resolution Policy and Procedures

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

2.3 | Nursing License

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

RN to BSN, MSN, and post-master’s certificate students must possess a valid, unrestricted/unencumbered RN license in the state which they are completing clinical hours or possess a valid, unrestricted/unencumbered compact (multistate) state license that is recognized in the state in which they are completing clinical hours. RN licenses must be valid and unrestricted/unencumbered in all states and jurisdictions in which the applicant holds an active nursing license.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. VA and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility.

Please note: 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. Please see https://www.ncsbn.org/nurse-licensure-compact.htm for further information.

2.4 | Excluded Individual/Entity

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

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

Thus, students may not be excluded because being excluded will adversely affect the School’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:
2.5 | GENERAL CLINICAL EXPERIENCE CONSTRAINT

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

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

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

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

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

2.6 | CRIMINAL BACKGROUND CHECK

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

Students are required to obtain and pass a criminal background check conducted by a University approved vendor, upon request. Students are responsible for the cost of this background check. Students must provide this background check to their CCC or they will not be allowed to continue in the program. 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
- OIG/GSA search
- All county criminal history search

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

- Assault
- 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 his/her criminal history during the duration of their program. However, it is ultimately the student’s responsibility to ensure a criminal conviction will not prohibit her/him from participating in clinical experiences or obtaining licensure/certification. The University makes no guarantee that the student will meet the qualifications for field or clinical experiences or becoming licensed/certified.

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

2.7 | PROFESSIONAL NON-ACADEMIC REQUIREMENTS

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

1. Work in a standing position and walk frequently.
2. Lift and transfer patients six (6) inches from a stooped position, then push or pull the patient’s weight three (3) feet.
3. Lift and transfer patients from a stooped to an upright position during bed-to-chair and chair-to-bed transfers.
4. Apply ten (10) pounds of pressure to bleeding sites, or while performing CPR.
5. Have adequate distance and close vision for activities involving persons, objects and paperwork, and have unimpaired depth and color perception.
6. Discriminate by hand between hot, cold, sharp, and dull surfaces.
7. Communicate effectively, both orally and in writing, using appropriate grammar and vocabulary.
8. Make appropriate and timely decisions in stressful situations.

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

2.8 | IMMUNIZATIONS, CERTIFICATIONS AND INSURANCE

Immunizations
Beginning 7/1/2016, all students must have the following documentation current and in effect prior to Candidacy Level 2 admittance and throughout the remainder of the program:

- 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.
- 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
- Yearly flu vaccination by proof of immunization record

Certifications
Students must possess Current Basic Life Support (BLS) certification for healthcare providers (Level C). This certification must be renewed every 2 years to be considered current.
Students must also possess a Bloodborne Pathogens Certificate and a HIPAA Certificate (Security Basics for the Healthcare Workforce). Both of these certificates may be obtained by students during required coursework.

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

### 2.10 | 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” 10-panel drug screen plus an alcohol drug test.

1. For purposes of this policy, the following definitions apply:

   a. **Drug testing** means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from the human body for the purpose of detecting the use of drugs or alcohol.

   b. **Reasonable suspicion** means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs; impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance; marked changes in personality or job performance; and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.

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

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

e. **Substance abuse** means:

1) 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.

2) 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 10-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 10-panel drug screen plus the alcohol drug test are negative for alcohol or illegal drugs

a. the student shall meet with their Campus College Chair, Director of Nursing, or Program Manager within 24 hours or by the first business day following the test results to discuss the circumstances surrounding suspected behavior.

b. the Campus College Chair, Director of Nursing, or Program Manager 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 Campus College Chair, Director of Nursing, or Program Manager will arrange for the student to make up the missed clinical hours.

5. If the results of the 10-panel drug screen plus the alcohol drug test are positive for alcohol or illegal drugs
a. a full review by the Office of Dispute Management and Apollo Ethics and Compliance shall be conducted. Students who test positive for alcohol or illegal drugs will not be permitted to return to any clinical setting pending conclusion of the review. The findings may result in student dismissal from the nursing program and expulsion from the University.

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

6. If the results of the 10-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:

1) the drug level is within prescribed limits.
2) the level does not indicate abuse.
3) 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 Campus College Chair, Director of Nursing, or Program Manager. If the statement is approved, then the test result will be deemed acceptable and not failed for these purposes.

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

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

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

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

10. University of Phoenix, College of Health Science and Nursing School 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 | Professional Standards for Degree Candidates in the School of Nursing

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

The following Professional Standards apply to Candidates in the School of Nursing Programs before, during, and after clinical rotations, practicum, and/or preceptorships. The Professional Standards address a candidate’s affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. Monitored behaviors may extend outside the classroom to off-site activities and locations when the candidate’s behavior infringes upon the reputation of University of Phoenix, School of Nursing.
The School of Nursing adheres to the broader nursing community’s ethical standards as well as additional professional standards put forth by the School of Nursing administration.

1. **University of Phoenix Student Code of Conduct**
   Guidelines for acceptable student behavior, including academic integrity, at University of Phoenix can be identified in the Student Code of Conduct, available in the academic catalog.

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

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

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

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

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

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

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

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

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

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

12. Candidates in the School of Nursing will assume responsibility for their own health as well as their own behavior.
   a. Transportation: Candidates in the School of Nursing are responsible for personal transportation to and from health agencies and/or clinical sites.
   b. Personal Electronic Devices: Candidates in the School of Nursing are responsible to be aware of and comply with agency policies regarding personal electronic devices.

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

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

**Procedure for Processing Referral Forms**

The School of Nursing has instituted processes to ensure candidates are regularly evaluated by the faculty and have access to guidance and advisement on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate’s deficiencies and promote dialogue on how the candidate can improve and move forward in their program.
During the course of his/her program, faculty members, through a review of grades and dispositions, will monitor a candidate’s academic progress. The Campus College Chair (CCC), Regional or Campus Director of Academic Affairs or Designee, will serve as the primary point of contact for remediation plans and/or Candidate Retention Committees.

A. One Referral
   a. Notification of a Referral Form is sent to the candidate in writing through the eCampus letter center by the Campus College Chair or designee identifying the candidate’s deficiencies in meeting the above Professional Standards.
   b. The candidate shall be provided with ten (10) days to respond to the notification. If the student does not respond within ten (10) days the student will receive a suspension letter pending his/her response.
   c. The candidate must meet with the Campus College Chair or designee to discuss why the referral occurred and whether or not a formal remediation plan or other corrective action is needed. At times this will result in the student being unable to resume classes until the requirements of the violation are fulfilled.
   d. The Campus College Chair or designee may convene a meeting of the Candidate Retention Committee (“CRC”) if deemed necessary. If the CRC will be convened, the notification to the candidate shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the CRC.
   e. If the CRC meeting is held, the Committee members shall discuss with the candidate the issues or problems that appear to be hindering his/her success and make one of the following recommendations:
      i. Take no action;
      ii. Institute a formal remediation plan; or
      iii. Programmatically withdraw the student
   f. The candidate will have 30 days to complete any remediation plan or other corrective action decided on with the CCC, CRC, or designee. Failure to complete the plan within 30 days will result in a suspension.
   g. The CRC shall issue a report explaining the basis for its recommendation.
   h. If the candidate was placed on a status hindering academic progression during this process, that status will be removed once the candidate has fulfilled the requirements of the remediation plan and/or corrective action and will be able to resume coursework.

B. Two or More Referrals (of the same nature)
   a. Notification of a Referral Form is sent to the candidate in writing through the eCampus letter center by the Campus College Chair or designee identifying the candidate’s deficiencies in meeting the above Professional Standards.
   b. Notification shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the CRC. At times this will result in the student being unable to resume classes until a meeting with the CRC and the subsequent actions are fulfilled.
   c. The candidate shall be provided with ten (10) days to respond to the notification.
   d. After the candidate has the opportunity to respond, the Campus College Chair or designee shall convene a meeting of the Candidate Retention Committee.
   e. The CRC members shall discuss with the candidate the issues or problems that appear to be hindering his/her success and make one of the following recommendations:
      i. Take no action;
      ii. Institute a formal remediation plan; or
      iii. Programmatically withdraw the student
   f. The candidate will have 30 days to complete any remediation plan or other corrective action decided on with the CRC or designee. Failure to complete the plan within 30 days will result in a suspension.
   g. The CRC shall issue a report explaining the basis for its recommendation.
   h. If the candidate was placed on a status hindering academic progression during this process, that status will be removed once the candidate has fulfilled the requirements of the remediation plan and/or corrective action and will be able to resume coursework.
Appeals

If the CRC recommends that the candidate be withdrawn from the program, and this recommendation is endorsed by the Campus Director of Academic Affairs, the candidate has the right to appeal this decision to the Central Administration Appeals Committee (CAAC) within 10 days of receipt of the decision.

The CAAC is generally comprised of at least the Dean and an Associate Dean from the School of Nursing or designee(s), and a Regional Director of Academic Affairs (RDAA). The decision of the CAAC is final.

Who is the Candidate Retention Committee?

1. The CRC is comprised of the Campus College Chair or designee and at least two faculty members.
2. The candidate will be expected to participate in a dialogue with the Committee to exchange ideas on remediation or withdrawal from the program.
3. The candidate will not be permitted to have representation by an attorney or any other third party in this academic meeting.

