

***Union University
College of Nursing and
Health Sciences***

**Graduate Nursing Program
(excluding BSN to DNP Nurse Anesthesia)**



**Master of Science in Nursing
Doctor of Nursing Practice**

2022 - 2023 Student Handbook

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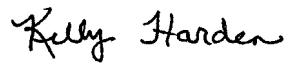
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Welcome to the Graduate Nursing Program at Union University! I applaud your decision to advance your nursing education and trust that it will be an exciting as well as challenging experience. Our graduate nursing faculty are dedicated, caring professional nursing educators who have a steadfast commitment to preparing nursing leaders who will address the many opportunities facing nursing and health care today. Union University is guided by principles that ensure a learning environment that is excellence driven, Christ-centered, people focused and future directed. The goal of graduate faculty in the College of Nursing and Health Sciences is to prepare nursing leaders who have advanced knowledge and skills in health care and are empowered to address the many ethical and bioethical dilemmas present in contemporary society. I wish you success in this academic endeavor and pray that you will develop meaningful personal and professional friendships that will be supportive to you for years to come.

Sincerely,

A handwritten signature in cursive script that reads "Kelly Harden".

Kelly Harden DNSc, APRN, FNP-BC, FAANP
Dean and Professor
College of Nursing and Health Sciences

INTRODUCTION

Union University is a private, four-year liberal arts university, founded in 1823, and affiliated with the Tennessee Baptist Convention. As an institution that is Baptist by tradition and evangelical by conviction, Union has a heritage of academic excellence and is well known for providing qualitatively distinctive Christian education. Union seeks to provide a grace filled community and a Christian context where undergraduate and graduate education can be offered. Recognized in the top tier of Southern liberal arts colleges by *U.S. News and World Report*, Union is also ranked as one of five highly selective private institutions by *Time Magazine* and *Princeton Review*.

Union University is in suburban Jackson, Tennessee, a city of about 96,000, located 80 miles east of Memphis and 120 miles west of Nashville. Union University has approximately 3,071 undergraduate and graduate students. There are approximately 2,461 undergraduate and graduate students on the Jackson main campus, 350 students on the Germantown campus, and 260 on the Hendersonville campus.

Union University began an Associate Degree program in the early 1960s in response to community need and the support of leaders in the health care field. In 1977, the insistent demand by RNs and their employers for additional nursing educational opportunities led to a feasibility study and subsequent development of the RN-BSN program. In 1979, the Tennessee Board of Nursing granted initial approval for the RN to BSN program on the main campus in Jackson. The first RN to BSN class graduated in May 1980. In 1986, an RN-BSN program was developed in Memphis. The Memphis campus moved locations and became the Germantown campus in August 1997. A new campus was opened in Hendersonville in the fall of 2012.

In the early in 1990s a local community college developed another Associate Degree program. At that time, Union University School of Nursing seized the opportunity to support professional nursing by focusing on baccalaureate education. In 1992, Union University School of Nursing admitted its first Traditional BSN class. Shortly thereafter, in 1995, the Associate degree program closed. To improve the mobility of licensed practical nurses, the School of Nursing began offering the LPN Bridge program. In January 2004, the Bachelor of Science Accelerated track began delivering a 12-month curriculum for second degree students

The graduate program was initiated in 2000 with a program leading to a Master of Science in Nursing degree. The first cohort of 26 students was admitted in August 2000. Fifteen were admitted on the Jackson campus, and 11 were admitted on the Germantown campus. The MSN program of study is designed to build upon the generalist preparation of the first professional baccalaureate degree. The American Association of Colleges of Nursing (AACN) document, *The Essentials of Master's Education for Advanced Practice Nursing* (2011), serves as the guide for curriculum design and development. In January 2006, the MSN-Nurse Practitioner track was implemented after much support from the community. The MSN option for nurse anesthesia was discontinued with the graduating class of 2015 due to national move towards the BSN to DNP. The specialty tracks currently offered are Nursing Administration, Nursing Education, - Family Nurse Practitioner, and Family Psychiatric Mental Health Nurse Practitioner.

Post-graduate Certificates are awarded in the areas of Nursing Education, Nursing Administration, Family Nurse Practitioner, Family Psychiatric Mental Health Nurse Practitioner, and Nurse Anesthesia. In fall 2009, the Post-Master's Doctor of Nursing Practice (DNP) began with 18 students. The BSN, MSN, and DNP Programs are fully accredited by the *Commission on Collegiate Nursing Education (CCNE)*, *Southern Association of Colleges and Schools (SACS)*, and approved by the Tennessee Board of Nursing (TBN). The Nurse Anesthesia track is also fully accredited by the *Council on Accreditation of Nurse Anesthesia Educational Programs (COA)*. The DNP program is fully accredited by COA, SACS, and CCNE. Tennessee Board of Nursing does not approve doctoral nursing programs.

**Union University College of Nursing and Health Sciences
Deans**

Isabel Neely, RN, MSN	1961 – 1979
Marguerite Robey, RN, EdD	1979 – 1984
Regina Saffel, RN, MS, MSN	1984 – 1990
Carla Sanderson, RN, PhD	1990 – 1999
Susan Jacob, RN, PhD	1999 – 2003
Tharon Kirk, APRN, BC, MSN (Interim)	2003 – 2005
Tim Smith, PhD, CRNA, APN	2005 – 2014
Carol Nethery, DNP, RN, NEA-BC, FNC (Interim)	2014 – 2015
Kelly A. Harden DNSc, APRN, FNP-BC, FAANP	2015 – present

GUIDING STATEMENTS

Statement of Mission, Purpose and Goals

The purpose of the College of Nursing and Health Sciences is to prepare competent professional nurses who provide caring therapeutic interventions to meet the health needs of culturally diverse persons. The mission of the College of Nursing and Health Sciences is to be excellence-driven, Christ-centered, people-focused, and future directed while preparing qualified individuals for a career in the caring, therapeutic, and teaching profession of nursing.

The mission of the Master of Science Program is to prepare graduates for advanced professional nursing practice with specific functional and clinical abilities. The mission of the Doctor of Nursing Practice program is to prepare experts in specialized advanced nursing practice with a Christ-centered focus.

The “Statement of Mission and Purpose” by the faculty of the College of Nursing and Health Sciences at Union University addresses six concepts: the four main concepts in nursing (person, environment, health, and nursing), plus two additional concepts (professional nursing practice and educational process).

The faculty of the College of Nursing and Health Sciences at Union University believes that a person is a unique individual, family, or community in constant interaction with the spiritual, physiological, sociocultural, and professional environment. Persons are psychological, social, physical, and spiritual entities with varying abilities to communicate and adapt. Societal mores, developmental level, values, and beliefs influence the behavior of individuals, families, and communities as they attempt to meet basic human needs.

Environment includes all the internal and external conditions, circumstances and influences affecting persons. Changes in the global environment require adaptation. These changes exert an influence upon health status.

Health is a dynamic state of changing, adapting and developing on a continuum ranging from wellness to illness. Health has a uniquely personal interpretation; therefore, the optimal level of wellness is distinctive to each person. Each person has the right to strive to attain, maintain and/or regain any level of wellness insofar as it does not constitute a threat to others. Whenever resources are sought or required for the pursuit of the desired level of wellness, nursing is often the source of advocacy, guidance, and care.

The art and science of nursing is a caring, therapeutic, and educative discipline based on an ever-changing body of knowledge generated from nursing theories and nursing research in addition to a shared knowledge from the humanities, biologic sciences, and social sciences. The science-based, goal-directed nursing process is used to assist the person toward the promotion, maintenance and restoration of health, the adaptation to illness or a peaceful death.

The faculty of the Union University College of Nursing and Health Sciences believes that a *baccalaureate* in nursing is the first professional degree in nursing. The professional nurse practices in independent, interdependent, and dependent roles in diverse health care delivery systems. The nurse is aware of historical and current issues that affect the practice of nursing and health care delivery. Nurses act responsibly both as individuals accountable for their own actions and as members of a professional group.

The faculty believes that a *master's* in nursing is the first advanced professional degree in nursing. The nurse prepared at the master's level has refined analytical skills, broad based perspectives, in-depth knowledge of the discipline, enhanced communication skills and the ability to relate theory to practice.

The faculty believes that the *practice doctorate* in nursing builds upon one's prior nursing education in strengthening the Christian worldview as the foundation of practice while enhancing the knowledge and skills of the nurse in more effectively serving as a member of the healthcare team. These areas of enhancement include scientific underpinnings of practice, organizational and leadership skills, analytical methods to evaluate practice, use of information systems, health care policy, collaborative processes to examine aggregate populations, and educational opportunities to strengthen one's specialty area of practice.

The educational process provides direction and guidance to meet the learning needs of the student and is formal and informal, structured and experiential. Learning is an active lifelong process and is facilitated when a variety of teaching modalities are used to accommodate different learning styles. Enhanced use of informatics and health care technology is included in the educational and clinical arenas. Post-secondary education is necessarily a growth process in which the learner assimilates knowledge through active participation, accomplishes the stated objectives and evaluates personal progress.

Professional nursing education includes a broad knowledge of the arts and sciences. The faculty develops cognitive, affective, and behavioral goals and objectives to measure student learning. Faculty members serve as role models, facilitators of learning and personal resources for students.

In keeping with the educational mission and purpose of the parent institution, the College of Nursing and Health Sciences at Union University encourages the spiritual growth of each individual and upholds the Christian ethic of service in the nursing profession. To this end, the student's curriculum provides a professional base to develop a nursing practice that is excellence-driven and future directed.

(Reapproved with slight revisions 2005, 2010, 2014)

Conceptual Framework

The conceptual framework of the College of Nursing and Health Sciences at Union University is based upon the “Statement of Mission, Purpose and Goals.” It elaborates upon the faculty’s beliefs about six concepts: the metaparadigm of nursing (**person, environment, health, and nursing**), plus two additional concepts, **nursing as a profession and educational process**. The faculty’s beliefs about the concepts are further defined, expanded, and synthesized in the following unifiers: **holism, wellness-illness continuum, research, nursing process, theoretical and empirical knowledge, role development, legal and ethical issues, and communication**. All the faculty beliefs are permeated by the Christian worldview of God which is summarized in the following pretheoretical suppositions.

God is the loving, sovereign creator of all that is. The one God is triune – Father, Son, and Holy Spirit—continually seeking a restorative relationship with His creation. A more complete understanding of God is developed through studying God’s revelation, the scripture.

God created persons and environment and it was good. A **person** is a unique individual, family, or community. (1) a **person**, as an individual, bears God’s image and is created to be in a relationship with God and other individuals. However, the image of God in humanity is thrown into varying degrees of disharmony and imbalance. Because God is loving and seeks a restorative relationship with humanity, Christ, the Son, died for humanity. Therefore, every human possesses dignity and is worthy of justice, mercy, respect, and Christian love. (2) Person, as a family, is individuals joined together to form the basic unit of society. (3) Person, as community, is formed by individuals, families and/or groups which share common characteristics and distinctly defined boundaries.

God gave persons of authority over the **environment**. Whether individual, family or community, the person’s responsibility to the environment, is to preserve and develop it.

God created the first individuals with perfect **health** in which the body, mind, and spirit were integrated in perfect wholeness. When man broke his perfect relationship with God, suffering and death became a natural part of physical life.

Nursing is a God-given means of promoting health in persons by teaching and practicing health care in an ethical manner. Recognizing that all knowledge comes from God, **nursing as a profession** has the duty/responsibility to discover and to illuminate God’s truth through rational thought about observation and experience relative to nursing. This discovery is accomplished through nursing research, theory development, practice, and education. The discipline of nursing expects that all nurses will practice based upon the ethical codes developed by the discipline. Christian nurses are furthermore called to practice nursing in a manner congruent with the beliefs and values of the Judeo-Christian tradition.

As nursing fosters the total well-being of individuals who were created to reflect God’s image, so through the **educational process**, nursing educators comparably foster reasoning, competence, and creativity in students to reflect God’s image.