2.12 | SCHOLASTIC DISQUALIFICATION

Students who receive a non-passing grade in a nursing core course (core courses are listed in the program description of each program handbook chapter) will be required to meet with the CCC, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

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

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

2.13 | REGULATED STATES

Online students who live, work, or plan on completing practice learning activities or practicum hours in regulated states, regardless of their primary state of residence, must adhere to alternate assignment instructions. The physical presence of a student in these states while completing such activities is prohibited by regulation. If you are unsure if you live, work, or plan to complete activities in a regulated state, please review the Regulated and Restricted States document on the student resources web page: https://ecampus.phoenix.edu/secure/aapd/chp/son/student/index.html or send an e-mail to HealthSciencesandNursing@phoenix.edu
Section 3: LPN/LVN - BSN Program (v.003)

3.1 | PROGRAM OVERVIEW

Program Description
The Bachelors of Science in Nursing program, accredited by the Commission of Collegiate Nursing Education (CCNE)*, has a special sequence for the Practical Nurse/Vocational Nurse (PN/VN) to achieve the BSN degree. This program builds on the basic education, skills, and experience of the practical nurse transitioning to the professional nursing role. Curriculum builds upon a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. Program content will focus on role transition, advanced clinical skills, evidence-based practice and critical thinking. Graduates of the program will be eligible to apply to take the National Council Licensure Examination for Registered Nurses. The University of Phoenix, School of Nursing is committed to the advancement of nurses through the development of nurse leaders. Program objectives focus on leadership, advocacy, professionalism, collaboration, incorporation of caring, and reflective clinical/teaching practice. The acquisition of these objectives is essential to the practice of nursing.

The Bachelor of Science in Nursing (BSN) program at the University of Phoenix is accredited by the Commission on Collegiate Nursing Education [http://www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation).

- Total Credit Hours: 120 Credits
- Program Length: 215 weeks

**Graduation Requirements:**
1. Complete 120 credits: 63 upper division (41 in required course of study + 6 non-nursing electives) and 57 lower division
2. Achieve minimum grade point average (GPA) of 2.5
3. C or better in all required core courses
4. Successful completion of nursing capstone NSG/480
5. Completion of comprehensive predictor benchmark
6. Meet the residency requirements of 57 credits through University of Phoenix
7. Complete all required coursework within 8 years

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will integrate ethical values and respect for cultural diversity in safe patient-centered health care delivery and practice in a variety of health care settings.</td>
</tr>
<tr>
<td>2.</td>
<td>Students will apply theories, knowledge, and the nursing process to provide safe patient-centered care in a variety of health care settings.</td>
</tr>
<tr>
<td>3.</td>
<td>Students will apply health promotion and disease management principles that integrate evidence-based nursing knowledge to ensure safe patient-centered care.</td>
</tr>
<tr>
<td>4.</td>
<td>Students will integrate professional nursing leadership roles as designer, manager, and coordinator of safe patient-centered care in a variety of health care settings.</td>
</tr>
<tr>
<td>5.</td>
<td>Students will use health care equipment, technology, communication devices, and information systems to provide safe patient-centered care in a variety of health care settings.</td>
</tr>
<tr>
<td>6.</td>
<td>Students will analyze the effect of health care policy, regulatory, legal, economic, and sociocultural environments on health care delivery and practice in a variety of health care settings.</td>
</tr>
<tr>
<td>7.</td>
<td>Students will integrate professional role as educator in health care delivery and practice in a variety of health care settings.</td>
</tr>
</tbody>
</table>
Industry Aligned Standards

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

3.2 | ADMISSION, PROGRESSION, AND GENERAL EDUCATION REQUIREMENTS

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

Students who are enrolled can view their applicable academic catalog on the program tab of eCampus at [https://portal.phoenix.edu/te/AcademicPlan/index.html#/programs](https://portal.phoenix.edu/te/AcademicPlan/index.html#/programs).

Progression Assessments and Examinations

Throughout the required course sequence, students will complete valid and reliable nationally normed standardized testing that helps prepares students for licensure.

For courses containing content that is measured by a practice assessment, students will complete a practice assessment at the beginning of the course to the best of their ability. The pretest is used to determine where students need to focus their study during the course and is not graded.

At the end of courses with a practical experience component, students will complete a proctored exam at the campus (posttest). The instructor will provide students with information about the posttest. The posttest is scored, and the results will be factored into the final course grade. Students must complete the test within the University of Phoenix grading policy time requirements.

Faculty members or campus nursing administrators provide students with the testing times and locations, and directions for taking the exam, including attempts allowed.

3.3 | PRACTICAL EXPERIENCE REQUIREMENTS

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

The LPN/LVN to BSN program includes 510 practical experience hours, spread out over 10 courses (see table). Students may not progress from one course to another prior to completing the practical experience requirements of the preceding course, including both direct contact clinical activities and simulation/lab activities completed in lieu of direct contact clinical activities*. Practical experience courses may not be taken concurrently with any other course due to the intensive nature of nursing and practical experience courses. Failure to complete all practical experience requirements of a program course will result in a failing course grade. The program, in its entirety, must be successfully completed to graduate.

*Please note that simulation/lab activities completed in lieu of direct-contact clinical activities should not be confused with supplemental lab activities. The former must be completed as if it were a direct-contact clinical activity, including the completion of all hours and logs; whereas, supplemental lab time is treated like any other classroom learning activity assignment.
For the majority of practical experience activities, campus nursing administrators notify the student cohort of the anticipated dates for clinical facility rotations, and notify the cohort of the date, time, and place for simulation/lab experiences. The program manager or designee contacts the cohort to discuss practical experience expectations, outcomes, and placements at least three to four weeks prior to the practical experience. The group calendar indicates the dates of the course; however, the date of practical experiences may not occur on the same day of the week as the class date.

However, two of the courses above (NSG/450 and NSG/420), contain practical experience hours that students must arrange for themselves. The courses focus specifically on the application of public health principles, as well as health promotion and preventive care for individuals, families, and communities. Students will participate in practical experiences during these two courses, which require direct contact with the community, families, and/or approved clinical agencies. The LPN/LVN to BSN is a pre-licensure program; therefore, affiliation agreements are required prior to completing any experiences in a clinical agency (see Clinical Site Selection section). Additionally, signed consent and release of liability forms are required to engage in direct contact with individuals or families outside of an affiliated clinical agency (see Other Agreements section).

### Clinical Site Selection

As noted above, affiliation agreements are required before students may complete practical experience hours in a clinical agency during NSG/450 and NSG/420. Therefore, students must identify and contact agencies to determine if they can provide appropriate experiences that will fulfill clinical objective and have availability for them to complete their hours. Direct-contact hours may be completed in a health care delivery setting, generally referred to as an agency, facility, or clinical site.

To this end, 17 weeks prior to NSG/450, the School will provide the student with a list of approved locations at which their clinical hours may be conducted and instructions on how to select and contact agencies. It is in the student’s best interest to contact agencies as soon as possible to ensure placement availability.

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

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### Course Information

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

**Total CORE** 68 weeks 510 hours
Affiliation Agreements

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

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

In the event a student still wishes to pursue a new affiliation agreement, they should contact the clinical coordinator or program manager of their local campus. Affiliation agreements must be fully executed (signed by both parties) prior to beginning NSG/450 or NSG/420. Students may not complete any clinical activities in these courses while awaiting finalization of an affiliation agreement, which may delay graduation.

Other Agreements

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

Under no circumstances may members of the student’s family participate in these experiences.

Required Clinical Facility Clearance Documentation

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

Clinical Preparation

Clinical Setting Orientation

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

Required Materials

Students must come to clinical prepared with the following:

- Completed pre-clinical preparation paperwork, as assigned, which may include the following:
  - Patient care plan (see student resources for the Patient Care Plan template)
  - Case study
- Stethoscope
- Pen light
- Watch with a second hand
- University of Phoenix photo ID badge
Failure to meet the above requirements may result in a student’s removal from the clinical environment.

**Clinical Assignments**

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

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

The clinical instructor will discuss the patient assignment with the student and advise the student of what to reasonably expect when caring for the patient, in advance of providing care.

**Clinical Assignment Restrictions**

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

**Clinical Logs and Agency Documentation of Activities**

**Clinical Logs**

Completed clinical logs are required of students to demonstrate appropriate practical experience activity and hour completion. Logs must be completed and uploaded to the classroom by students on a weekly basis, so that faculty can validate hours. This evidence is essential to ensuring the student has satisfactorily completed the board of nursing approved curriculum. Students that fail to complete the appropriate activities, hours, or upload the logs on a timely basis will receive an “F” grade in the course, without exception.

Activities that do not count toward clinical experience hours include:

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

**Agency Documentation**

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

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

Clinical Evaluation

Evaluation of Students
Clinical instructors will provide students with constructive performance feedback in the form of formative and summative evaluations.

Formative evaluations: Formative evaluations are used to provide ongoing feedback to students in an effort to help them identify their strengths and weaknesses for the purpose of realigning their clinical focus to improve their skill set. Before leaving the clinical area, the clinical instructor will provide students with verbal feedback regarding performance for that shift and written evaluations will follow.

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

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

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

Clinical Absences
The board of nursing approved curriculum reflects the appropriate number of designated clinical, lab, and simulation (CL&S) hours required by students to satisfactorily complete the program. Consequently, students must complete all CL&S hours required by their degree program and may not progress from one course to another prior to completing the required hours of the preceding course. Failure to complete all required CL&S hours of a program course will result in a failing course grade.

Students are provided with advance notice of CL&S expectations (see Clinical Placement above) and are expected to complete all hours as scheduled. It is imperative that students adhere to the scheduled dates and times of CL&S activities, as alternative dates and times may not be available. Students must be able to accept any scheduled activities, including those taking place during day, evening, night, and weekend shifts.

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

Things to Know Before You Go

Professional Dress Policy
The official uniform for students in the PN/VN to BSN program is a maroon scrub top with the white embroidered University logo and maroon scrub pants. Campus staff will provide vendor information. A white lab coat may be required in some settings. Attire may be altered as determined by the standards at each clinical agency assigned.
The campus nursing administrators will provide a University photo identification badge which must be worn in a visible area above the waist. The identification badge may only be worn during clinical activities.

In acute care settings, simulation lab, or during skills learning and practice, follow the agency standards for dress code.

- A maroon scrub top with the white embroidered University logo and maroon scrub pants
- A white lab coat over appropriate attire may be required by the agency

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

Agency identification badges may also be required in addition to the University ID badge.

A white lab coat is required when not wearing scrubs

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

- Wear clothes that are clean, neat, and ironed, without obvious wrinkles. Never use colored undergarments that are visible through the uniform.
- Hair must be clean, neat, and a natural color. It must be worn off the collar and off the face (with no chance of touching the face).
- No hand jewelry—other than a wedding ring, engagement ring, or wristwatch—is allowed.
- You may wear one pair of small post earrings in pierced ears, if desired. No other body piercing jewelry is to be visible.
- Any makeup must be subtle and natural looking.
- Any facial hair must be clean, neat, and a natural color. Sideburns are permitted to the level of the lower part of the earlobe and must not flare at the bottom.
- Maintain personal hygiene; bathe daily and use a deodorant to ensure freedom of offensive body odor or cigarette smoke-related smells.
  - Note: No smoke breaks are allowed during clinical experiences.
- Never apply cologne, after-shave lotion, or perfume prior to or during the clinical experience.
- Wear white socks or neutral nylons, as appropriate.
- White nursing shoes or tennis shoes are required.
- Fingernails must be clean and short. Nail polish (not even clear), artificial fingernails, and artificial tips are not permitted.
- Tattoos MUST be covered.

Follow any additional agency requirements, as applicable.

Note for Colorado, California, and Hawaii students: In the early 1970s, psychiatric treatment facilities in Colorado decided to have their treatment staff wear street clothes rather than uniforms when working with psychiatric patients. This standard applied to all psychiatric/mental health treatment facilities, including both inpatient and outpatient treatment settings. The rationale was that when staff wore any type of uniform this created an artificial barrier between staff and patients and interfered with the desired goal to establish and maintain therapeutic relationships between staff and patients. This practice has continued in Colorado and extends to students of all disciplines, including nursing students. During psychiatric clinical rotations in Colorado, University nursing students are expected to wear clinical site approved clothing, including University-approved maroon polo shirts.

3.4 | SIMULATION LEARNING CENTER

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

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

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

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

**Preparing for a Simulation or Lab Experience**

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

The Simulation Center should be treated like a clinical experience. This includes ensuring clinical uniforms and school badges are worn. The students are held to the student code of conduct and professional standards as outlined previously.

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

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

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

**After Simulation**

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

Simulation provides students with clinical cases that may not be experienced during the clinical rotations. It allows for mistakes in a safe environment, and time to reflect on these issues with peers and faculty. Many previous students have voiced the positive experiences they have had in the simulation environment.
Section 4: **RN - BSN Program (v. 015)**

### 4.1 | PROGRAM OVERVIEW

#### Program Description

**Bachelor of Science in Nursing**

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

The Bachelor of Science in Nursing degree program has a 38-credit required course of study. The required course of study includes a capstone course that synthesizes baccalaureate student learning outcomes. The required course of study fulfills only part of the 120-minimum-credit requirement for degree completion.

*The Bachelor of Science in Nursing (BSN) program at the University of Phoenix is accredited by the Commission on Collegiate Nursing Education [http://www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation)*

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**Total Credit Hours:** 120 Credits  
**Program Length:** 202 weeks  
**Graduation Requirements:**

1. Complete 120 credits (52 General Education/30 Lower Division Nursing/38 Required Course of Study)  
2. Achieve minimum grade point average (GPA) of 2.0  
3. Meet the residency requirements of 30 credits through University of Phoenix*  
4. Complete all required coursework within 8 years  
5. Minimum Grade Requirements achieved

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will integrate ethical values, ethical reasoning, and respect for cultural diversity in safe patient-centered health care delivery and practice in a variety of health care settings.</td>
</tr>
<tr>
<td>2</td>
<td>Students will apply theories, knowledge, and the nursing process to provide safe patient-centered care in a variety of health care settings.</td>
</tr>
<tr>
<td>3</td>
<td>Students will apply health promotion and disease management principles that integrate evidence-based nursing knowledge to ensure safe patient-centered care.</td>
</tr>
<tr>
<td>4</td>
<td>Students will integrate professional nursing leadership roles as designer, manager, and coordinator of safe patient-centered care in a variety of health care settings.</td>
</tr>
<tr>
<td>5</td>
<td>Students will use health care equipment, technology, communication devices, and information systems to provide safe patient-centered care in a variety of health care settings.</td>
</tr>
<tr>
<td>6</td>
<td>Students will analyze the effect of health care policy, regulatory, legal, economic, and sociocultural environments on health care delivery and practice in a variety of health care settings.</td>
</tr>
<tr>
<td>7</td>
<td>Students will integrate professional role as educator in health care delivery and practice in a variety of health care settings.</td>
</tr>
</tbody>
</table>
Industry Aligned Standards

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

4.2 | ADMISSION, PROGRESSION, AND GENERAL EDUCATION REQUIREMENTS

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

Students who are enrolled can view their applicable academic catalog on the program tab of their eCampus at [https://portal.phoenix.edu/te/AcademicPlan/index.html#/programs](https://portal.phoenix.edu/te/AcademicPlan/index.html#/programs).

4.3 | PRACTICAL EXPERIENCE REQUIREMENTS

Students must successfully complete both the didactic and practical experience requirements of the RN to BSN program, which can include theory, clinical practice or practice learning activities, simulations, labs, etc. The RN to BSN program includes 225 practical experience hours, with five courses consisting of 45 hours each. Students may not progress from one course to another prior to completing the practical experience requirements of the preceding course. Failure to complete all practical experience requirements of a program course will result in a failing course grade. The program, in its entirety, must be successfully completed to graduate.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
<th>Weeks</th>
<th>Practical Experience Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG/425</td>
<td>Nursing Ethics and Professionalism</td>
<td>4</td>
<td>7</td>
<td>45</td>
</tr>
<tr>
<td>NSG/467</td>
<td>Influencing Quality Improvement</td>
<td>4</td>
<td>7</td>
<td>45</td>
</tr>
<tr>
<td>NSG/478</td>
<td>Promoting Healthy Communities</td>
<td>4</td>
<td>7</td>
<td>45</td>
</tr>
<tr>
<td>NSG/485</td>
<td>Public Health: Health Promotion and Disease Prevention</td>
<td>4</td>
<td>7</td>
<td>45</td>
</tr>
<tr>
<td>NSG/495</td>
<td>Senior Leadership Project</td>
<td>4</td>
<td>7</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total CORE</strong></td>
<td></td>
<td><strong>20 credits</strong></td>
<td><strong>35 weeks</strong></td>
<td><strong>225 hours</strong></td>
</tr>
</tbody>
</table>

All practical experiences of the RN to BSN program focus on health promotion and preventative care for individuals, families, and communities, as well as the application of public health principles. However, the manner in which students partake in these experiences will depend on the location of the students taking the courses. Students residing in California will participate in clinical experiences during NSG/478 and NSG/485 that require direct contact with the community, families and/or approved clinical agencies. Conversely, students in all other locations will be required to complete practice learning activities that do not require such direct contact (e.g. a windshield survey). Regardless of the required completion method there is equity in practical experience objectives and hours.
Practical Experience Activities in NSG/478 and NSG/485

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

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

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

Clinical Site Selection (CA Students only)

As noted above, students residing in California must have direct contact with the community, families, and/or approved clinical agencies to satisfy the clinical hour requirements of the RN to BSN program. Therefore, students must select appropriate locations at which to complete their hours. Direct-contact hours may be completed in a health care delivery setting, generally referred to as an agency, facility, or clinical site.

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

In the event a student is unable to find a suitable placement from the list of approved locations, they may select clinical facilities of their own choosing, provided these agencies are able to deliver experiences that fulfill the clinical objectives. Students must find out whether the agencies they are selecting require an affiliation agreement. The RN to BSN is a post-licensure program; therefore, affiliation agreements are not required unless agencies require one. If an agency requires an affiliation agreement it may still be used, assuming the agreement can be executed in time to conduct clinical experiences. Please refer to the affiliation agreement process below for more information.

Affiliation Agreement Process

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

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

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

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

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

**Clinical Logs (CA Students only)**

Completed clinical logs are required of students to demonstrate appropriate activity and hour completion. Logs must be completed and uploaded to the classroom by students on a weekly basis, so that faculty can validate hours. This evidence is essential to ensuring the student has satisfactorily completed the board of nursing approved curriculum. Students who fail to complete the appropriate activities, hours or upload the logs on a timely basis **will** receive an “F” grade in the course, without exception.

**Things to Know Before You Go**

**Individual and Family Consent and Release Forms**

Students may be required to complete practical experiences in a laboratory setting where students perform noninvasive assessment skills on one another. Students may also participate in community health experiences (e.g. health fairs or collaborative health events) or otherwise engage in direct contact with individuals or members of a family. In situations such as these, participants will be expected to sign a consent and release of liability form for their state (AZ, CA, or CO and HI). These waivers are located on the student resources site.

Under no circumstances may members of the student’s family participate in these experiences.

**Professional Dress Policy**

There is no official dress or uniform policy for the BSN program. Appropriate dress is determined by the standards at each health care delivery setting. It is important to present a professional image and demeanor. Body piercings and tattoos must not be visible.
Section 5: RN - BSN Program (v. 016)

5.1 | PROGRAM OVERVIEW

Program Description

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

The Bachelor of Science in Nursing (BSN) programs at the University of Phoenix is accredited by the Commission on Collegiate Nursing Education. http://www.aacn.nche.edu/ccne-accreditation.