Concepts

Person:

Person is a unique individual, family, or community. As such, the nature of person is not static, but dynamic. The **wholistic** individual encompasses body, mind, and spirit: (1) the body—atomy and physiology; (2) the mind/psyche—emotion/affect, intellect/cognition, and will; and (3) spirit—

the soul which expresses itself in relationships with God and others. While it is helpful to separately conceive body, mind, and spirit, they are indivisible and interrelated. The dynamic nature of the individual undergirds a developmental focus of the lifecycle as a series of phases. During each phase of development, from conception through maturity, there is a changing priority of need fulfillment as perceived by the individual.

The **whole** individual is in constant interaction with the environment, and therefore, yields a broader society and culture. This sociocultural outgrowth incorporates ethnicity, beliefs, values/**ethics**, and interpersonal and inter-societal relationships which are developed through **communication**.

Family is individuals who join together to contribute to the physical, psychosocial, and spiritual needs of each other within an environment of love and affection. Functional family dynamics incorporate caring relationships. Individuals and families build and maintain constructive and responsible community relationships.

Community is an aggregate of people who share common characteristics such as geographical, cultural, religious, or relational characteristics. Community connotes an interdependency that is a means for the production, distribution, and consumption of goods and services; for socialization; for social control; for social relationships; and for mutual support (Kozier, Erb, & Blair, 1997). Communities are responsible for building and maintaining constructive and productive relationships in the broader societal and global contexts.

Environment:

Environment is the internal and external conditions, circumstances and influences affecting persons. The internal environment of the individual encompasses the body, mind, and spirit. The external environment is all the outer influences that impact upon the person, such as climate, ecology, economy, politics and history, technology, geology, society, and culture. The extent of environment ranges from the interpersonal and local to intersocietal and global. The person's internal and external environments are in constant interaction and change, requiring adaptation, thus influencing health.

Health:

Health is a dynamic process and reflects the integrated **wholeness** of the person's body, mind, and spirit; choices; and environmental factors. Health exists on a **wellness-illness continuum**. The right to seek opportunities for wellness belongs to each person, regardless of social or economic status, personal qualities, or nature of the health need. Usually, the person makes decisions about seeking assistance within the health care system relative to his/her perceived health status on the **wellness-illness continuum**.

Wellness is maximum health potential which is reached when each, the body, mind, and spirit, is at its highest level of wholeness. The means to **wellness** consists of: (1) the individual, family, or community making responsible choices according to knowledge and an **ethical framework**. Choices may be influenced by lifestyle, genetic predisposition, family, and cultural belief systems; (2) environmental factors such as healthcare access, financial resources, food sources, climate, etc.; and (3) the interaction between choices and environmental factors. For example, choices about the level of **wellness** the person wishes to achieve or maintain may be limited by society if, by the choices made, a threat is posed to self and/or others.

As the level of **wellness** decreases the possibility for illness, suffering, and death increases. **Illness** is an absence of integrated wholeness or disintegration. Both **wellness** and **illness** are abstract constructs that are personal and subjective but may be objectively discernible because of common experience and symptom manifestation. Subjective and objective data may be used to discern the quality and quantity of **wellness** or **illness**.

When one or more of the means to **wellness** is not attained or is flawed, suffering may occur. Suffering is the conscious endurance of pain and distress which occur because of a perceived loss or **illness**. When health is insufficient to sustain life, death occurs. Death is the end of physical life.

Nursing:

Nursing is an applied discipline, which expresses itself in nursing practice and has its foundation in **scientific/empirical knowledge, theory, evidenced based practice principles (EBP), and research**. Nursing in its fullest sense is also a caring, therapeutic, and teaching discipline. The body of nursing **knowledge** is ever-expanding through future-directed **research** and **theory** development. The **research** process is one means for developing scientific problem-solving and EBP **research** findings are used to guide nursing practice. Nursing **theories** are tested and supported by **knowledge** gained through **research**.

Theoretical and empirical knowledge from the nursing, biological and social sciences, and the humanities are synthesized in utilization of the **nursing process**. The **nursing process** is a science-based series of activities employed by the nurse as a methodical, ongoing effort toward achieving desired outcomes for person, environment, and health. The steps of the nursing process include assessment, nursing diagnosis, planning, implementation, and evaluation. This process occurs dynamically in a back-and-forth fashion.

The caring component of nursing reflects the nurse's concern, empathy, and love for others. The caring role is best fulfilled as the nurse demonstrates the Christ-centered **ethic** of service in relation to God and to person.

The therapeutic component of nursing is realized by providing health care or knowledge of health care practices to enhance the person's level of **wellness**. The teaching component of nursing includes providing information to make health care decisions, acquire skills, and change behavior.

When it is not possible to promote **wellness**, nursing seeks to enable persons to adjust to **illness** and/or relieve suffering. When it is not possible to promote life, nursing seeks to enable persons to adjust to loss and a peaceful death.

Nursing as a Profession:

The *baccalaureate* in nursing is the basic educational preparation for professional nurses. **Role development** of the professional nurse focuses on the ability to function as a care provider, manager, health teacher, counselor, advocate, change agent, and leader for individuals of all ages, families, and communities from intercultural populations. Critical thinking and decision-making skills are developed and then applied in the implementation of quality care in diverse settings. Graduates are prepared to be generalists who promote health and **wellness**.

The *master* in nursing is educational preparation for nurses with a baccalaureate degree who seek roles requiring advanced nursing skills in order to function as providers and organizers of health care. Building on baccalaureate competencies, the nurse is prepared to skillfully apply frameworks, models of care, concepts, and rationales in practice. Union University offers educational tracks in the various graduate nursing specialties.

The *practice doctorate* in nursing is educational preparation that prepares the nurse to provide nursing interventions that influence health care outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy. Preparation at the practice doctorate level includes advanced preparation in nursing, based on nursing science, and is at the highest level of nursing practice.

Role development empowers the nurse to meet emerging health needs in a changing and global society. **Role development** is enhanced by: (1) use of an ever-evolving body of knowledge from nursing and other related fields in making autonomous judgments regarding health interventions; (2) ability to focus on promoting and maintaining the desired optimal level of function on the **wellness-illness continuum** for individuals, families, and groups in a variety of acute care and community based healthcare delivery systems; (3) contribution to the EBP professional knowledge base through participating in clinical **research** efforts; (4) evaluation of the effectiveness of one's own practice; (5) support of professional goals for improved practice; and (6) accountability for life-long learning.

Accountability for all professional nurses is based on **legal and ethical** standards of safe nursing practice as defined by the nurse practice acts, standards of nursing practice, licensure legislation and professional nursing organizations. In addition, the *master's* prepared nurse may also be bound by the standards of specialty certification. Each professional nurse is accountable for individual nursing actions and for responsibilities delegated to others. Responsibility and accountability include collaboration and **communication** with other members of the trans disciplinary healthcare team to provide quality care. Professional ethics and a Christian approach to health care require that nursing care should be directed toward providing (1) access to health care regardless of economic status, personal qualities, or nature of the health need; (2) quality health care; and (3) cost-effective and therapeutic use of environmental resources and healthcare personnel.

The professional nurse utilizes therapeutic **communication**, which entails active listening, verbal and non-verbal empathic responses, assertiveness skills and mutual goal setting. **Communication** skills are essential for **nursing process**, group process, health teaching and counseling. Written and verbal communication of comprehensive data between the nurse, the client and other health care professionals is vital for continuity of care.

Educational Process:

The educational process is designed to provide a variety of experiences that enable the student to be an effective participant in learning. It is formal and informal, structured and experiential, and is enhanced by an environment of mutual respect in which the teacher and student interact for accomplishing shared goals. Education at Union University provides organized opportunities which encourage academic growth, personal growth, the expression of Christian values, and a commitment to life-long learning.

Preparation for the practice of professional nursing requires a strong liberal arts foundation. *Baccalaureate* nursing education is a process of learning that combines principles of nursing science with the humanities and the biologic and social sciences.

Preparation for the advanced practice of nursing requires expansion and refinement of prior knowledge and the acquisition of new knowledge in a broader healthcare context. Nursing **theory**, **research**, healthcare **ethics**, health policy and economics, health promotion, and issues of human diversity are components of the *master's* program core. Specialty curricular content is offered in

various nursing specialties.

Learning is a process involving active participation of the student to attain a change in behavior. Each person has a different educational, socioeconomic and cultural background, and varied learning potential. Therefore, learning is an individual, dynamic process. Learning is enhanced by several factors including: (1) clear, attainable, and meaningful outcomes; (2) a variety of relevant learning experiences planned to help students achieve the outcomes; (3) arrangement of learning experiences in a sequence which provides continuity and reinforcement, progressing from simple to complex and from familiar to unfamiliar.

The teaching role of the faculty is to structure people-focused learning experiences in an environment to facilitate maximum internalization, integration, and synthesis of knowledge. The faculty respects the uniqueness of the student's life experiences. The sharing of those experiences enriches the educational process. The faculty promotes self-direction of the student, and functions as a resource by providing guidance and feedback. Furthermore, the faculty serves as a role model through active involvement in advancing nursing as a profession.

Summary: In keeping with the “Statement of Mission, Purpose, and Goals”, the concepts **person, environment, health, nursing, nursing as a profession, and educational process** have been defined and clarified. The concepts have been further expanded through the use of the unifiers: **holism, well-illness continuum, research, EBP, nursing process, theoretical and empirical knowledge, role development, legal and ethical issues, and communication**. This conceptualization provides the structure upon which outcome criteria are established, courses are developed, and curriculum is evaluated.

(Reapproved with slight revisions 2005, 2010, 2014)

CODE OF ETHICS FOR NURSES WITH INTERPRETIVE STATEMENTS

PREFACE

Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. This concern is embodied in the provision of nursing care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities. Nurses act to change those aspects of social structures that detract from health and well-being. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the primary goals, values, and obligations of the profession.

The Code of Ethics for Nurses serves the following purposes:

- *It is a succinct statement of the ethical values, obligations, duties, and professional ideals of nurses individually and collectively.*
- *It is the profession's nonnegotiable ethical standard.*
- *It is an expression of nursing's own understanding of its commitment to society.*

There are numerous approaches for addressing ethics; these include adopting or subscribing to ethical theories, including humanist, feminist, and social ethics, adhering to ethical principles, and cultivating virtues. The Code of Ethics for Nurses reflects all these approaches. The words “ethical” and “moral” are used throughout the Code of Ethics. “Ethical” is used to refer to reasons for decisions about how one ought to act, using the above-mentioned approaches. In general, the word “moral” overlaps with “ethical” but is more aligned with personal belief and cultural values. Statements that describe activities and attributes of nurses in this Code of Ethics are to be understood as normative or prescriptive statements expressing expectations of ethical behavior.

The Code of Ethics for Nurses uses the term *patient* to refer to recipients of nursing care. The derivation of this word refers to “one who suffers,” reflecting a universal aspect of human existence. Nonetheless, it is recognized that nurses also provide services to those seeking health as well as those responding to illness, to students and to staff, in health care facilities as well in communities. Similarly, the term *practice* refers to the actions of the nurse in whatever role the nurse fulfills, including direct patient care provider, educator, administrator, researcher, policy developer, or other. Thus, the values and obligations expressed in this Code of Ethics apply to nurses in all roles and settings.

The Code of Ethics for Nurses is a dynamic document. As nursing and its social context change, changes to the Code of Ethics are also necessary. The Code of Ethics consists of two components: the provisions and the accompanying interpretive statements. There are nine provisions. The first three describe the most fundamental values and commitments of the nurse, the next three address boundaries of duty and loyalty, and the last three address aspects of duties beyond individual patient encounters. For each provision, there are interpretive statements that provide greater specificity for practice and are responsive to the contemporary context of nursing.

Consequently, the interpretive statements are subject to more frequent revision than are the provisions. Additional ethical guidance and detail can be found in ANA or constituent member association position statements that address clinical, research, administrative, educational, or public policy issues.

The Code of Ethics for Nurses with Interpretive Statements provides a framework for nurses to use in ethical analysis and decision-making. The Code of Ethics establishes the ethical standard for the profession. It is not negotiable in any setting nor is it subject to revision or amendment except by formal process of the House of Delegates of the ANA. The Code of Ethics for Nurses reflects the proud ethical heritage of nursing, a guide for nurses now and in the future.

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

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901-759-5874

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CAMPUS INFORMATION

JACKSON CAMPUS

Library Hours

Jackson – 731-661-5418

The following link provides up to date information about the library services for the Jackson and Germantown campuses. (Closed during Required Chapels, other exceptions as Posted)

<http://www.uu.edu/library/>

Computing Services Hours (731-661-5400)

The following link provides up to date information about computer lab hours and the IT Help Desk. The link provides information for both the Jackson and Germantown campuses.