Total Credit Hours: 120 Credits
Program Length: 200 weeks
Graduation Requirements:
- Complete 120 credits (47 General Education/40 Lower Division Nursing/33 Required Course of Study)
  - A minimum of 33 upper division credits / maximum of 87 lower division credits
- Achieve minimum grade point average (GPA) of 2.0
- Achieve minimum grade requirements
- Meet program residency requirements
- Complete all required coursework within 8 years

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

1. Demonstrate evidence-based holistic patient-centered care that reflects knowledge of the health-illness continuum.
2. Implement appropriate health promotion and disease prevention strategies for diverse individuals, families and populations across the life span.
3. Demonstrate professional standards of moral, ethical, and legal conduct in health care industry.
4. Apply leadership and organizational principles that promote safe health care delivery and nursing practice.
5. Incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.
6. Integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.
7. Utilize interprofessional care coordination strategies to promote quality patient care.

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

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

Students who are enrolled can view their applicable academic catalog on the program tab of eCampus at https://portal.phoenix.edu/te/AcademicPlan/index.html#/programs.

5.3 | Practical Experience Requirements

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

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

All practical experiences of the BSN program focus on health promotion and preventative care for individuals, families, and communities, as well as the application of public health principles. However, the manner in which students partake in these experiences will depend on the location of the students taking the courses. Students residing in California will participate in clinical experiences that require direct contact with the community, families and/or approved clinical agencies. Conversely, students in all other locations, will be required to complete practice learning activities that do not require such direct contact (e.g. a windshield survey). Regardless of the required completion method there is equity in practical experience objectives and hours.

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

<table>
<thead>
<tr>
<th>Practical Experience Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Experiences</td>
</tr>
<tr>
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Please note: Practical experience courses may not be taken concurrently with any other course due to the intensive nature of nursing and practical experience courses. California students may not repeat any clinical activities from prior education or complete clinical hours in an acute care setting. Furthermore, family members may not be used for any clinical activities.

It is imperative that students plan for additional time each week during these courses to complete clinical assignments. Under no circumstances can clinical hours be completed during regular work hours.
Clinical Site Selection (CA Students only)

As noted above, students residing in California must have direct contact with the community, families and/or approved clinical agencies to satisfy the clinical hour requirements of the BSN program. Therefore, students must select appropriate locations at which to complete their hours. Direct contact hours may be completed in a health care delivery setting, generally referred to as an agency, facility, or clinical site.

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

In the event a student is unable to find a suitable placement from the list of approved locations, they may select other clinical facilities, provided these agencies are able to deliver experiences that fulfill the clinical objectives. Students must find out whether the agencies they are selecting require an affiliation agreement. The BSN is a post-licensure program; therefore, affiliation agreements are not required unless agencies require one. If an agency requires an affiliation agreement it may still be used, assuming the agreement can be executed in time to conduct clinical experiences. Please refer to the affiliation agreement process below for more information.

Affiliation Agreement Process

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

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

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

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

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

Affiliation agreements must be fully executed (signed by both parties) prior to beginning the first clinical course. Students may not complete any clinical activities while awaiting finalization of an affiliation agreement, which may delay graduation.
**Clinical Logs (CA Students only)**

Completed clinical logs are required of students to demonstrate appropriate activity and hour completion. Logs must be completed and uploaded to the classroom by students on a weekly basis, so that faculty can validate hours. This evidence is essential to ensuring the student has satisfactorily completed the board of nursing approved curriculum. Students who fail to complete the appropriate activities, hours, or upload the logs on a timely basis will receive an “F” grade in the course, without exception.

**Things to Know Before You Go**

**Individual and Family Consent and Release Forms**

Students may be required to complete practical experiences in a laboratory setting where students perform noninvasive assessment skills on one another. Students may also participate in community health experiences (e.g., health fairs or collaborative health events) or otherwise engage in direct contact with individuals or members of a family. In situations such as these, participants will be expected to sign a consent and release of liability form for their state (AZ, CA, or CO and HI). These waivers are located on the student resources site.

Under no circumstances may members of the student’s family participate in these experiences.

**Professional Dress Policy**

There is no official dress or uniform policy for the BSN program. Appropriate dress is determined by the standards at each health care delivery setting. It is important to present a professional image and demeanor. Body piercings and tattoos must not be visible.
Section 6: **MSN Programs (v. 006)** Degrees and Certificates

### 6.1 PROGRAM OVERVIEW

The descriptions and requirements contained in this section of handbook are applicable to version 6 of the MSN programs. For information on any of the version 5 MSN programs, please refer to the separate manual specific to those programs. For information on the Master of Science in Nursing/Family Nurse Practitioner program or Family Nurse Practitioner certificate, please refer to the next section of this manual, FNP Programs. Students may refer to eCampus or consult their academic counselor if unsure of their program version.

**Program Descriptions**

**Master of Science in Nursing/Nurse Administration (MSN/ADM)**

The Master of Science in Nursing (MSN) program, accredited by the Commission of Collegiate Nursing Education (CCNE)*, enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and education settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete core courses in advanced nursing content, process, and leadership. Concentrations in nursing administration, nursing education, or family nurse practitioner allow students to concentrate on developing increased knowledge and skills in a specific area of content or advanced practice role.

These programs are post-licensure education programs designed for nurses with current RN licensure who wish to obtain a master’s degree in nursing administration or nursing education. The MSN/ADM program prepares registered nurses to function in leadership roles in administration, practice and education settings. Upon completion of the program, graduates with the required practice experience will be prepared to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive-Board Certified (NE-BC) exam. The MSN/NED program prepares graduates to function in leadership and faculty roles in a variety of educational settings. Upon completion of the program, graduates will be prepared to sit for the National League for Nursing (NLN) Certified Nurse Educator (CNE) exam.

*The Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education [http://www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation).*

<table>
<thead>
<tr>
<th>Total Credit Hours:</th>
<th>38 Credits; 47 with Bridge courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Length:</td>
<td>77 weeks; 92 with Bridge courses</td>
</tr>
</tbody>
</table>

**Graduation Requirements:**

1. Successful completion of all credits in the required course of study with a minimum 3.00 GPA.*
2. Active license, unencumbered through the duration of the program.
3. Complete all required coursework within 5 years.
4. Minimum grade of B- or better in all graduate level courses.
5. Bridge students need to earn a C or better in Theory, Evidence-Based Practice, and Assessment.
6. Residency requirements - complete 30 credits in required course of study at University of Phoenix.

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

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

The nursing certificate programs enhances the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.
The CERT/NAD program prepares registered nurses to function in leadership roles in administration, practice, and education settings. Upon completion of the program, graduates with the required practice experience will be prepared to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive-Board Certified (NE-BC) exam. The CERT/NED program prepares graduates to function in leadership and faculty roles in a variety of educational settings. Upon completion of the program, graduates will be prepared to sit for the National League for Nursing (NLN) Certified Nurse Educator (CNE) exam.

- **Total Credit Hours:** 23 Credits
- **Program Length:** 46 weeks
- **Graduation Requirements:**
  1. Successful completion of all credits in the required course of study with a minimum 3.00 GPA.
  2. Complete all required coursework within 5 years
  3. Residency requirements - complete 12 credits in required course of study at University of Phoenix

### Student Learning Outcomes

1. Students will be able to evaluate nursing and related sciences and humanities in all aspects of safe individually focused care for diverse populations in a variety of settings.

2. Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical health care resources for diverse populations in a variety of settings.

3. Students will be able to evaluate processes and systems for continuous quality improvement across the care continuum in a variety of settings.

4. Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.

5. Students will be able to evaluate informatics and health care technologies for integration into practice for enhanced care outcomes.

6. Students will be able to evaluate health care policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the health care system based on their role.

7. Students will be able to collaborate in inter- and intra-disciplinary teams to optimize patient and population health outcomes.

8. Students will be able to design and deliver evidence-based clinical prevention and population care and services for diverse populations in a variety of local, national, and international settings.

9. Students will be able to create a professional development plan to continuously facilitate the delivery of ethical, safe, and quality care to diverse populations in a variety of settings.

### Industry Aligned 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
6.2 | **STUDENT PROGRESSION REQUIREMENTS**

**Required Core Sequence and Prerequisites**

In order to successfully complete the required core sequence of the program, students must successfully complete both didactic and practicum requirements of the program, which includes theory, practicum activities, simulations, labs, etc. Students may not progress to the next nursing core course without a passing grade in the current course. The program, in its entirety, must be successfully completed to graduate.

Students may waive a maximum of 8 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students enrolled in the MSN/ADM 006B and MSN/NED 006B programs may waive the 9 undergraduate bridge credits in these content areas: theory, evidence-based practice, and assessment, in addition to waiving a maximum of 8 credits from their required course of study.

The following MSN/ADM courses cannot be waived: HSN/525, HSN/555, HSN/560, HSN/565, HSN/570, HSN/575, NG/550, and NSG/580. The following MSN/NED coursework cannot be waived: NSG/500, NSG/505, NSG/525, NSG/530, NSG/535, NSG/540, NSG/545, and NSG/580.

Effective 10/1/2015, students in the post master’s certificate programs are not permitted to waive any credits.

**MSN/ADM**

<table>
<thead>
<tr>
<th>Course Id</th>
<th>Course Title</th>
<th>Credits</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSN/505</td>
<td>Introduction to Graduate Studies in Nursing</td>
<td>2</td>
<td>5 weeks</td>
</tr>
<tr>
<td>NSG/510</td>
<td>Theoretical Foundations of Nursing Roles and Practice</td>
<td>3</td>
<td>6 weeks</td>
</tr>
<tr>
<td>NSG/515</td>
<td>Nursing Research and Evidence-Based Practice</td>
<td>3</td>
<td>6 weeks</td>
</tr>
<tr>
<td>NSG/520</td>
<td>Nursing Leadership</td>
<td>3</td>
<td>6 weeks</td>
</tr>
<tr>
<td>NSG/550</td>
<td>Role of the Nurse Administrator</td>
<td>3</td>
<td>6 weeks</td>
</tr>
<tr>
<td>HSN/525</td>
<td>Research Methodologies for the Nurse Administrator</td>
<td>4</td>
<td>8 weeks</td>
</tr>
<tr>
<td>HSN/555</td>
<td>Human Resources in Health Care</td>
<td>3</td>
<td>6 weeks</td>
</tr>
<tr>
<td>HSN/560</td>
<td>Organizational Systems and Informatics</td>
<td>3</td>
<td>6 weeks</td>
</tr>
<tr>
<td>HSN/565</td>
<td>Organizational Change and Negotiation</td>
<td>3</td>
<td>6 weeks</td>
</tr>
<tr>
<td>HSN/570</td>
<td>Financial Resource Management</td>
<td>3</td>
<td>6 weeks</td>
</tr>
<tr>
<td>HSN/575</td>
<td>Quality Management and Outcomes</td>
<td>4</td>
<td>8 weeks</td>
</tr>
<tr>
<td>NSG/580</td>
<td>Practicum</td>
<td>4</td>
<td>8 weeks</td>
</tr>
<tr>
<td><strong>Program Totals (without Bridge courses)</strong></td>
<td><strong>38 credits</strong></td>
<td><strong>77 weeks</strong></td>
<td></td>
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**MSN/NED**

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<td>Role of the Nurse Educator</td>
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<tr>
<td>NSG/530</td>
<td>Theory and Principles of Nursing Education</td>
<td>4</td>
<td>8 weeks</td>
</tr>
<tr>
<td>NSG/535</td>
<td>Curriculum Development</td>
<td>3</td>
<td>6 weeks</td>
</tr>
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<td>NSG/540</td>
<td>Instructional Design and Technology</td>
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<td>Assessment, Measurement, and Evaluation</td>
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</tr>
<tr>
<td>NSG/500</td>
<td>An Integrated Approach to Pathophysiology and Pharmacology</td>
<td>4</td>
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CERT/NAD

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<tr>
<td>NSG/550</td>
<td>Role of the Nurse Administrator</td>
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<td>6 weeks</td>
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**Program Totals**

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>46 weeks</td>
</tr>
</tbody>
</table>

CERT/NED

<table>
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<tr>
<th>Course Id</th>
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<th>Credits</th>
<th>Length</th>
</tr>
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<tr>
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<td>Theory and Principles of Nursing Education</td>
<td>4</td>
<td>8 weeks</td>
</tr>
<tr>
<td>NSG/535</td>
<td>Curriculum Development</td>
<td>3</td>
<td>6 weeks</td>
</tr>
<tr>
<td>NSG/540</td>
<td>Instructional Design and Technology</td>
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</thead>
<tbody>
<tr>
<td>23</td>
<td>46 weeks</td>
</tr>
</tbody>
</table>

**Special Considerations**

**MSN/NED Concentration in California**

A student who plans to be an instructor in a pre-licensure nursing program in California must fulfill the following requirements (Section 1425d (2)) of the California Nursing Practice Act:

1. Have a master’s degree in nursing, education, or administration
2. Have at least one year of continuous, full time experience within the previous five years providing direct patient care as a registered nurse in the designated nursing area
3. Completion of at least one year’s experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing

Students pursuing an MSN/NED at the University of Phoenix and planning to become faculty in a pre-licensure program should focus their practicum on teaching students in a registered nursing program. It is preferable that the experience include both lecture and clinical teaching if possible.

Graduates who wish to teach in a post-licensure program or in clinical education in a health care facility are not held to the above requirements. The facility sets its own education and experience requirements. With the exception of nurse practitioner programs, post-licensure programs are not regulated by the California Board of Registered Nursing.

**International Students**

Students who live and/or work outside the United States may not be able to implement the practicum project, depending on the country and its regulations. The legal department must approve the practicum project proposal before students may begin work on it. Students must notify the college 90 days prior to beginning NSG/580: Practicum at HealthSciencesandNursing@phoenix.edu that the project will be outside the United States.

**Military and VA Students**

Military and VA students residing outside of the United States must notify the college 90 days prior to beginning NSG/580: Practicum at HealthSciencesandNursing@phoenix.edu that the project will be outside the United States to obtain legal approval for the implementation of the project. Military and VA students living inside the United States must have a valid, current, unencumbered, and unrestricted RN license in the state where they reside and plan to implement their project, unless their project will be implemented in a federal facility.
6.3 | **Practicum Activity Requirements**

**Courses and Overview**

The ADM and NED concentration courses each include required practicum hours. Incomplete practicum hours will result in a grade of F for the course.

Under the guidance of a faculty practicum navigator and a mentor at the chosen practicum location, students’ will work toward a cumulative project based on their chosen concentration. Students will not work directly with patients; rather, they will develop a project applicable to their chosen concentration.

- Students in the ADM concentration will complete a change project aimed at improving a process in a health care delivery setting.
- Students in the NED concentration will develop an educational course from start to finish.

During the program, students will interact with their faculty navigator to ensure that various milestones have been achieved and the student is ready to progress. In NSG/580: Practicum, students deconstruct and deliver a previously developed product. The product critiqued and delivered will vary based on the student’s concentration.

This Nursing Program Handbook includes a general description of the practicum activity requirements in each concentration course. Students are expected to adhere to the requirements as indicated in their course syllabi.

**Required Practicum Activities**

**MSN/ADM:** The ADM concentration includes 220 practicum hours: spread out over 8 courses. In the concentration courses, students integrate course content and current research to complete a change project. In the final course, students will deconstruct a previously implemented administration or change project. CERT/NAD students will complete the same seven administration specific concentration courses and accompanying practicum hours, as MSN/ADM students. Students will also develop a change project alongside MSN/ADM students.

<table>
<thead>
<tr>
<th>Course</th>
<th>Practicum Activities</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG/550 - Role of the Nurse Administrator</td>
<td>Change Project Construction – Assessment Shell, Annotated Bibliography, and Change project proposal (problem statement, purpose statement)</td>
<td>20</td>
</tr>
<tr>
<td>HSN/525 - Research Methodologies for Nurse Administrator</td>
<td>Change Project Construction – Needs Assessment and selection of a Theory as a foundation for the change project</td>
<td>20</td>
</tr>
<tr>
<td>HSN/555 - Human Resources In Health Care</td>
<td>Change Project Construction – Human Resources and Staffing Plan and Summary</td>
<td>20</td>
</tr>
<tr>
<td>HSN/560 - Organizational Systems and Informatics</td>
<td>Change Project Construction – Technology Plan and Summary</td>
<td>20</td>
</tr>
<tr>
<td>HSN/565 - Organizational Change and Negotiation</td>
<td>Change Project Construction – Change and Negotiation Plan and Summary</td>
<td>20</td>
</tr>
<tr>
<td>NSG 580 - Practicum</td>
<td>Administration/Change Project Deconstruction</td>
<td>80</td>
</tr>
</tbody>
</table>

**MSN/NED:** The NED concentration includes 180 practicum hours spread out over 6 courses and 10 lab hours. In the concentration courses, students integrate course content and current research to develop nursing curriculum. In the final course, students will deconstruct a previously developed nursing course. CERT/NED students will complete the same seven education specific courses and accompanying practicum and lab hours as MSN/NED students. Students will also develop a nursing course alongside MSN/NED 006 students.
<table>
<thead>
<tr>
<th>Course</th>
<th>Practicum Activities</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG/525 - Role of the Nurse Educator</td>
<td>Course Creation – Needs Assessment Shell, Annotated Bibliography, and Practicum Proposal (problem statement, purpose statement)</td>
<td>20</td>
</tr>
<tr>
<td>NSG/530 - Theory and Principles of Nursing Education</td>
<td>Course Creation – Needs Assessment, and Theoretical Model or Framework for Practicum Proposal</td>
<td>20</td>
</tr>
<tr>
<td>NSG/535 - Curriculum Development</td>
<td>Course Creation – Creating Measurable Learning Outcomes</td>
<td>20</td>
</tr>
<tr>
<td>NSG/540 - Instructional Design and Technology</td>
<td>Course Creation – Educational Materials</td>
<td>20</td>
</tr>
<tr>
<td>NSG/545 - Assessment, Measurement, and Evaluation</td>
<td>Course Creation – Assessment Evaluation Plan</td>
<td>20</td>
</tr>
<tr>
<td>NSG/505 - Comprehensive Health Assessment</td>
<td>Virtual Health Assessment Using Online Technology</td>
<td>10 Lab hours</td>
</tr>
<tr>
<td>NSG 580 - Practicum</td>
<td>Course Deconstruction and Delivery</td>
<td>80</td>
</tr>
</tbody>
</table>

**Required Documentation**

Students must complete and submit the following items as part of the practicum experience:

- Practicum confirmation form
- Practicum learning agreement form
- Practicum activities log
- Practicum checkpoint forms
- Mentor evaluation form

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

**Practicum Hours Policies**

Practicum hours in each course are clearly outlined in the course syllabus. Students are required to submit weekly practicum activity logs and deliverables to the course faculty.

The following are not approved as practicum activities:

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

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

- Students may not provide direct patient care.
- Students may not have any verbal, written, or physical interaction with patients, their families, or caregivers.
- Students may not supervise or observe other nurses or nursing students providing direct patient care or interacting with patients, their families, or their caregivers.
- Students may not contact or interact with vulnerable populations including, but not limited to:
  - Pregnant women
  - Minors under the age of 18
  - People with psychiatric disorders
- Students may not conduct any research or other activities requiring Institutional Review Board approval.
Completion of practicum hours is considered practicing nursing, so students must hold a current, unencumbered, and unrestricted RN license in the state or country where they complete the practicum project.