<http://www.uu.edu/it/help/labhours.cfm>

Please note reserved signs. Labs will close for required chapels and school holidays.

NOTICE: Schedule may change for inclement weather, school holidays, etc. Please plan accordingly. The campus is only open at night and on Saturdays if there are classes scheduled. In the event there are no classes, the building will be closed, therefore no access to the computer labs. Look for signs with building schedules on them around campus or call during the week.

Activities Center (731-661-5150)

Aquatic Center Hours (731-661-5150)

Dining On Campus <https://www.uu.edu/studentlife/dining/>

Wellness Center Hours (731-661-5447)

(Schedule may vary due to available staffing)

GERMANTOWN CAMPUS

Building Hours: (subject to change and not applicable during holiday and break periods)

Monday through Thursday

8:00 am to 4:30 pm

Friday

8:00 am to 4:00 pm

Bookstore

There is no **bookstore** on the Germantown Campus. Union University students can access texts via <https://bookstore.uu.edu/home>.

Germantown Student Canteen

This is located on the ground floor. Students will find drink and snack machines as well as a refrigerator and microwave. It is the responsibility of all who use this room to help keep it clean.

Library Hours

Germantown (Room 209) – 901-312-1904

The following link provides up to date information about the library services for the Jackson and Germantown campuses. (Closed during Required Chapels, other exceptions as Posted)

<http://www.uu.edu/library/>

Technology Labs and Student Printing

Computers and printers are in the computer labs and the library. Printing is available through Paw Print accounts. The following link provides up to date information about computer lab hours and the IT Help Desk. The link provides information for both the Jackson and Germantown campuses.

<http://www.uu.edu/it/help/labhours.cfm>

Technology Support Coordinator (Germantown): Erica Cole: ecole@uu.edu or 901-312-1948

HENDERSONVILLE CAMPUS

Building Hours: (subject to change and not applicable during holiday and break periods)

Monday through Friday

8:00 am to 4:30 pm

Technology Labs and Student Printing

There is no dedicated computer lab for student use. Laptops may be checked out during daytime office hours by inquiring in the Administrative Office suite on the first floor. Student printing through Paw Print is available in the Academic Commons on the first floor.

Bookstore

There is no bookstore on the Hendersonville campus. Union University students can access texts via <https://bookstore.uu.edu/home> .

Library

Hendersonville students utilize the Union online library and its many resources. Students may utilize the Hendersonville public library located near the campus.

Food

Vending machines are available on the second floor.

The Academic Commons

The Commons is a gathering and study area for Union students. The daily newspaper and informational announcements are posted in the Commons.

MASTER OF SCIENCE IN NURSING PROGRAM

Program Description

The Master of Science in Nursing Program prepares students in advanced theory and practice in a specialized area of nursing. Graduate students are prepared to assume functional advanced practice roles in their specialty areas of nursing. The combination of theory, research, and professional development also prepares graduates for doctoral study nursing.

Our curriculum assists students in developing a conceptual frame of reference for analyzing nursing problems, utilizing theories related to nursing practice, and integrating principles of spiritual care and bioethics in their professional roles. They have the opportunity to practice in a variety of health-care settings.

Program Goals

- To provide masters nursing education that builds on one's previous nursing foundation.
- To prepare the graduate for advanced professional nursing practice with specific functional and clinical abilities.
- To prepare advanced practice nurses academically for doctoral study in nursing.

Program Outcomes

The graduate of the master's nursing program will be able to:

- Incorporate theory and research in advanced nursing practice.
- Assume leadership roles in one's specialty area of nursing to promote health and well-being of persons in an intercultural world.
- Integrate knowledge of healthcare economics and policy into the delivery of cost effective, ethically responsible nursing care.
- Manage information using technology to influence nursing practice.
- Demonstrate competency in the selected nursing practice.

**MSN CURRICULUM MODEL
NURSING EDUCATION TRACK
16 MONTH FULL TIME OPTION**

<u>Fall Semester</u>		<u>Credit Hours</u>
BIO 500	Advanced Pathophysiology	2 (2-0)
NUR 507	Curriculum Design**	3 (3-0)
NUR 515	Advanced Nursing Statistics for the Health Sciences	3 (3-0)
NUR 544	Advanced Health Assessment	3 (2-1)
<u>Spring Semester</u>		
NUR 516	Informatics and Health Care	3 (3-0)
NUR 517	Educational Strategies in Advanced Nursing Practice**	3 (3-0)
NUR 533	Advanced Nursing Research/Evidence-Based Practice	3 (3-0)
NUR 537	Nursing Education Practicum I**	2 (0.5-1.5)
NUR 622	Advanced Pharmacology	3 (3-0)
<u>Summer Semester</u>		
NUR 523	Clinical Prevention and Population Health	2 (2-0)
NUR 538	Clinical Strategies for Nurse Educators**	3 (1-2)
NUR 545	Health Systems and Leadership for Adv. Nsg. Prac	2 (2-0)
<u>Fall Semester</u>		
NUR 526	Theory and Ethics for Adv. Nursing Practice	2 (2-0)
NUR 559	Role Development and Collaborative Strategies	2 (2-0)
NUR 607	Educational Assessment and Evaluation Proc.**	3 (3-0)
NUR 642	Nursing Education Residency**	2 (1-1)

TOTAL CREDIT HOURS = 41 credit hours with 340 clinical hours

****These courses are designated track specific courses.**

**MSN CURRICULUM MODEL
NURSING EDUCATION TRACK
PART TIME OPTION**

<u>Fall Semester I</u>		<u>Credit Hours</u>
BIO 500	Advanced Pathophysiology	2 (2-0)
NUR 515	Advanced Nursing Statistics for the Health Sciences	3 (3-0)
NUR 544	Advanced Health Assessment	3 (2-1)
<u>Spring Semester I</u>		
NUR 516	Informatics and Health Care	3 (3-0)
NUR 533	Advanced Nursing Research/Evidence-Based Practice	3 (3-0)
NUR 622	Advanced Pharmacology	3 (3-0)
<u>Summer Semester I</u>		
NUR 523	Clinical Prevention and Population Health	2 (2-0)
NUR 545	Health Systems and Leadership for Adv. Nsg. Prac	2 (2-0)
<u>Fall Semester II</u>		
NUR 507	Curriculum Design**	3 (3-0)
NUR 526	Theory and Ethics for Advanced Nursing Practice	2 (2-0)
NUR 559	Role Development and Collaborative Strategies	2 (2-0)
<u>Spring Semester II</u>		
NUR 517	Educational Strategies in Adv. Nursing Practice**	3 (3-0)
NUR 537	Nursing Education Practicum I**	2 (0.5-1.5)
<u>Summer Semester II</u>		
NUR 538	Clinical Strategies for Nurse Educators **	3 (1-2)
<u>Fall Semester III</u>		
NUR 607	Educational Assessment and Evaluation Proc.**	3 (3-0)
NUR 642	Nursing Education Residency**	2 (1-1)

TOTAL CREDIT HOURS = 41 credit hours with 340 clinical hours

****These courses are designated track specific courses.**

**MSN CURRICULUM MODEL
POST-GRADUATE NURSING EDUCATION TRACK**

** Must demonstrate evidence of completing the MSN or DNP core curriculum requirements through transcript/syllabi review

<u>Required Courses**</u>	<u>Credit Hours</u>
NUR 507 Curriculum Design	3 (3-0)
NUR 517 Educational Strategies in Adv. Nursing Practice	3 (3-0)
NUR 537 Nursing Education Practicum	2 (0.5-1.5)
NUR 538 Clinical Strategies for Nurse Educators	3 (1-2)
NUR 607 Educational Assessment & Evaluation Processes	3 (3-0)
NUR 642 Nursing Education Residency	2 (1-1)

TOTAL CREDIT HOURS = 24 credit hours with 380 clinical hours

****These courses are designated track specific courses.**

**NURSING EDUCATION ENDORSEMENT
CURRICULUM MODEL**

NUR 507 Curriculum Design	3 (3-0)
NUR 517 Strategies for Nurse Educators	3 (3-0)
NUR 607 Assessment and Evaluation in Nursing Education	3 (3-0)
<i>Optional:</i>	
NUR 537 Nursing Education Practicum (80 clinical hours)	2 (0-2)

**MSN CURRICULUM MODEL
NURSING ADMINISTRATON TRACK
16 MONTH FULL TIME OPTION**

<u>Fall Semester I</u>		<u>Credit Hours</u>
NUR 515	Advanced Nursing Statistics for the Health Sciences	3 (3-0)
NUR 525	Introduction to Administrative Nursing Practice**	3 (3-0)
NUR 526	Theory and Ethics for Advanced Nursing Practice	2 (2-0)
NUR 559	Role Development and Collaborative Strategies	2 (2-0)
NUR 593	Nursing Administration Practicum I**	1 (0-1)
<u>Spring Semester I</u>		
NUR 516	Informatics and Health Care	3 (3-0)
NUR 528	Nursing Administration and Law**	3 (3-0)
NUR 533	Advanced Nursing Research & Evidence-Based Practice	3 (3-0)
NUR 693A	Nursing Administration Practicum II**	2 (0-2)
<u>Summer Semester</u>		
NUR 523	Clinical Prevention and Population Health	2 (2-0)
NUR 545	Health Systems and Leadership for Advanced Nsg Prac	2 (0-2)
NUR 695B	Nursing Administration Practicum III**	2 (0-2)
<u>Fall Semester II</u>		
NUR 535	Nursing Quality Management**	3 (3-0)
NUR 548	Organizational Behavior & Leadership**	3 (3-0)
NUR 572	Nursing Administration Residency**	2 (0-2)
NUR 615	Nursing Resource Management**	3 (3-0)

TOTAL CREDIT HOURS = 39 credit hours with 360 clinical hours

****These courses are designated track specific courses.**

**MSN CURRICULUM MODEL
NURSING ADMINISTRATON TRACK
PART TIME OPTION**

<u>Fall Semester I</u>		<u>Credit Hours</u>
NUR 515	Advanced Nursing Statistics for the Health Sciences	3 (3-0)
NUR 525	Introduction to Administrative Nursing Practice**	3 (3-0)
NUR 526	Theory and Ethics for Adv. Nursing Practice	2 (2-0)
<u>Spring Semester I</u>		
NUR 516	Informatics and Health Care	3 (3-0)
NUR 533	Advanced Nursing Research & Evidence-Based Practice	3 (3-0)
<u>Summer Semester I</u>		
NUR 523	Clinical Prevention and Population Health	2 (2-0)
NUR 545	Health Systems and Leadership for Advanced Nsg Prac	2 (0-2)
<u>Fall Semester II</u>		
NUR 535	Nursing Quality Management**	3 (3-0)
NUR 559	Role Development and Collaborative Strategies	2 (2-0)
NUR 593	Nursing Administration Practicum I**	1 (0-1)
<u>Spring Semester II</u>		
NUR 528	Nursing Administration and Law**	3 (3-0)
NUR 693A	Nursing Administration Practicum II**	2 (0-2)
<u>Summer Semester II</u>		
NUR 695B	Nursing Administration Practicum III**	2 (0-2)
<u>Fall Semester III</u>		
NUR 548	Organizational Behavior & Leadership**	3 (3-0)
NUR 572	Nursing Administration Residency**	2 (0-2)
NUR 615	Nursing Resource Management**	3 (3-0)

TOTAL CREDIT HOURS = 39 credit hours with 360 clinical hours

****These courses are designated track specific courses.
MSN CURRICULUM MODEL
POST-GRADUATE NURSE ADMINISTRATION TRACK**

** Must demonstrate evidence of completing the MSN or DNP core curriculum requirements through transcript/syllabi review

<u>Required Courses**</u>	<u>Credit Hours</u>
NUR 525 Introduction to Administrative Practice	3 (3-0)
NUR 593 Nursing Administration Practicum I	1 (0-1)
NUR 528 Nurse Administration and Law	3 (3-0)
NUR 693A Nursing Administration Practicum II	2 (0-2))
NUR 695B Nursing Administration Practicum III	2 (0-2)
NUR 535 Nursing Quality Management	3 (3-0)
NUR 548 Organizational Behavior & Leadership	3 (3-0)
NUR 572 Nursing Administration Residency	2 (0-2)
NUR 615 Nursing Resource Management	3 (3-0)