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.

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

Students are required to implement their project in the facility they selected and listed in their approved practicum learning agreement. Online students living or working outside of the United States must communicate with the School at HealthSciencesandNursing@phoenix.edu about feasibility of implementing their project and obtain approval.

Students may not begin to complete practicum hours or work on their practicum project until they receive an approved Practicum Learning Agreement provided by their faculty member. If a student wishes to change the practicum project topic, mentor, or facility, they must notify their faculty practicum navigator and cannot make any changes until they receive approval. Such a switch may require the student to complete prior practicum activities for their project depending on when the change occurs.

Students who falsify or misrepresent practicum hours or practicum experiences may be subject to professional standards and code of conduct violations which may include withdrawal from the program.

**Practicum Sites**

Students select a practicum site where they can successfully develop either an educational or administrative project with a nursing or health care focus. Most students complete the practicum project at their workplace. Students should speak with their manager or direct supervisor to ensure that they are permitted to do a project there. Most workplaces are happy to have students do their projects there because these projects do not involve patient contact, are low-risk in nature, are not completed during work hours, and are designed to meet nurses’ needs. Students who are unemployed or otherwise unable to do a project at their workplace may consider doing a community-based practicum project.

Appropriate practicum sites include hospitals; clinics; long-term care facilities; schools of nursing; community organizations such as the American Diabetes Association®, American Heart Association®, or American Red Cross®; day care facilities; elementary, middle, or high schools; senior groups; and doctor’s offices.

**Practicum Navigator**

The practicum navigator is the faculty member who teaches the first course with practicum hours in each concentration (NSG/550 for ADM and NSG/525 for NED). This faculty member will be the student’s navigator as the student progresses through the concentration courses. The student and the practicum navigator will meet (in person, by e-mail, or phone) a minimum of two times in specified courses to check in. The purpose of this check in is to assess the student’s progress.

At checkpoint 1, the navigator will advise about any changes needed on the practicum project or milestone assignments to ensure the student is maintaining consistency and making appropriate progress toward the practicum project. Checkpoint 1 occurs in the following courses:

- HSN/560: Organizational Change and Informatics (ADM)
- NSG/535: Curriculum Development (NED)

At checkpoint 2, the student must demonstrate appropriate progression through the concentration courses to advance to the practicum course. If the navigator determines that the student is not ready (e.g. has not completed the required practicum components), the student may not enroll in NSG/580: Practicum. In this case, the student must work with the navigator to ensure that the project meets the project standards and requirements. When the navigator determines that the project is ready for implementation, the student may enroll in NSG/580: Practicum. Checkpoint 2 occurs in the following classes:

- HSN/575: Quality Management and Outcomes (ADM)
- NSG/505: Comprehensive Health Assessment (NED)
Practicum Mentor

Students work under the guidance of a mentor who must have knowledge and experience related to the practicum topic chosen by the student. The mentor may, but does not have to, work at the same practicum site where the student completes his or her practicum hours. Students are responsible for finding a mentor to oversee their practicum work. Students are advised to contact nursing colleagues or managers at their own workplace, local nursing schools, and professional nursing organizations they may be affiliated with. If students cannot find mentors, they should contact their CCC/DON or online designate for guidance.

The mentor’s main role is to provide guidance and feedback as students develop the practicum project. Students generally meet their mentor monthly or every other month for an hour or more. Mentors and students may meet face to face or communicate by phone or e-mail. The time that the mentor spends with the student is dependent on how much guidance and feedback the student needs.

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

Note: The online campus does not permit students to use another University faculty member as the practicum mentor.

The mentor is responsible for the following:

- Discuss the goals and value of the practicum project experience with the student.
- Review and discuss the learning objectives with the student. (The student’s learning goals must be approved by the faculty practicum navigator.)
- 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.
- Meet with the student at least twice during the student’s concentration courses.
- Complete the Mentor Evaluation of Student Practicum Experience Form.

Affiliation Agreements

Students fulfill practicum hours in a health care delivery setting, generally referred to as an agency, facility, or practicum site. Some practicum sites require the School to sign an affiliation agreement before they permit a student to begin practicum activities. An affiliation agreement is a legal contract between the University and an outside health care agency for the purpose of allowing students to complete practicum activities. Each affiliation agreement is unique to that particular agency, and it is the agency that determines the need for affiliation agreements.

Many of the agencies where University MSN students perform their practicum projects do not require affiliation agreements because practicum projects do not involve direct patient care or clinical rotations. In the event an agency requires an agreement, the agency may use the University’s standard agreement or provide their own (a non-standard agreement.) If an agency uses the University’s standard agreement, processing time is relatively short and could be completed within six weeks. If the use of a non-standard agreement is required, processing time could take up to six months. Students may not complete any practicum hours while waiting for both the agency and University to finalize and sign the affiliation agreement, which may delay graduation.

Students must inquire of their chosen agency whether they will be required to execute a standard or non-standard affiliation agreement, as soon as possible. If an affiliation agreement is needed, it must be signed by the end of NSG/520: Nursing Leadership. Prior to beginning practicum experiences in NSG/550 (ADM) or NSG/525 (NED), students must have all requirements of their affiliation agreement met or they may not progress.
Affiliation Agreements Process

If an affiliation agreement is needed, online students must provide the information below to HealthSciencesandNursing@phoenix.edu. The School will contact the agency and student to discuss their options and facilitate the affiliation agreement process.

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

Students at a local campus should contact their Program Manager or CCC to discuss the processing of an affiliation agreement.

Things to Know Before You Go

Professional Dress Policy

There is no official dress or uniform policy for the MSN program. Appropriate dress is determined by the standards at each health care delivery setting. It is important to present a professional image and demeanor. Body piercings and tattoos must not be visible.
Section 7: **MSN Programs (v. 007)**

### 7.1 MSN PROGRAM OVERVIEW

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

The Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education [http://www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation).

**Total Credit Hours:** 36 Credits; 45 Credits with Bridge Courses

**Program Length:** 72 weeks, 87 weeks with Bridge Courses

**Graduation Requirements:**
- Complete the Required Course of Study
- Achieve minimum grade point average (GPA) of 3.0
- Achieve minimum grade requirements
- Meet program residency requirements
- Complete all required coursework within 5 years

**General MSN Student Level Objectives (SLO)**

By the end of all MSN programs, student will be able to:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will be able to apply organizational and systems leadership concepts to management of human, fiscal, and physical health care resources for diverse populations in a variety of settings.</td>
</tr>
<tr>
<td>2</td>
<td>Students will be able to evaluate processes, systems, and utilize current technologies to support continuous quality improvement and promote safety in order to elevate patient outcomes in various settings across the care continuum.</td>
</tr>
<tr>
<td>3</td>
<td>Students will be able to synthesize scholarship from a variety of sources to promote implementation of evidence-based practice.</td>
</tr>
<tr>
<td>4</td>
<td>Students will be able to evaluate health care policy, regulatory, legal, economic, ethical, and sociocultural environments to advocate for patients and effect change within the health care system.</td>
</tr>
<tr>
<td>5</td>
<td>Students will be able to critique evidence-based care delivery within the interdisciplinary team to serve diverse populations in a variety of local, national, and global settings.</td>
</tr>
</tbody>
</table>

**Industry Aligned Standards**

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

### 7.2 MSN PROGRAM CONCENTRATIONS

**Master of Science in Nursing/Nurse Administration (MSN/ADM)**

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

**Specific ADM Concentration Student Level Objectives (SLO)**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Formulate a strategic plan and distinguish the key components required for success.</td>
</tr>
<tr>
<td>2</td>
<td>Analyze a budget and ensure needed resources are planned for.</td>
</tr>
<tr>
<td>3</td>
<td>Predict the needed resources (human and financial) to meet desired outcomes.</td>
</tr>
<tr>
<td>4</td>
<td>Implement change to meet desired quality measures.</td>
</tr>
<tr>
<td>5</td>
<td>Modify policies to meet external regulatory and accreditation standards.</td>
</tr>
</tbody>
</table>

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

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

**Specific NED Concentration Student Level Objectives (SLO)**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Justify teaching methodologies that support adult learning.</td>
</tr>
<tr>
<td>2</td>
<td>Design engaging learning activities.</td>
</tr>
<tr>
<td>3</td>
<td>Plan curriculum to meet the current regulatory requirements, accreditation standards, and industry standards.</td>
</tr>
<tr>
<td>4</td>
<td>Design tools that evaluate formative and summative student learning.</td>
</tr>
</tbody>
</table>

**7.3 | POST-MASTER’S CERTIFICATE CONCENTRATIONS**

**Total Credit Hours:** 18 Credits  
**Program Length:** 36 weeks  
**Graduation Requirements:**
- Complete the Required Course of Study  
- Achieve minimum grade point average (GPA) of 3.0  
- Achieve minimum grade requirements  
- Meet program residency requirements

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

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

Post-Master’s Certificate in Nurse Education (CERT/NED v.002)
This certificate program is designed for currently licensed registered nurses who desire a concentrated course of study in nursing education. The course of study prepares nurses for roles within nurse education in a variety of educational settings. Upon completion of the certificate, nurses with graduate degrees (or higher) and designated teaching experience may be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam. For complete eligibility requirements, reference the complete NLN CNE criteria (www.nln.org).

NAD Student Level Objectives (SLO)
See Specific NED SLOs above.

7.4 | ADMISSION AND PROGRESSION REQUIREMENTS

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 www.phoenix.edu/programs/degree-programs/academic-catalog.html. Students who are enrolled can view their applicable academic catalog on the program tab of eCampus at https://portal.phoenix.edu/te/AcademicPlan/index.html#/programs.