TOTAL CREDIT HOURS = 22 credit hours with 400 clinical contact hours

****These courses are designated track specific courses.**

**NURSING ADMINISTRATION ENDORSEMENT
CURRICULUM MODEL**

NUR 525 Introduction to Nursing Administration	3 (3-0)
NUR 528 Nursing Administration and the Law	3 (3-0)
NUR 615 Resource Management	3 (3-0)
<i>Optional practicum:</i>	
NUR 693A Nursing Administration Practicum (80 clinical hours)	2 (0-2)

**MSN CURRICULUM MODEL
FAMILY NURSE PRACTITIONER TRACK**

<u>Fall Semester (Year 1)</u>		<u>Credit Hours</u>
BIO 500	Advanced Pathophysiology	2 (2-0)
NUR 515	Advanced Nursing Statistics for the Health Sciences	3 (3-0)
NUR 526	Theory and Ethics for Advanced Nursing Practice	2 (2-0)
NUR 544	Advanced Health Assessment	3 (2-1)
NUR 559	Role Development and Collaborative Strategies	2 (2-0)
<u>Spring Semester</u>		
NUR 516	Informatics and Healthcare	3 (3-0)
NUR 533	Advanced Nursing Research & Evidence-Based Practice	3 (3-0)
NUR 617	Primary Care of Family: Pediatric and Women's Health**	4 (2-2)
NUR 622	Advanced Pharmacology	3 (3-0)
<u>Summer Semester</u>		
NUR 523	Clinical Prevention and Population Health	2 (2-0)
NUR 545	Health Systems and Leadership for Advanced Nsg Prac	2 (2-0)
NUR 547	Primary Care of the Family: Health Promotion**	4 (2-2)
NUR 600	Primary Care Provider Procedures**	2 (2-0)
<u>Fall Semester (Year 2)</u>		
NUR 558	Transitions to Advanced Practice Nursing**	2 (2-0)
NUR 639	Primary Care of the Family: Acute and Chronic Management **	4 (2-2)
NUR 650	Specialty Focus Practicum**	2 (0-2)
NUR 696/697	Scholarly Project/Thesis <u>OR</u>	
	Select one cognate course from Nursing Administration curriculum, Nursing Education curriculum, or NUR 529 Healthcare and Missions	3 (3-0)

TOTAL CREDIT HOURS = 46 credit hours with 560 clinical contact hours

****These courses are designated track specific courses.**

**MSN CURRICULUM MODEL
POST-GRADUATE FAMILY NURSE PRACTITIONER TRACK**

** Must demonstrate evidence of completing the MSN or DNP core curriculum requirements through transcript/syllabi review

<u>Required Courses</u>	<u>Credit Hours</u>
NUR 544 Advanced Health Assessment	3 (2-1)
NUR 622 Advanced Pharmacology	3 (3-0)
BIO 500 Advanced Pathophysiology	2 (2-0)
NUR 547 Primary Care of Family: Health Promotion **	4(2-2)
NUR 558* Transitions to Advanced Practice Nursing	2 (2-0)
NUR 617 Primary Care of Family: Pediatric and Women's Health**	4 (2-2)
NUR 639 Primary Care of Family: Acute/Chronic Management**	4 (2-2)
NUR 600 Primary Care Procedures**	2 (2-0)
NUR 650 Specialty Focus Practicum**	2 (0-2)

*NUR 558 may be waived for students seeking addition nurse practitioner certification.

TOTAL CREDIT HOURS = 26 credit hours with 560 clinical hours

****These courses are designated track specific courses.**

**MSN CURRICULUM MODEL
PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER TRACK**

<u>Fall Semester (Year 1)</u>		<u>Credit Hours</u>
BIO 500	Advanced Pathophysiology	2 (2-0)
NUR 515	Advanced Nursing Statistics for the Health Sciences	3 (3-0)
NUR 526	Theory and Ethics for Advanced Nursing Practice	2 (2-0)
NUR 544	Advanced Health Assessment	3 (2-1)
NUR 559	Role Development and Collaborative Strategies	2 (2-0)
NUR 566	Models and Theories for Psychiatric/Mental Health Nursing**	2 (2-0)
<u>Spring Semester</u>		
NUR 516	Informatics and Healthcare	3 (3-0)
NUR 533	Advanced Nursing Research & Evidence-Based Practice	3 (3-0)
NUR 622	Advanced Pharmacology	3 (3-0)
NUR 651	Mental Health Assessment and Diagnostic Reasoning Across the Lifespan**	4 (2-2)
<u>Summer Semester</u>		
NUR 523	Clinical Prevention and Population Health	2 (2-0)
NUR 545	Health Systems and Leadership for Advanced Nsg Prac	2 (2-0)
NUR 652	Psychopharmacology Across the Lifespan**	3 (3-0)
NUR 653	Management of Acute and Chronic Mental Health Disorders: Children and Adolescents**	4 (2-2)
<u>Fall Semester (Year 2)</u>		
NUR 650	Specialty Focus Practicum**	2 (0-2)
NUR 654	Management of Acute and Chronic Mental Health Disorders: Adult/Geriatric Populations**	4 (2-2)
NUR 558	Transitions to Advanced Practice Nursing**	2 (2-0)

TOTAL CREDIT HOURS = 46 credit hours with 560 clinical contact hours

**These courses are designated track specific courses.

**MSN CURRICULUM MODEL
POST-GRADUATE FAMILY PSYCHIATRIC
MENTAL HEALTH NURSE PRACTITIONER TRACK**

** Must demonstrate evidence of completing the MSN or DNP core curriculum requirements through transcript/syllabi review

<u>Required Courses</u>	<u>Credit Hours</u>
NUR 544 Advanced Health Assessment	3 (2-1)
NUR 622 Advanced Pharmacology	3 (3-0)
BIO 500 Advanced Pathophysiology	2 (2-0)
NUR 566 Models and Theories for Psychiatric/Mental Health Nursing**	2 (2-0)
NUR 558* Transitions to Advanced Practice Nursing	2 (2-0)
NUR 651 Mental Health Assessment and Diagnostic Reasoning Across the Lifespan**	4 (2-2)
NUR 652 Psychopharmacology Across the Lifespan**	3 (3-0)
NUR 653 Management of Acute and Chronic Mental Health Disorders: Children and Adolescents**	4 (2-2)
NUR 654 Management of Acute and Chronic Mental Health Disorders: Adult/Geriatric Populations**	4 (2-2)
NUR 650 Specialty Focus Practicum**	2 (0-2)

*NUR 558 may be waived for students seeking addition nurse practitioner certification.

TOTAL CREDIT HOURS = 29 credit hours with 560 clinical hours

****These courses are designated track specific courses.**

DOCTOR OF NURSING PRACTICE

Program Description

The Doctor of Nursing Practice Program (DNP) prepares graduates for the specialty areas of executive leadership, nurse anesthesia, and nurse practitioner. The DNP Program provides the student with the opportunity to strengthen one's clinical skills by gaining intensive experiences in one's specialty area of practice, enhance the understanding of the theoretical underpinnings that supports one's specialty area of practice, and broaden one's perspective of healthcare systems and delivery models from a Christian worldview.

The post-master's DNP is designed as a full-time, part-time, or Accelerated track that begins the fall of each year. Students are expected to be on campus for four 1-week sessions (approximately seven 1-week sessions for part-time) during the program with an ongoing intensive online educational process through Canvas. The clinical fellowships are expected to be completed in the area in which you live with clinical agency support from the institution in completing your DNP project.

The RN to DNP and BSN to DNP programs are available in Nurse Anesthesia (see separate handbook), Family Nurse Practitioner, Family Psychiatric Mental Health Nurse Practitioner, and Executive Leadership and are only offered as full-time options. The Nurse Anesthesia and Nurse Practitioner tracks require a blend of on-line and weekly on-campus sessions, while the Executive Leadership option is fully online with scheduled on-campus intensives.

Program Goals

- To provide doctoral nursing education that builds one's prior nursing education.
- To prepare the graduate for enhanced knowledge and skills in a specialized area of practice
- To develop the graduate as a leader of one's specialty area of practice implementing the Christian worldview.

Program Outcomes

The graduate of the DNP Program will be able to:

- Demonstrate expertise in an area of specialized advanced nursing practice.
- Integrate biosciences, education, research, business, and technology into advanced nursing practice within the Christian worldview.
- Formulate organizational and systems components for leadership and quality improvement to enhance patient outcomes
- Promote transformation of health care through interprofessional collaboration, policy development and technology utilization within an area of specialized advanced nursing practice.
- Evaluate outcomes of evidence-based research and design appropriate interventions for specialized area of advanced nursing practice to improve the health of individuals, aggregates, and populations.

RN to DNP and BSN to DNP CURRICULUM MODEL**EXECUTIVE LEADERSHIP**

<u>Fall Semester I</u>		<u>Credit Hours</u>
NUR 515	Advanced Nursing Statistics for the Health Sciences	3 (3-0)
NUR 525	Introduction to Administrative Nursing Practice**	3 (3-0)
NUR 593	Nursing Administration Practicum I**	1 (0-1)
NUR 720	Faith and Science	2 (2-0)
<u>Spring Semester I</u>		
NUR 528	Nursing Administration and Law**	3 (3-0)
NUR 533	Adv. Nursing Research & Evidence-Based Practice	3 (3-0)
NUR 693A	Nursing Administration Practicum II**	2 (0-2)
NUR 715	Technological Transformations of Healthcare	3 (3-0)
<u>Summer Semester I</u>		
NUR 559	Role Development and Collaborative Strategies	2 (2-0)
NUR 695B	Nursing Administration Practicum III**	2 (0-2)
<u>Fall Semester II</u>		
NUR 535	Nursing Quality Management**	3 (3-0)
NUR 572	Nursing Administration Residency**	2 (0-2)
NUR 710	Methods for Evidence Based Practice	3 (3-0)
NUR 730	Epidemiology	3 (3-0)
<u>Spring Semester II</u>		
NUR 725	Health Care Policy & Economics	3 (3-0)
NUR 793	DNP Project Development	3 (3-0)
<u>Summer Semester II</u>		
NUR 705	Organizational Leadership and Management	3 (3-0)
NUR 735	Fellowship I	2 (0-2)
NUR 745	Leadership and Teaching Practice Strategies	3 (3-0)

Fall Semester III

NUR 615	Nursing Resource Management**	3 (3-0)
NUR 738	Fellowship II	3 (0-3)
NUR 791	DNP Project Implementation	3 (3-0)

Spring Semester III

NUR 739	Fellowship III	3 (3-0)
NUR 794	DNP Project Completion	3 (3-0)

Summer Semester III

NUR 728	Transitions to DNP Practice	3 (3-0)
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TOTAL CREDIT HOURS = 68 credit hours with 1060 clinical hours

****These courses are designated track specific courses.**

RN to DNP and BSN to DNP CURRICULUM MODEL**FAMILY NURSE PRACTITIONER TRACK**

<u>Fall Semester I</u>		<u>Credit Hours</u>
BIO 500	Advanced Pathophysiology	2 (2-0)
NUR 515	Advanced Nursing Statistics for the Health Sciences	3 (3-0)
NUR 544	Advanced Health Assessment	3 (2-1)
NUR 720	Faith and Science	3 (3-0)
<u>Spring Semester I</u>		
NUR 533	Adv. Nursing Research & Evidence-Based Practice	3 (3-0)
NUR 617	Primary Care of Family: Pediatric and Women's Health**	4 (2-2)
NUR 622	Advanced Pharmacology	3 (3-0)
NUR 715	Technological Transformations of Healthcare	3 (3-0)
<u>Summer Semester I</u>		
NUR 547	Primary Care of Family: Health Promotion**	4 (2-2)
NUR 559	Role Development and Collaborative Strategies	2 (2-0)
NUR 600	Primary Care Provider Procedures**	2 (2-0)
<u>Fall Semester II</u>		
NUR 639	Primary Care of Family: Acute and Chronic Mgmt**	4 (2-2)
NUR 710	Methods for Evidence Based Practice	3 (3-0)
NUR 730	Epidemiology	3 (3-0)
<u>Spring Semester II</u>		
NUR 650	Specialty Focus Practicum**	2 (0-0)
NUR 725	Health Care Policy & Economics	3 (3-0)
NUR 793	DNP Project Development	3 (3-0)
<u>Summer Semester II</u>		
NUR 705	Organizational Leadership and Management	3 (3-0)
NUR 735	Fellowship I	2 (0-2)
NUR 745	Leadership and Teaching Practice Strategies	3 (3-0)

Fall Semester III

NUR 738	Fellowship II	3 (0-3)
NUR 791	DNP Project Implementation	3 (3-0)

Spring Semester III

NUR 739	Fellowship III	3 (3-0)
NUR 794	DNP Project Completion	3 (3-0)

Summer Semester III

NUR 728	Transitions to DNP Practice	3 (3-0)
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TOTAL CREDIT HOURS = 73 credit hours with 1220 clinical hours

****These courses are designated track specific courses.**

RN to DNP and BSN to DNP CURRICULUM MODEL**PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER TRACK**

<u>Fall Semester I</u>		<u>Credit Hours</u>
BIO 500	Advanced Pathophysiology	2 (2-0)
NUR 515	Advanced Nursing Statistics for the Health Sciences	3 (3-0)
NUR 544	Advanced Health Assessment	3 (2-1)
NUR 566	Models and Theories for Psychiatric/Mental Health Nursing**	2 (2-0)
NUR 720	Faith and Science	3 (3-0)
<u>Spring Semester I</u>		
NUR 533	Adv. Nursing Research & Evidence-Based Practice	3 (3-0)
NUR 622	Advanced Pharmacology	3 (3-0)
NUR 651	Mental Health Assessment and Diagnostic Reasoning Across the Lifespan**	4 (2-2)
NUR 715	Technological Transformations of Healthcare	3 (3-0)
<u>Summer Semester I</u>		
NUR 559	Role Development and Collaborative Strategies	2 (2-0)
NUR 652	Psychopharmacology Across the Lifespan**	3 (3-0)
NUR 653	Management of Acute and Chronic Mental Health Disorders: Children and Adolescents**	4 (2-2)
<u>Fall Semester II</u>		
NUR 654	Management of Acute and Chronic Mental Health Disorders: Adult/Geriatric Populations**	4 (2-2)
NUR 710	Methods for Evidence Based Practice	3 (3-0)
NUR 730	Epidemiology	3 (3-0)
<u>Spring Semester II</u>		
NUR 650	Specialty Focus Practicum**	2 (0-0)
NUR 725	Health Care Policy & Economics	3 (3-0)
NUR 793	DNP Project Development	3 (3-0)

Summer Semester II

NUR 705	Organizational Leadership and Management	3 (3-0)
NUR 735	Fellowship I	2 (0-2)
NUR 745	Leadership and Teaching Practice Strategies	3 (3-0)

Fall Semester III

NUR 738	Fellowship II	3 (0-3)
NUR 791	DNP Project Implementation	3 (3-0)

Spring Semester III

NUR 739	Fellowship III	3 (3-0)
NUR 794	DNP Project Completion	3 (3-0)

Summer Semester III

NUR 728	Transitions to DNP Practice	3 (3-0)
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TOTAL CREDIT HOURS = 76 credit hours with 1220 clinical hours

****These courses are designated track specific courses.**

POST-MASTER'S DNP CURRICULUM MODEL**EXECUTIVE LEADERSHIP, NURSE PRACTITIONER, NURSE ANESTHESIA****Fall Semester I****Credit Hours**

NUR 710	Methods for Evidence-Based Practice	3 (3-0)
NUR 720	Faith and Science	3 (3-0)
NUR 730	Epidemiology	3 (3-0)

Spring Semester I

NUR 715	Technological Transformation of Health Care	3 (3-0)
NUR 725	Health Care Policy & Economics	3 (3-0)
NUR 793	DNP Project Development	3 (3-0)

Summer Semester I

NUR 705	Organizational Leadership and Management	3 (3-0)
NUR 735	Fellowship I	2 (0-2)
NUR 745	Leadership and Teaching Practice Strategies	3 (3-0)

Fall Semester II

NUR 738	Fellowship II	3 (0-3)
NUR 791	DNP Project Implementation	3 (3-0)

Spring Semester II

NUR 739	Fellowship III	3 (3-0)
NUR 794	DNP Project Completion	3 (3-0)

TOTAL CREDIT HOURS = 38 credit hours with 660 clinical hours

PART TIME POST-MASTER'S DNP CURRICULUM MODEL**EXECUTIVE LEADERSHIP, NURSE PRACTITIONER, NURSE ANESTHESIA**

<u>Fall Semester I</u>		<u>Credit Hours</u>
NUR 720	Faith and Science	3 (3-0)
<u>Spring Semester I</u>		
NUR 715	Technological Transformation of Health Care	3 (3-0)
<u>Summer Semester I</u>		
NUR 705	Organizational Leadership and Management	3 (3-0)
<u>Fall Semester II</u>		
NUR 710	Methods for Evidence-Based Practice	3 (3-0)
NUR 730	Epidemiology	3 (3-0)
<u>Spring Semester II</u>		
NUR 725	Health Care Policy & Economics	3 (3-0)
NUR 793	DNP Project Development	3 (3-0)
<u>Summer Semester II</u>		
NUR 735	Fellowship I	2 (0-2)
NUR 745	Leadership and Teaching Practice Strategies	3 (3-0)
<u>Fall Semester III</u>		
NUR 738	Fellowship II	3 (0-3)
NUR 791	DNP Project Implementation	3 (3-0)
<u>Spring Semester III</u>		
NUR 739	Fellowship III	3 (3-0)
NUR 794	DNP Project Completion	3 (3-0)

TOTAL CREDIT HOURS = 38 credit hours with 660 clinical hours

POST-MASTER'S DNP ACCELERATED CURRICULUM MODEL**EXECUTIVE LEADERSHIP, NURSE PRACTITIONER, NURSE ANESTHESIA****Fall Semester I****Credit Hours**

NUR 710	Methods for Evidence-Based Practice	3 (3-0)
NUR 720	Faith and Science	3 (3-0)
NUR 730	Epidemiology	3 (3-0)
NUR 793	DNP Project Development	3 (3-0)

Spring Semester I

NUR 715	Technological Transformation of Health Care	3 (3-0)
NUR 725	Health Care Policy & Economics	3 (3-0)
NUR 735	Fellowship I	2 (0-2)
NUR 791	DNP Project Implementation	3 (3-0)

Summer Semester I

NUR 705	Organizational Leadership and Management	3 (3-0)
NUR 738	Fellowship II (first 8 weeks)	3 (0-3)
NUR 739	Fellowship III (second 8 weeks)	3 (3-0)
NUR 745	Leadership and Teaching Practice Strategies	3 (3-0)
NUR 794	DNP Project Completion	3 (3-0)

TOTAL CREDIT HOURS = 38 credit hours with 660 clinical hours

CRNA TO DNP CURRICULUM MODEL

<u>Fall Semester I</u>		<u>Credit Hours</u>
NUR 515	Adv. Statistics for Health Sciences	3 (3-0)
NUR 720	Faith and Science	3 (3-0)
<u>Spring Semester I</u>		
NUR 533	Adv. Nursing Research and EBP	3 (3-0)
NUR 715	Technological Transformation of Health Care	3 (3-0)
<u>Summer Semester I</u>		
NUR 559	Role Dev. And Collaborative Strategies	2 (2-0)
NUR 705	Organizational Leadership and Management	3 (3-0)
<u>Fall Semester II</u>		
NUR 710	Methods for Evidence-Based Practice	3 (3-0)
NUR 730	Epidemiology	3 (3-0)
<u>Spring Semester II</u>		
NUR 725	Health Care Policy & Economics	3 (3-0)
NUR 793	DNP Project Development	3 (3-0)
<u>Summer Semester II</u>		
NUR 735	Fellowship I	2 (0-2)
NUR 745	Leadership and Teaching Practice Strategies	3 (3-0)
<u>Fall Semester III</u>		
NUR 738	Fellowship II	3 (0-3)
NUR 791	DNP Project Implementation	3 (3-0)
<u>Spring Semester III</u>		
NUR 739	Fellowship III	3 (3-0)
NUR 794	DNP Project Completion	3 (3-0)

TOTAL CREDIT HOURS = 46 credit hours with 660 clinical hours

GRADUATE COURSES

BIO 500 Advanced Pathophysiology (2)

The advanced practice nurse will analyze the mechanisms and symptoms of illness and use this as a foundation for the nursing process. Building on a basic knowledge of pathophysiology this course is designed to provide advanced theoretical understanding of disease states and health problems as required for the expected student learning outcomes within the Nurse Educator and Nurse Administrator tracts for the MSN Department of Nursing.

NUR 507 Curriculum Design (3)

This course will focus on the development of curricula using outcomes-based learning experiences. It addresses individual attitudes, knowledge and skills that are assessable, transferable and useful in a multicultural world.

NUR 515 Advanced Statistics for the Health Sciences (3)

Prerequisite: undergraduate statistics

This course serves to build upon basic statistical knowledge. Topics include a review of descriptive statistics, probability, and probability distributions; confidence intervals and classical hypothesis tests for one and two samples; analysis of variance; hypothesis tests for categorical variables; regression and correlation; and nonparametric methods, all with an emphasis on applications in the health sciences. Appropriate statistical software will be utilized throughout the semester. This course will use online (Moodle Rooms) method of delivery.

NUR 516 Informatics and Healthcare (3)

This course is designed to provide the student with the knowledge and skills regarding the uses of information technology to support nursing practice, education, and leadership through a Christian worldview. The course will provide an overview of informatics topics including: computer systems and system development; standardized clinical terminology; informatics standards; electronic health records; retrieval and critical analysis of digital data, information, and knowledge; simulation strategies; and technology-aided instruction.

NUR 517 Educational Strategies in Advanced Nursing Practice (3)

The purpose of this course is to examine models and methods of teaching and learning. Bio-psychosocial, spiritual, cultural influences that affect learning will be incorporated. The nursing process will be used as a framework for an outcome-based teaching-learning session.

NUR 523 Clinical Prevention and Population Health (2)

This course is designed to prepare the student to apply evidence-based principles of wellness, disease prevention, and health risk in individuals, families, communities, and aggregate/clinical populations. The course also focuses on the study of culturally appropriate and wholistic professional nursing care of persons in this pluralistic global society. Emphasis is placed on sensitivity to and respect for cultural diversity, communication, critical thinking, research, and theories of intercultural nursing.

NUR 525 Introduction to Administration Nursing Practice (3)

This course will integrate information about delivery systems, organizational mission, structure, culture, personnel motivation, management and networking. The focus will be on exploring these concepts from a nursing perspective and a wholistic Christian worldview.

NUR 526 Theory and Ethics for Advanced Nursing Practice (2)

This course explores central ethical and bioethical questions in nursing and health care, critiques and applies nursing theory to the advanced practice nursing role in the delivery of equitable and culturally relevant health care.

NUR 528 Nurse Administration and the Law (3)

This course will provide a general background to the elements and characteristics of health, administrative, criminal, civil law and the implications for nurse practicing in an administration role. Emphasis is placed on health law and the nurse administrator's function within the scope of the legal environment. This course will look at malpractice, risk management, tort law and tort reform, OSHA regulations, construction, organizational charters, bylaws, rules and regulations, legal constraints on organizational management, laws affecting subsidiary corporations, tax law. Emphasis will be also placed on administration of human resources, including labor and legal issues, collective bargaining, labor laws, and the design of effective policies and procedures to reflect these laws.

NUR 529 Healthcare and Missions (3)

This course affords the graduate nursing student the opportunity to be involved in the development and implementation of a short-term healthcare mission trip by serving in a transcultural healthcare setting. The educational service provided in the transcultural healthcare setting will be based on the student's nursing expertise and guided by the presence of a faculty member.

NUR 533 Advanced Nursing Research and Evidence-Based Practice (3)

This course emphasizes analysis and interpretation of clinical research and evidence-based practice, preparing the student to use translational science in clinical decision making to improve patient outcomes. Specific aspects of the research process, quantitative and qualitative research, and systematic reviews will be studied.