7.5 | PRACTICUM ACTIVITY REQUIREMENTS

Courses and Overview
The ADM and NED concentrations include 60 practicum hours, which are completed during Practicum I and II. Failure to complete all of the required clinical hours of a practicum course will result in a failing course grade. During practicum courses, students integrate course content and current research to complete a project at a practicum site of their choosing (see below for further details on site selection and required paperwork). The focus of this project depends on the student’s concentration.

In Practicum I, faculty members typically guide students through the selection of an appropriate project and development of an action plan. In the concentration courses that follow, students are provided with skills and knowledge that will enable them to successfully implement or reflect on their project. During Practicum II, students finalize and complete their project, including the completion of a plan for evaluation. However, there may be some variations in Practicum I and II composition depending on student and practicum site administrator needs.

Recognizing that students and practicum site administrators may be eager to implement certain projects, the School offers students alternative options to the typical practicum sequence. The first option gives students the flexibility to see their project through the implementation stage in Practicum I and then use Practicum II as time to reflect on that experience using deconstruction and evaluation methods. The second option allows students to complete the ADM or NED concentration sequence at the beginning of their program rather than at the end. Finally, students may opt to take all other program courses, including their concentration courses, before taking their practicum courses, to shorten the time between development and implementation of their project, while still using the entire time allotted to the two practicum courses.

CERT/NAD and CERT/NED students will complete the same six concentration courses as MSN/ADM and MSN/NED students, respectively. This sequence includes developing and implementing a change project alongside MSN students.
<table>
<thead>
<tr>
<th>Course</th>
<th>Practicum Activities</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG/516: Practicum I</td>
<td>Students finalize and present a completed needs assessment and plan for implementation of a practicum project; OR Students finalize and present a completed needs assessment, plan for implementation of a practicum project and see the project through the implementation stage.</td>
<td>30</td>
</tr>
<tr>
<td>NSG/517: Practicum II</td>
<td>Students finalize and present a completed project including an implementation and evaluation plan; OR Students reflect on their implementation experience using deconstruction and evaluation methods.</td>
<td>30</td>
</tr>
</tbody>
</table>

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

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

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

**Practicum Site Selection**

Students select a practicum site where they can successfully develop their practicum project with a nursing or health care focus. Most students complete the practicum project at their workplace. Students should speak with their manager or direct supervisor to ensure that they are permitted to do a project there. Most workplaces are happy to have students do their projects there because these projects do not involve patient contact, are low-risk in nature, are not completed during work hours, and are designed to meet nurses’ needs. Students who are unemployed or otherwise unable to do a project at their workplace may consider doing a community-based practicum project.

Appropriate practicum sites include hospitals; clinics; long-term care facilities; schools of nursing; community organizations such as the American Diabetes Association®, American Heart Association®, or American Red Cross®; day care facilities; elementary, middle, or high schools; senior groups; and doctor’s offices.

**Required Practicum Paperwork**

**Affiliation Agreements**

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

In the event an agency requires an agreement, the agency may use the University’s standard agreement or provide their own (a non-standard agreement.) If the agency uses the University’s standard agreement, processing time is relatively short and may be completed within six weeks. If the use of a non-standard agreement is required, processing time could take up to five months. Therefore, it is imperative that students inquire if their chosen agency will require an affiliation agreement, as soon as possible.
Once the student has determined that their chosen agency requires an affiliation agreement, online students must provide the information below to HealthSciencesandNursing@phoenix.edu. The School will contact the agency and student to discuss their options and facilitate execution of the affiliation agreement.

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

Students at a local campus should contact their Program Manager or CCC to discuss the processing of an affiliation agreement.

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

Mentor Agreements

Students work under the guidance of a mentor who must have knowledge and experience related to the practicum topic chosen by the student. The mentor may, but does not have to, work at the same practicum site where the student completes his or her practicum hours. Students are responsible for finding a mentor to oversee their practicum work. Students are advised to contact nursing colleagues or managers at their own workplace, local nursing schools, and professional nursing organizations they may be affiliated with. If students cannot find mentors, they should contact their CCC/DON or online designate for guidance.

The mentor’s main role is to provide guidance and feedback as students develop the practicum project. Students generally meet their mentor monthly or every other month for an hour or more. Mentors and students may meet face to face or communicate by phone or e-mail. The time that the mentor spends with the student is dependent on how much guidance and feedback the student needs.

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

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

The mentor is responsible for the following:

- Discuss the goals and value of the practicum project experience with the student.
- Review and discuss the learning objectives with the student. (The student’s learning goals must be approved by the faculty practicum navigator.)
- 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.
- Meet with the student at least twice during the student’s concentration courses.
- Complete the Mentor Evaluation of Student Practicum Experience Form.

Once a suitable mentor has been selected, a nursing mentor agreement must be signed by the student and mentor, and reviewed by faculty. The agreement is located at: https://ecampus.phoenix.edu/secure/aapd/chp/son/student/index.html

Practicum Learning Agreement

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

**Practicum Activity and Hour Documentation**

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

Activities not counted toward practicum hours include the following:

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

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

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

**Things to Know Before You Go**

**Professional Dress Policy**

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

**Expectation of Independence**

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

**Compensation Prohibited**

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

**Misrepresentation of Practicum Hours**

Students who falsify or misrepresent practicum hours or practicum activities may be subject to professional standards and code of conduct violations, which may include withdrawal from the program.
Section 8: FNP Programs (v. 008) Degrees and Certificates

8.1 | PROGRAM OVERVIEW

Purpose

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

Program Descriptions

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

*The Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education. http://www.aacn.nche.edu/ccne-accreditation

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

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

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

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

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

Industry Aligned Standards

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

Board of Nursing Requirements/Scope of Practice

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

8.2 | Student Progression Requirements

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

Clinical Hour Requirements

The FNP program consists of 45 supervised lab hours and a minimum of 675 supervised clinical hours, 5500 of which are distributed in a way that represents the population served by FNPs (pediatrics, women’s health, adult and geriatrics). A minimum of 500 clinical hours must be completed in a primary care setting that includes patients that require a broad spectrum of care, both preventive and curative. An approved preceptor will be responsible for patient care. Students are encouraged to complete additional clinical hours if possible.
**NRP/545A**: Adult and Geriatric Management Part A = 45 hours  
**NRP/545B**: Adult and Geriatric Management Part B = 45 hours  
**NRP/560**: Management of Women’s Health Issues = 45 hours  
**NRP/540**: Management of Pediatric and Adolescent Populations = 60 hours  
**NRP/566**: Preceptorship = 480 hours

**Required Core Sequence and Prerequisites**

<table>
<thead>
<tr>
<th>MSN/FNP v008</th>
<th>FNP Certificate v008</th>
<th>Course ID</th>
<th>Course Title</th>
<th>Credits</th>
<th>Weeks</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>HCS/504</td>
<td>Introduction to Graduate Study in Health Sciences and Nursing</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td></td>
<td>NUR/513</td>
<td>Theoretical Foundations of Practice</td>
<td>3</td>
<td>6</td>
<td>HCS/504</td>
</tr>
<tr>
<td>x</td>
<td></td>
<td>NUR/518</td>
<td>Analysis of Research Reports</td>
<td>3</td>
<td>6</td>
<td>HCS/504</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>NUR/550</td>
<td>Issues in Advanced Practice</td>
<td>3</td>
<td>6</td>
<td>HCS/504</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>NRP/505</td>
<td>Role of the Advanced Practice Nurse</td>
<td>3</td>
<td>6</td>
<td>NUR/513, NUR/518, NUR/550</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>HCS/510</td>
<td>Advanced Pathophysiology</td>
<td>4</td>
<td>14</td>
<td>NRP/505</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>HCS/507</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3</td>
<td>12</td>
<td>NRP/505</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>NRP/516</td>
<td>Advanced Health Assessment</td>
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<td>Adult and Geriatric Management</td>
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<td>HCS/504, NUR/513, NUR/518, NRP/505, NUR/550, HCS/510, HCS/507, NRP/516, NRP/545A, NRP/545B, NRP/560, NRP/540, NRP/552</td>
</tr>
</tbody>
</table>
8.3 | CLINICAL EDUCATIONAL EXPERIENCE REQUIREMENTS

Overview

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

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

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

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

Clinical Agency Requirements

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

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

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

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

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

Affiliation Agreements, Preceptor Agreements, and Agency Letters of Agreement

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

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

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

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

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

Required Clinical Course Documentation

Electronic System

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

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

Course Documentation

The following information must be submitted in each clinical course, unless otherwise indicated, to receive a grade in the course. Faculty members will collect hardcopy paperwork from students on the last day of class and submit it to the Program Manager for review and placement into the student’s individual compliance file and the Typhon Student Tracking System. 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 attendance timesheet with preceptor signature
- Clinical hours achieved by course
- Case logs by course
- Hours by Course report
- Case Log Totals “Pie Chart” report
- Completed pelvic exam
- Skills checklists and the head-to-toe assessment
- Preceptor Evaluation of Student Clinical Performance
- Student Evaluation of Preceptor and Agency (NRP/566: Preceptorship only)
- Faculty Clinical Evaluation of Student (required for each site visit)
- Faculty Evaluation of Preceptor and Agency

Procedures for Clinical Documentation

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

Students must record completed clinical hours on their clinical attendance timesheet 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 timesheets must be submitted to faculty members at the end of every clinical course. If clinical hours include continuing education, a certificate of completion must be submitted with the timesheet.
Students must also input patient clinical information (case logs and clinical hours) in the data entry section of the Typhon Student Tracking System on a weekly basis. The recording of this information will be monitored by faculty and will form the basis of the required Hours by Course and Case Log Totals “Pie Chart” reports that must submitted by students at the end of each clinical course.

At the end of each course, using the final reports submitted, faculty will compare clinical hours recorded in Typhon to clinical hours recorded on clinical attendance timesheets. This comparison is done to ensure minimum clinical requirements have been completed. In the event of a discrepancy, the hours recorded on the clinical attendance timesheet will prevail because they have been confirmed by the preceptor.

Faculty will review all clinical hour documentation for completeness prior to submission to the Program Manager or designee. The didactic faculty member’s signature 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/540: Management of Pediatric and Adolescent Populations.

Activities that count toward clinical hours include the following:

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

Activities not counted toward clinical hours include the following:

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

**Pelvic Exams**

Students must complete 25 acceptable pelvic exams during the program. Students must record the details of each examination on the pelvic exam form. These forms must be signed by the approved preceptor, verifying the acceptability of the exam. Students should submit completed pelvic exam forms to faculty at the end of each course.

**Skills Checklists**

**NRP/516: Advanced Health Assessment Skills Checklist and Head-to-Toe Assessment**

During clinical lab hours, faculty members verify student competencies with the NRP/516 weekly skills checklists. At the end of the course, faculty members verify student competencies during a head-to-toe assessment. A student receiving a score of N (needs improvement) in any aspect of the lab will receive remediation and must demonstrate proficiency in the next scheduled lab session. Failure to demonstrate proficiency in the next scheduled lab session results in failure of the course.
These skills checklists are designed to help direct the student clinical experience during each clinical course. Each form lists all of the skills students must practice while in that particular clinical course. Students will complete most of the skills under the supervision of their preceptor. Each skill listed must be practiced at least once, unless it is stated as optional. Students are required to record the dates each skill was completed and turn the form into the program manager at the end of the course. This form will be kept as a part of the student’s permanent record.

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

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

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

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

Faculty Clinical Evaluation of Student
Faculty must assess the progress of each student by completing and submitting a Faculty Clinical Evaluation of Student form during each clinical course site visit. Please note that NRP/566: Preceptorship has its own separate form as indicated in the title of the form: Faculty Clinical Evaluation of Student: NRP/566 – Preceptorship.

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

Things to Know Before You Go

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

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

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

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

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

8.4 | FNP FACULTY AND PRECEPTOR QUALIFICATIONS AND RESPONSIBILITIES

Faculty Qualifications and Responsibilities

Full-time FNP faculty must possess the following qualifications:

- A current, unencumbered RN license or multi-state privileges to practice registered nursing
- National certification
- State Board acceptance of license and certification
- A graduate degree in nursing or a health related field in the population focus
- Have a minimum of three years of NP clinical experience
- Maintain current knowledge and competence in the role and population focus consistent with teaching responsibilities
- Teach at least one course per year to maintain current faculty status

Full-time NP faculty members who facilitate clinical courses are allowed a 32-hour work week to help them maintain current knowledge and competency in clinical practice.

Faculty members not meeting the qualifications of FNP-faculty may facilitate the following courses, providing they have expertise in the area they are teaching:

- NUR/513: Theoretical Foundations of Practice
- NUR/518: Analysis of Research Reports (Faculty who teach NUR/518 must have a doctoral degree.)
- HCS/507: Advanced Pharmacotherapeutics
- HCS/510: Advanced Pathophysiology

FNP faculty members have a responsibility to:

- Conduct overall teaching of course theory and oversee the clinical experience.
- Fulfill all teaching responsibilities as stated in each course (i.e. end of course paperwork, student-tracking monitoring).
- Provide course content and material in the classroom and guide all classroom activities towards completion of successful course outcomes.
- Communicate with the Program Manager and preceptor to determine student progression and completion of the course requirements.
- Ensure degree candidates refrain from unsafe or unprofessional nursing practices (see the General Policies and Standards section for further information on the Professional Standards).
- Identify student deficiencies and assist them with remediation, as directed by the PM.
- Determine students’ final grades based on both classroom and clinical performance.
- Serve as role models.
- Provide ongoing involvement in admission criteria.
• Provide ongoing involvement in student progression and graduation criteria.
• Provide ongoing input into the development, evaluation, and revision of NP curriculum.

**Preceptor Qualifications and Responsibilities**

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

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

Qualified preceptors must possess the following qualifications:

- Be an NP or CNM with a master’s degree or higher, or a physician (MD or DO) with education appropriate to areas of supervisory responsibility, and at least 3 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 that 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 Evaluation Responsibility**

FNP faculty members are responsible for overall student evaluation. The Program Manager or designee will hold didactic faculty members accountable for oversight of student evaluation and progression through the clinical component within each population-focus, as appropriate. In each course, didactic faculty member members will review the preceptor’s evaluation of the student to verify progression, using the student’s clinical evaluations of performance.

Evaluation includes, but is not limited to, student’s professionalism, clinical judgment, delegation, critical thinking, and clinical competencies. Indirect evaluation may include phone or e-mail communication with the clinical faculty, nursing chair, area chair, or preceptors to discuss student performance.

If the student’s clinical performance is not progressing as required, the Program Manager or designee will collaborate with the clinical preceptor and didactic faculty member to develop a remediation plan. This remediation plan must be initiated and completed prior to the student’s completion of the course. If clinical competencies are not met prior to the end of the course, **17 points** will be subtracted from the student’s grade. The student’s clinical competence is directly evaluated by a faculty member a minimum of four times in the program through clinical site visits using the Faculty Clinical Evaluation of Student Form. Additional site visits for competency evaluation may be performed as deemed necessary by the Program Manager or designee. The accumulation of all evaluation methods determines student progression.

FNP faculty members performing clinical site visits are paid according to campus policy. Faculty members must submit their evaluations, a clinical site visit invoice, and a mileage log (recorded on the manual expense report, per campus policy).
# Section 9: Nursing Curriculum Foundation

## 9.1 | BSN (v.016) Program Standards Crosswalk

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Key Concept</th>
<th>Baccalaureate Essentials</th>
<th>QSEN</th>
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<tbody>
<tr>
<td>1. Demonstrate evidence-based holistic patient-centered care that reflects knowledge of</td>
<td>Caring</td>
<td>I; III; V; VII; VIII; IX</td>
<td>Patient-centered Care</td>
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<tr>
<td>the health-illness continuum</td>
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<tr>
<td>2. Implement appropriate health promotion and disease prevention strategies for</td>
<td>Caring</td>
<td>III; IV; V; VII; VIII;</td>
<td>Patient-centered Care</td>
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<tr>
<td>diverse individuals, families and populations across the life span</td>
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<td>IX</td>
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<td>3. Demonstrate professional standards of moral, ethical, and legal conduct in health</td>
<td>Professionalism</td>
<td>VIII; IV; V; VI; VII;</td>
<td>Safety; Patient-centered Care; Teamwork</td>
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<td>care industry</td>
<td></td>
<td>VIII; IX</td>
<td>and Collaboration</td>
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<tr>
<td>4. Apply leadership and organizational principles that promote safe health care delivery</td>
<td>Professionalism</td>
<td>II; V; VIII; IX</td>
<td>Safety; Patient-centered Care; Teamwork</td>
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<tr>
<td>and nursing practice</td>
<td></td>
<td></td>
<td>and Collaboration</td>
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<td>5. Incorporate strategies that influence health policy at state, national, and</td>
<td>Quality and Safety</td>
<td>II; III; IV; V; VI; V;</td>
<td>Safety; Quality Improvement; Patient-</td>
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<td>international levels for the provision of safe, quality patient care</td>
<td></td>
<td>VII; VIII; IX</td>
<td>centered Care; Evidence-based Practice;</td>
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<td>6. Integrate patient care communication and information technology systems in health</td>
<td>Communication</td>
<td>III; IV; VI; VII; IX</td>
<td>Teamwork and Collaboration</td>
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<td>care delivery to improve patient outcomes</td>
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<tr>
<td>7. Utilize interprofessional care coordination strategies to promote quality patient</td>
<td>Collaboration</td>
<td>III; VI; V; VI; IX</td>
<td>Patient-centered Care; Teamwork and</td>
</tr>
<tr>
<td>care</td>
<td></td>
<td></td>
<td>Collaboration</td>
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<td>Student Learning Outcomes</td>
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<td>AACN Masters Essential</td>
<td>QSEN #</td>
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<tr>
<td>1. Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.</td>
<td>II</td>
<td>Organizational and Systems Leadership</td>
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<td></td>
<td>IX</td>
<td>Master’s-Level Nursing Practice</td>
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<td>Informatics and Healthcare Technologies</td>
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<td>Master’s-Level Nursing Practice</td>
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<td></td>
<td></td>
<td>Translating and Integrating Scholarship into Practice</td>
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<td>Master’s-Level Nursing Practice</td>
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<tr>
<td>2. Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.</td>
<td>III</td>
<td>Quality Improvement and Safety</td>
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<td></td>
<td>V</td>
<td>Informatics and Healthcare Technologies</td>
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<td>Master’s-Level Nursing Practice</td>
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<td>Quality Improvement and Safety</td>
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<td>3. Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.</td>
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<td>IX</td>
<td>Master’s-Level Nursing Practice</td>
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<td></td>
<td></td>
<td>Master’s-Level Nursing Practice</td>
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<td>4. Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.</td>
<td>VI</td>
<td>Health Policy and Advocacy</td>
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<td></td>
<td>IX</td>
<td>Master’s-Level Nursing Practice</td>
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<td>Health Policy and Advocacy</td>
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<td>Master’s-Level Nursing Practice</td>
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<td>5. Students will be able to critique evidence-based care delivery within the interdisciplinary team to serve diverse populations in a variety of local, national, and global settings.</td>
<td>I</td>
<td>Background for Practice from Sciences and Humanities</td>
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<td></td>
<td>VII</td>
<td>Interprofessional Collaboration for Improving Patient and Population Health Outcomes</td>
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<td></td>
<td>VIII</td>
<td>Clinical Prevention and Population Health for Improving Health</td>
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<td>IX</td>
<td>Master’s-Level Nursing Practice</td>
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