NUR 535 Quality Management (3)

This course examines the nursing quality of healthcare in relationship to nursing care delivery. It will include the concepts and information systems that are necessary in the identification, tracking, and evaluation of quality indicators. Emphasis is placed in terminology and information systems specific to nursing administration and quality.

NUR 537 Nursing Education Practicum I (2)

This course is the clinical introduction to the nurse educator practical experience. It involves application of educational theories and wholistic nursing practice. Practice experiences are designed to synthesize knowledge and skills and to enable the advanced practice nurse to meet individual practice outcomes and career goals. Practice sites include schools/colleges of nursing and various health care delivery systems. This class consists of 3 lab hours per week.

NUR 538 Clinical Strategies for Nurse Educators (3)

An overview of clinical management of patients throughout the lifespan. Opportunities are provided for students to integrate theory, research, and evidence-based practice in a specialized clinical setting under the direction of a preceptor with specialty expertise.

NUR 544 Advanced Health Assessment (3)

This course focuses on advanced health/physical assessment of the client where the client is defined as the individual and includes the individual's context within the family and/or community. Focus of the course is on comprehensive history, physical/ psychological assessment, pathophysiology, and health promotion strategies incorporating the individual's cultural and developmental variations across the lifespan.

NUR 545 Health Systems and Leadership for Advanced Nursing Practice (2)

This course provides an overview of organizational concepts, healthcare economic theory, health systems, communication and other leadership principles needed by the nurse in advance practice. Emphasis is on the foundational skills and competencies needed by the master's prepared nurse.

NUR 547 Primary Care of the Family: Health Promotion (4)

The purpose of this course is to enhance knowledge and skill in diagnostic reasoning, advanced assessment, health promotion, health maintenance and disease prevention of with regards to the family. Students will explore family concepts and theories relevant to advanced nursing practice and research, Special emphasis will be place on meeting goals and objectives of Healthy People 2010. Clinical experiences will provide opportunities in the community for students to develop advanced practice interventions to promote health and disease prevention throughout the lifespan.

NUR 548 Organizational Behavior and Leadership (3)

This course provides an overview of organizational concepts, theories, perspectives, and research relevant to nursing administration, patient care delivery systems, and nursing practice organizations. Emphasis is on management principles and organizational processes applicable to quality work environments and the influence of the external and internal environment on these organizations, and the role and relationship of nurse leaders to the nursing practice environment and to the greater organization.

NUR 557A Primary Care of Adult/Geriatric Populations: Health Promotion (4)**NUR 557C Primary Care of Children: Health Promotion (4)**

This course focuses on increasing knowledge and skills in diagnostic reasoning, advanced assessment, health promotion, health maintenance and disease prevention in the adult/ geriatric populations (A) and children (C) with regards to family environment. Special emphasis will be placed on meeting goals and objectives of Healthy People 2020. Clinical experiences will provide opportunities in the community for students to develop advanced practice interventions to promote health and disease prevention. *These courses are currently not offered.*

NUR 558 – Transitions to Advanced Practice Nursing (2)

The purpose of this course is to provide the student to transition from the student role to the advanced practice nursing role. Emphasis will be placed on professional topics such as reimbursement, license, and credentialing, prescriptive privileges, interviewing for and securing employment, contract negotiation, and portfolio preparation. The course will also encompass legal issues pertinent to the advanced practice role.

NUR 559 Role Development and Collaborative Strategies in Advanced Practice Nursing (2)

The purpose of this course is to enhance the student's knowledge of advanced nursing practice roles and interprofessional roles in healthcare delivery. Emphasis is on integrating philosophical inquiry, theory analysis, and translational research findings to improve healthcare outcomes for culturally diverse individuals and teams.

NUR 566 Models and Theories for Psychiatric Mental Health Nursing (2)

This course focuses on conceptual models and theories related to the practice of psychiatric and mental health care. Concepts of development and individual functioning provide a theoretical basis for understanding the development of psychopathology and the selection of psychotherapeutic interventions across the lifespan.

NUR 572 Nursing Administration Residency (2)

A practicum experience designed for synthesis of theory and practice where students develop, implement, and evaluate advanced practice leadership strategies in a Health Care Systems area of focus. An understanding of systems structures, processes, and outcomes is gained through practical experiences, personal reflection, and seminar discussions.

NUR 580 – Study Abroad (3)

This course affords the graduate nursing student the opportunity to be involved in the development and implementation of a short-term healthcare mission trip by serving in a transcultural healthcare setting. The educational service provided in the transcultural healthcare setting will be based on the student's nursing expertise and guided by the presence of a faculty member.

NUR 593 Nursing Administration Practicum I (1)

Experiential application of the concepts examined in Nursing Administration in a workplace setting with a preceptor in nursing management.

NUR 600 Primary Care Provider Procedures (2)

The purpose of this course is to enhance advanced practice skills in performing procedures such as casting, splinting, suturing, dermatologic procedures, and basic surgery techniques. Clinical presentations will highlight pathophysiological processes and psychological needs of patients and families across the lifespan. (Course is graded Pass/Fail).

NUR 607 Educational Assessment and Evaluation Processes (3)

This course focuses on the systematic processes of assessment of learners' needs and methods of evaluation of educational outcomes. Formative and summative methods of evaluation will be designed in relation to content as well as curricula of educational programs. In addition, methods of analysis and interpretation of data and uses of results are explored. Each aspect of the assessment and evaluation processes is used to guide future actions.

NUR 615 Resource Management (3)

This course examines the management of resources in the health care environment. Focus is managing the revenue and expense aspects of the budget and the management of personnel. This course provides guidelines for professional self-assessment of financial management.

NUR 617 Primary Care of the Family: Pediatric and Women's Health (4)

The purpose of this course is to enhance knowledge and skills related to management of maternal child health care. Emphasis is placed on acute episodic and chronic conditions in the context of primary care. Management consists of identifying, monitoring, treating and maintaining health care problems of children and child-bearing women utilizing research and/or evidence-based practice. Clinical experiences will provide opportunities in a variety of primary care settings. For this seminar-based course, didactic class time will be thirty contact hours for one credit hour.

Prerequisite: Advanced Health Assessment

Pre/Co requisite: Advanced Pathophysiology & Advanced Pharmacology

NUR 622 Advanced Pharmacology (3)

This course is designed to expand the student's knowledge and understanding of pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents. The purpose of the course is to provide the student with pharmacologic knowledge and skills needed to assess, diagnose, and manage a client's health problems in a safe, high quality, and cost-effective manner across the lifespan. This course will also cover professional, legal and ethical issues pertinent to the prescription and monitoring of pharmacologic agents.

NUR 627A Primary Care of Adult/Geriatric Populations: Acute Management (4)**NUR 627 C Primary Care of Children: Acute Management (4)**

The purpose of this course is to develop advanced practice knowledge and skills in the accurate diagnosis and management of acute health care problems in adult and geriatric populations (A) and children (C) with consideration of the family environment. Management consists of identifying, monitoring and treating acute health care problems utilizing scientific research and evidence-based practice. Clinical experiences will provide opportunities in various acute and community-based settings. *These courses are currently not offered.*

NUR 638A Primary Care of Adult/Geriatric Populations: Chronic Management (4)**NUR 638C Primary Care of Children: Chronic Management (4)**

The purpose of this course is to enhance advanced practice knowledge and skills in the diagnosis and management of chronic health care problems in adult/geriatric populations (A) and children (C) with consideration to the family environment. Management consists of identifying, monitoring, treating, and maintaining chronic health care problems utilizing principles of research and evidence-based practice. This course will also review theories and factors of chronic illness,

content surrounding the process of referral and development of practice guidelines. Clinical experiences will provide opportunities in community and hospital-based settings. *These courses are currently not offered.*

NUR 642 Nursing Education Residency (2)

This course is the clinical culmination of the nurse educator clinical experience. It involves application of educational theories and wholistic nursing practice. Practice experiences are designed to synthesize knowledge and skills and to enable the advanced practice nurse to meet individual practice outcomes and career goals. Practice sites include schools/colleges of nursing and various health care delivery systems.

NUR 639 Primary Care of the Family: Acute and Chronic Management (4)

The purpose of this course is to enhance knowledge and advance practice skills in the diagnosis and management of chronic and acute health care problems in families. Management consist of identifying, monitoring, treating and maintaining acute and chronic family health care problems utilizing principles of research and/or evidence-based practice across the lifespan. This course will also review theories and factors of chronic illness within the context of the family. The process of referral and development of practice guidelines will also be discussed. Clinical experiences will provide opportunities in community and hospital-based settings. For this seminar-based course, didactic class time will be thirty contact hours for one credit hour.

Prerequisite: Advanced Health Assessment

Pre/Co requisite: Advanced Path physiology & Advanced Pharmacology

NUR 650 Specialty Focus Practicum (0-2)

The purpose of this clinical course is to allow students to gain clinical experience in a specific population. The goal of this clinical course is for the student to synthesize knowledge and skills gained in core and previous specialty courses and apply knowledge in the clinical setting. Clinical experiences will be available in a wide variety of subspecialties such as neurology, nephrology, endocrinology, gastroenterology, cardiology, dermatology, oncology, pulmonary, orthopedics, and internal medicine. This course may be repeated for credit.

Prerequisite: Advanced Health Assessment

Pre/Co requisite: Advanced Path physiology & Advanced Pharmacology

NUR 651 Mental Health Assessment and Diagnostic Reasoning Across the Lifespan (4)

This course focuses on the assessment and diagnosis of mental health disorders across the lifespan. Advanced assessment techniques include observation, interviewing, as well as the appropriate use of a variety of screening tools and assessment guides and diagnostic data. Students are introduced to current Diagnostic and Statistical Manual (DSM) criteria. Clinical experiences provide students with opportunities to integrate content in the care of patients across the lifespan.

NUR 652 Psychopharmacology Across the Lifespan (3)

This course builds on advanced pharmacology with the introduction of neurobiological, genetic, and environmental theories of mental health disorders. The course emphasizes evidence-based practice and research-based data in the use of medications for mental health disorders across the lifespan. The course focuses on safety, therapeutic outcomes, recognizing and managing side effects, and medication management as part of a comprehensive treatment plan. The course will

also cover appropriate laboratory and other diagnostic data that impact medication selection.

NUR 653 Management of Acute and Chronic Mental Health Disorders: Children and Adolescents (4)

This course will examine the major psychopathologies in children and adolescents including epidemiology, cultural and spiritual beliefs, specific assessment issues and tools, as well as evidence-based therapies. Interventions include psychopharmacologic as well as psychotherapeutic approaches (including psychotherapy) and combinations of therapies in the care of children and adolescents with mental health disorders. The psychiatric and emotional health of children, adolescents and their parents/caretakers will be explored through developmental, interactional, behavioral, and psychobiological models. This course will also address health promotion and legal/ethical aspects in the treatment of children and adolescents. Clinical experiences will facilitate the implementation and evaluation of therapeutic interventions in a variety of clinical settings.

NUR 654 Management of Acute and Chronic Mental Health Disorders: Adult/Geriatric Populations (4)

This course will examine the major psychopathologies in adult and geriatric populations including epidemiology, cultural and spiritual beliefs, specific assessment issues and tools, as well as evidence-based therapies. Interventions include psychopharmacologic as well as psychotherapeutic approaches (including psychotherapy) and combinations of therapies in the care of adult and geriatric populations with mental health disorders. The psychiatric and emotional health of adults and their families/caretakers will be explored through developmental, interactional, behavioral, and psychobiological models. This course will also address health promotion and legal/ethical aspects in the treatment of adult and geriatric populations. Clinical experiences will facilitate the implementation and evaluation of therapeutic interventions in a variety of clinical settings.

NUR 693A Nursing Administration Practicum II (2)

This course will integrate didactic material from previous courses with administrative practice. The focus is the dynamic combination of administrative theory, quality management, health care economics and information systems through mentoring and field experience. Emphasis will be placed on developing practice and decision-making skills that are excellence drive, Christ-centered, people-focused, and future-directed.

NUR 695B Nursing Administration Practicum III (2)

A practicum experience designed for synthesis of theory and practice where students develop, implement, and evaluate advanced practice leadership strategies in a health care systems area of focus.

NUR 696 Thesis (3)

This course enables the student to implement the research proposal developed in the nursing research course. This project will focus on a problem in a school/college of nursing or health care delivery system. The subject of health care improvements is emphasized through nursing research utilization.

NUR 697 Scholarly Project (3)

This course enables the nurse student to complete a scholarly project. Through the scholarly project the student will identify, analyze, synthesize and utilize knowledge related to a healthcare issue in a school/college of nursing or health care delivery system. Application of critical thinking and nursing research utilization in this project will result in improved healthcare outcomes.

NUR 705 Organizational Leadership and Management (3)

This course is designed to provide opportunities to examine the leadership and management principles essential in providing a Christ-centered health care environment. The course will focus on operational principles, organizational theory, and principles of organizational behavior in establishing a Christ-centered health care organization and/or practice.

NUR 710 Methods of Evidence-Based Practice (3)

This course is designed to provide the opportunity for synthesis and evaluation of evidence-based clinical practice and focuses on critique of literature, evaluation of clinical practice, and effective dissemination of evaluation findings. The student will use evidence-based health care as the springboard for discussion of issues in contemporary research.

NUR 715 Technological Transformation of Health Care (3)

This course is designed to prepare the student to evaluate current health care technology and its effect on health care outcomes. The student will analyze and apply today's information technology, clinical technology, and simulation technology within the health care environment. The student will address quality improvement evaluation to support changes in practice and administration; analysis of ethical-legal implications of digital record systems and distance health care.

NUR 720 Faith and Science (3)

This course is designed to provide opportunities to examine the philosophical underpinnings of the Christian worldview as it applies to faith and science in the arena of health care. An understanding of faith as the basis for hope and humanity in delivering quality health care will be discussed while incorporating the quantitative analysis of scientific principles.

NUR 725 Health Care Policy and Economics (3)

This course is designed to prepare the student to critically evaluate the relationship between problems in health care legislation and the development of economic, political, social, and/or ethical issues that impact nursing. Students will synthesize the components of the Christian worldview related to issues in health care legislation and apply this philosophy to the development of effective health care policies. Students will be prepared to enact fiscally responsible and effective changes in local, state, and national health care policies.

NUR 728 Transitions to DNP Practice (3)

The purpose of this course is to prepare the student for transition from the student role to Advanced Nursing Practice at the doctoral level. Emphasis will be placed on content, competencies, and experiences needed for specialty practice as delineated by national specialty organizations. (Course is graded Pass/Fail).

NUR 730 Epidemiology (3)

This course is designed to prepare the student to employ evidence-based strategies to promote health, reduce risk, and prevent illness in individuals, aggregates, and populations from the Christian worldview approach. Emphasis will be placed on the objectives of *Healthy People 2020* and the analysis of epidemiological, bio statistical, occupational, and environmental data. Other integral topics include collaboration with other disciplines, cultural diversity and sensitivity, emergency and disaster preparedness, and infection control.

NUR 735 Fellowship I (2)

This introductory course is designed to prepare the student to serve within their scope of practice at a high degree of complexity. The student will be supported with application, analysis, synthesis, and evaluation of knowledge gained through core DNP course work to improve clinical practice. Clinical hours are 90:1 ratio. (Course is graded Pass/Fail).

NUR 738 Fellowship II (3)

This course is designed to further prepare the student to serve within their scope of practice at a high degree of complexity. The student will be supported with application, analysis, synthesis, and evaluation of knowledge gained through core DNP course work to improve clinical practice. Clinical hours are 80:1 ratio. (Course is graded Pass/Fail).

NUR 739 Fellowship III (3)

This course is designed to further prepare the student to serve within their scope of practice at a high degree of complexity. The student will be supported with application, analysis, synthesis, and evaluation of knowledge gained through core DNP course work to improve clinical practice. Clinical hours are 80:1 ratio. (Course is graded Pass/Fail).

NUR 745 Leadership and Teaching Practice Strategies (3)

This course is designed to prepare the student for the leadership and instructional role and will focus on expectations of leaders and educators within academic, practice, and health care systems.

NUR 793 DNP Project Development (3)

This course is designed as a faculty-guided scholarly experience to allow the student to develop a proposal for an evidence-based practice project addressing a clinically relevant problem using a collaborative interdisciplinary design. (Course is graded Pass/Fail).

NUR 791 DNP Project Implementation (3)

This course is designed as a faculty-guided scholarly experience to allow the student to implement an evidence-based practice project addressing the clinically relevant problem. This course may be repeated for 2 credit hours. (Course is graded Pass/Fail).

NUR 794 DNP Project Completion (2)

This course is designed as a faculty-guided scholarly experience to allow the student to evaluate and disseminate findings of the evidence-based practice project addressing a clinically relevant problem. (Course is graded Pass/Fail)

**** Didactic – 15 contact hours = 1 credit hour for MSN and DNP; Clinical –see course descriptions for specific hours**

ORIENTATION AND POLICY INFORMATION

- Use your faculty as resource persons. Ask for help whenever you do not understand your reading, returned written work, lecture, etc. We want to help you.
- Prepare a schedule to allow yourself adequate time for reading, study, literature searches, and presentation and manuscript preparation.
- Submit written work on appropriate paper, on-time, and typed neatly in APA style unless otherwise specified.
- Become familiar with your student email address. We ask that you check for incoming messages **at least daily**. Home email addresses should be provided to the Graduate Program Coordinator.
- Notify the coordinator of the program if your name, mailing address, or email address changes.
- Prior to or upon admission, each student will undergo a criminal background check. The student will be responsible for the cost of the criminal background check. If the student is found to have a felony or criminal history that prevents the student from gaining clinical experiences, the student will be immediately dismissed from the program.
- Students admitted to the program must have and maintain:
 - Current CPR certification for all graduate students
 - Evidence of Hepatitis B, MMR, polio, varicella, and tetanus vaccination or immunity
 - Freedom from tuberculosis as evidenced by a negative PPD or health provider examination
 - Health insurance

Plagiarism

The University is concerned about the growing issue of plagiarism. Plagiarism may occur in many ways and may present itself intentionally or unintentionally. To avoid plagiarism, please review the following website information. It is the student's responsibility to avoid plagiarism as this violation may lead to the receiving of an "F" for a course and/or being dismissed from the Graduate Program.

<https://wts.indiana.edu/writing-guides/plagiarism.html>

For further review, there is an editorial about plagiarism by Diana J. Mason, PhD, RN, FAAN, AJN Editor-in-Chief in the American Journal of Nursing, July 2002, Vol. 102, No. 7

General Program Policies

- **POLICIES OF THIS HANDBOOK ARE IN ADDITION TO THE GOVERNING POLICIES AS NOTED IN THE GRADUATE ACADEMIC CATALOGUE** <http://www.uu.edu/catalogue/graduate/>
- Nurses liability insurance is required of all graduate students. You will receive a charge of \$25 each fall semester for the mandatory professional malpractice insurance.
- All students must maintain current licensure, CPR certification and immunization status. All updated information should be uploaded into the Castle Branch portal.
- Problems regarding a course should first be registered with course faculty, then with the Chair of the specific track, then with the Associate Dean of Graduate Programs, and finally with the Dean of the College of Nursing and Health Sciences. The University's appeal procedures are stated in the Union University Campus Life Handbook <http://www.uu.edu/student-services/handbook/>.
- Regular and successive attendance is expected of all students enrolled in face-to-face classes. Each faculty member will decide how this policy will be administered in his or her classes. Due to the accelerated nature of almost all courses in the graduate programs, absence from class should be avoided whenever possible.
- Graduating students are expected to attend graduation activities and exercises.
- If a graduate student is unable to fulfill his/her clinical course obligation in a course due to conflicts in the clinical setting, inability to receive appropriate teaching and/or evaluations, or university faculty advisor deems the clinical experience inadequate, the student may be required to relocate to a facility as requested by the faculty advisor to complete the clinical obligation. The relocation will occur at the student's expense.
- Union University is not liable for the fulfilling of your degree requirements if for whatever reason the student is unable to obtain the required clinical experiences at the affiliated clinical sites.

Clinical Guidelines and Expectations

The student must successfully complete the required number of clinical/simulation hours for each course. Clinical/practicum experiences are vital to student success. Clinical experiences are carefully planned to integrate theoretical content and clinical practice.

Clinical Attendance

Attendance in the clinical setting is expected for successful course completion. Students must coordinate their clinical schedule with their assigned preceptor. A copy of the planned clinical schedule should be uploaded in Typhon under "Student Schedules." **Any changes to the planned schedule need to be updated in Typhon immediately and the student's clinical professor should be notified of the change immediately by email.**

In the event a student will be late/absent from a clinical experience, the student must notify the clinical instructor and preceptor by phone **prior** to the absence or tardy. If the instructor cannot be reached by phone, then an email should be sent to the course instructor. If the preceptor cannot be reached, the clinical agency must be notified of the absence. Students are responsible for rescheduling any missed clinical time to ensure the required number of clinical hours are achieved. **Failure to complete the required number of clinical hours will result in failure of the course.**

Professional Conduct

Professional conduct is always expected of all CON students. Professional conduct includes but is not limited to:

- Being on-time and prepared for all clinical experiences.
- Being attentive, eager to learn, interacting with the preceptor and patients, and staying engaged for the full clinical experience each clinical day.
- Maintaining privacy and confidentiality of PHI.
- Communicating effectively and in a timely manner. Communication with the clinical preceptor and clinical professor is important, especially for clinical concerns, scheduling concerns, treatment questions, Typhon or electronic issues, etc.
- Follow all policy and procedure guidelines of the clinical facility.
- Limiting use of personal electronic devices. Cell phones, computers, and other electronic devices are to be kept in a secure area outside of patient and employee viewing, unless, being utilized for medical or patient visit needs. Personal calls, texting, shopping, or other personal electronic usage should not take place in the clinical setting. For electronic emergency situations, please inform your clinical preceptor and move to your facility's designated area for communication.

Once clinical placements are established, if a faculty member or preceptor determines that a student is not prepared for a clinical experience, the student may be dismissed from the clinical area and the clinical advisor will notify course faculty who will schedule a meeting to discuss concerns.

When the action of the student is such that it seriously jeopardizes a patient's physical or emotional well-being, the student may be dismissed from the program by the College of Nursing for failure to provide safe patient care as outlined in the Academic Standards below.

COVID Policy

Due to the ongoing COVID-19 pandemic and any other unforeseeable events, this class may at times require alternate methods of instruction. Students must have reliable high-speed internet access and a computer with a camera capable of recording the student during computer use. Students should be prepared for schedule changes to facilitate learning for all students.

In the event COVID-19 or other pandemic interferes with clinical placement, students may experience changes in clinical schedules or delayed graduation in order to obtain required clinical hours to meet the requirements for graduation, the Commission on Collegiate Education requirements, and eligibility for the national certification examinations.

At this time, Union University does not require vaccination against COVID for any student. Some healthcare facilities may require vaccination or have other requirements for unvaccinated individuals before approving students to enter the clinical site. Please note, your ability to secure a clinical site may be hindered if you are not fully vaccinated.

All students must self-monitor for symptoms of COVID-19, and if symptoms develop, students should follow the most recent guidelines from the CDC, your provider, and the health

department. If you are feeling ill (including having a new onset cough, new shortness of breath, a temperature at or above 100.4° F., new loss of taste or smell, or muscle or body aches), you may not come to class/clinical. If this situation occurs, you must notify course faculty as soon as possible to make alternate arrangements for class information. If you begin feeling ill during class, please notify your professor immediately. The College of Nursing will follow CDC guidelines (<https://www.cdc.gov/coronavirus/2019-ncov/hcp/return-to-work.html>) regarding your return to the classroom. Clinical sites will have their own guidelines, which will be followed by all students.

You may find additional specific Union University information at the following link:
<https://www.uu.edu/studentlife/health-services/covid-19.cfm>.

Academic Standards, Requirements for Progression, Probation, and Dismissal:

Students must maintain an overall B average. After completion of 9 graduate hours at Union University, a graduate student whose cumulative GPA from courses completed at Union University for graduate credit is below 3.0 will be placed on academic probation. A student placed on academic probation has one semester to increase his or her cumulative GPA to 3.0 or greater to be removed from a probationary status. If the student fails to increase his or her cumulative GPA to 3.0 or greater during the following semester, the student will be dismissed from the MSN Program.

Students must make a grade of B or higher in all track specific and 700 level courses (excluding pass/fail courses) in order to progress in or graduate from the graduate nursing program.

Students will also be dismissed without opportunity for probation if they:

- Receive an “F” (i.e., any grade below a “C”) in any course
- Receive more than two “C” grades in any non-track specific courses

The program faculty recognize that situations may arise which prevent students from successfully matriculating through the program. Students who are concerned about their academic standing should contact his or her advisor. If it appears the student may not be able to achieve a minimum passing grade in a course, they may be encouraged by the appropriate Program Chair to withdraw from the program. This can potentially prevent the student from acquiring an F on their Union University transcript if the dropped class occurs prior to the deadline listed on the academic calendar (“last day to drop a class”). All students who withdraw or who are academically dismissed from the program may not be eligible for readmission.

(See Union University Graduate Catalogue.)

Grading Scale for Graduate Nursing Courses

A = 93 – 100

B = 92 – 85

C = 84 – 75

F = 74 and below

****There is no “D” assigned in any graduate nursing course. The grading scale above applies only to nursing courses.**

Criteria for Dismissal:

Any of the following conditions may result in immediate dismissal from the School of Nursing – Graduate Program. Behaviors identified as criteria for dismissal include but not limited to:

- Unsafe clinical practice that may impact patient safety.
- Any instance that warrants a second warning.
- Disrespect for a faculty member or clinical site representative.
- Academic dishonesty in any form (e.g., plagiarism, cheating, stealing).
- Misrepresentation or fabrication of events surrounding an incident involving professional and/or course related practice.
- Misrepresentation or fabrication of data or clinical records.
- Breach of professional ethics (See ANA Code for Nurses).
- Behavior not commensurate with professional expectations.
- Positive drug test or criminal background check while enrolled in the program. A student can be asked to complete a drug test or criminal background check by the dean of the College of Nursing and Health Sciences at any time while enrolled in the program. Failure to abide in completing the test or obtaining adequate documents will be automatic dismissal from the program. All expenses are the responsibility of the student.

** The student will not be eligible for readmission to the College of Nursing and Health Sciences in any of the above cases.

Students should refer to the Union University College of Nursing Graduate Nursing Handbook (<http://www.uu.edu/programs/nursing/documents/GraduateHandbook2223.pdf>)

Probation

Any student who is in violation of graduate nursing program policies will receive a formal letter of warning outlining the behavior. The student may be placed on probation and allowed to continue in the program. The duration of the probation period will be no less than one full semester. Students must meet with the program chair to discuss the violation, review the probation stipulation, and formulate a plan to succeed in the program. Failure to meet the probation stipulations may result in immediate dismissal from the program at any time during the probation period. Any behaviors that warrant a second probation period will result in immediate dismissal from the graduate nursing program.

Campus Life Handbook

Students are to follow the policies and procedures documented in the 2022-2023 Handbook. <https://www.uu.edu/studentlife/handbook/>

- Union University “Our Statement of Faith”
- Adult Values
- Judicial Process for Value Violations
- Academic Grievance Procedures

Drug Free Environment

For those applicants accepted into the program, a background check and initial drug screen will be required upon August enrollment (at student's expense).

In addition, unscheduled drug screening or background check (at the students' expense) may be done of students at the discretion of Union University or clinical sites.

Student Alcohol and Drug Testing Policy to Maintain Wellness

Introduction

All students enrolled in Union University are expected to have the responsibility, accountability, and competence to make positive choices that maintain and improve their physical, mental and spiritual well-being.

“Or do you not know that your body is the temple of the Holy Spirit who is in you,, whom you have from God, and you are not your own? For you were bought at a price, therefore glorify God in your body and in your spirit, which are God's.”

1 Corinthians 7:19-20

Union University firmly believes that the use of alcohol and drugs can have a negative effect on the performance of the student's intellectual and spiritual development. The potential for alcohol and drug abuse threatens the viability of the student's professional development, the public's confidence in Union's programs and its academic reputation among colleges and universities. Most importantly, alcohol and drug abuse affects individual wellness which is imperative in maintaining a healthy mind and body to serve within God's kingdom and be productive for His purposes.

Definitions

Alcohol means any product of distillation of any fermented liquid or any beverage that contains ethyl alcohol (ethanol), including but not limited to beer, wine and distilled spirits, and alcohol used in the manufacture of denatured alcohol, flavoring extracts, syrups, or medicinal, mechanical, scientific or culinary preparations.

Drug means any controlled substance identified in Schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812). Such drugs include, but are not limited to, amphetamines, barbiturates, benzodiazepines, cocaine, methaqualone, opiates (codeine, heroin, morphine, papaverine), phenycyclidine (PCP) and cannabinoids (THC, marijuana). In accordance with this policy, “drug” also means any legend drug obtained in violation of any Food and Drug Administration enforced statute or regulation. The abuse and/or dependence upon legally permitted substances such as, tobacco, prescription drugs, etc. is also prohibited.

Drug paraphernalia means any equipment, product or material that is used or intended for use in concealing a drug or for use in injecting, ingesting, inhaling, or otherwise introducing into the human body a drug or controlled substance.

Drug test or test means any chemical, biological or physical instrumental analysis, for the purpose of determining the presence or absence of alcohol, drugs or its metabolites. Tests may be based on breath, saliva, urine, blood and/or hair samples.

Reasonable-suspicion drug testing means alcohol or drug testing based on a belief that a student is using or has used alcohol or drugs in violation of this policy drawn from specific, objective facts and reasonable inferences drawn from those facts in light of experience. Among other things, the facts and inferences may be based upon:

- Observable phenomena such as direct observation of drug or alcohol use or of the physical symptoms or manifestations of being under the influence of alcohol or a drug;
- Abnormal conduct or erratic behavior or a significant deterioration in performance;
- A report of alcohol or drug use, provided by a reliable and credible source;
- Evidence that an individual has tampered with an alcohol or drug test while in the academic program; and/or
- Evidence that a student has used, possessed, sold, solicited or transferred drugs or used alcohol.

Refusal to test means:

- Failure to provide adequate urine, hair, swab or other biological material for prohibited substances testing without a valid medical explanation after he or she has received notice of the requirement for testing,
- Engaging in conduct that obstructs or interferes with the testing process,
- Failure or refusal to execute the required forms provided in conjunction with the receipt of this policy or which are a part of the testing,
- Failure to be readily available for requested testing,
- Failure to report to, and undergo prohibited substances testing as required, and/or
- Alteration or adulteration of a specimen or admission to the collector that you adulterated or substituted a specimen.

Under the influence means a condition which alters, impairs, diminishes or affects the body's sensory, cognitive or motor function due to alcohol or drug consumption; drug consumption may include extensive use of prescribed medications as well as illegal use of drugs. This also means the detectable presence of substances within the body, regardless of when consumed, having an alcohol test result of 0.04 or greater alcohol concentration and/or having a positive alcohol or drug test.

A student's use of stimulants (as evidenced by a positive drug screen) without a current prescription will be considered to be abuse of prescription drugs and a "positive" test as noted below.

General Policy

Any of the following actions constitutes a violation of the policy and may subject a student to disciplinary action including immediate termination from the program:

- Consuming or being under the influence of alcohol, smoking or using smokeless tobacco on University property, at a clinical site, or as a representative of Union University.
- Using, selling, purchasing, transferring, possessing, manufacturing, or storing an illegal drug or drug paraphernalia, or attempting or assisting another to do so, while on University property, in a clinical site or as a representative of Union University.
- Using any prescription drug without a current, valid prescription or being under the influence of any prescription drug without a current, valid prescription. A valid prescription is one that is issued by a licensed health care provider authorized to issue such prescription and used for its intended purpose as prescribed before any expiration date. This includes prescription stimulants without a valid, current (within 6 months) psychosocial evaluation.
- Using any drug (over the counter or prescription, regardless of possession of a valid prescription), that has the potential to impair judgment while on University property, a clinical site or while serving as a representative of Union University.
- Refusal to test.
- Conviction of illegal possession and/or illegal distribution of drugs or alcohol.

Types of Testing

Applicant Testing: All applicants accepted into a health-related academic program may, depending on the program requirements, be required to submit to an initial drug screen upon enrollment. This will be *at the student's expense*.

Random Testing: The student may be selected at random for drug and/or alcohol testing at any interval determined by the University. When selected for random testing the student must visit the designated laboratory **within twenty-four (24) hours of notification**.

Reasonable Suspicion Testing: Union University may ask the student to submit to a drug and/or alcohol test at any time it feels that the student may be under the influence of drugs or alcohol, including, but not limited to, the following circumstances: evidence of drugs or alcohol on or about the employee's person or in the employee's vicinity, unusual conduct on the employee's part that suggests impairment or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness.

Post-Incident Testing: Any student involved in an on-campus or clinical site incident which injures the student, another student or a patient under circumstances that suggest possible use or influence of drugs or alcohol in the incident may be asked to submit to a drug and/or alcohol test.

Clinical Site Testing Requirements: To meet clinical obligations, additional drug screens may be required by specific clinical sites at the student's expense.

College of Nursing Testing Procedure/Collection of Samples

All testing will be performed by designated laboratories certified by either the SAMHSA (Department of Health and Human Services) or other governmental entity. Testing shall be in accordance with industry standards and in accordance with any applicable federal and state laws. The collection procedures shall be designed to ensure the security and integrity of the specimen provided by each student and those procedures shall follow chain-of-custody guidelines.

A Medical Review Officer shall be designated to receive all laboratory results from every type of test and assure that an individual who has tested positive has been afforded an opportunity to justify the test result. If the MRO determines that there is no legitimate explanation for the positive result, such result will then be considered a verified positive test result.

Tests for breath alcohol concentration will be conducted utilizing a National Highway Traffic Safety Administration (NHTSA)-approved testing device. If the initial test indicates an alcohol concentration of 0.04 or greater, a second test will be performed to confirm the results of the initial test. The confirmatory test will be observed and performed between fifteen minutes and no more than 30 minutes from the completion of the original test.

Disciplinary Procedures

- Positive drug screen for any of the criteria listed above:

Students receiving a positive test for alcohol or drugs will be dismissed from the graduate nursing program.

Clinical sites do not allow students that have tested positive to enter their facility. Without clinical hours and experience, students would be unable to qualify for graduation from the graduate nursing program or to sit for their certification exam.

Alcohol/Drug Related Convictions

Students who are convicted of any alcohol or drug related violation under state or federal law or who plead guilty or nolo contendere (i.e. no contest) to such charges must inform the University in writing within five (5) days of the conviction or plea. Failure to report a conviction will result in disciplinary action, up to and including dismissal from their academic program and University.

Cost of Process

Students are responsible for costs associated with enrollment and pre-clinical drug testing and required background checks.

Miscellaneous

While it is the desire to the University to promote a wellness plan that supports the grace filled community of the University, there are many external factors (e.g. licensing boards and clinical facility requirements) that may prohibit the student's ability to complete program requirements and may therefore result in program and University dismissal. If this occurs, the University is not liable for any effects this may cause in being unable to foster the student's completion of the program's academic requirements.

Alcohol Consumption

There is to be no consumption of alcohol at functions where you participate as a Union student. This includes professional presentations/meetings (local, district, national), mission trips, etc. If alcohol is consumed at these functions, there will be penalty including suspension, probation, and possible dismissal.

Please be aware that any photos, videos, social media postings, or other depictions of a student consuming alcohol may constitute a violation of the Community Values Statement. Please refer to the 2022-2023 Campus Life Handbook (<https://www.uu.edu/studentlife/handbook/cvs2223.pdf>).

Social Media Policy

It is never appropriate to share comments, updates, or critiques on any public forum (e.g., Facebook or twitter). Items, photos, and comments shared on these sites are available to the public and any that are in direct violation with our community values may result in disciplinary action (e.g., probation, suspension, and/or dismissal). For your convenience, below is a portion of the community values statement that you signed upon entering the graduate nursing program:

PERSONAL ABUSE. Personal abuse is defined as any behavior that results in harassment, coercion, threat, disrespect and/or intimidation of another person, or any unwanted sexual attention towards another person. This action may include any action or statements that cause damage or threaten the personal and/or psychological wellbeing of a person. Inappropriate narrative on a personal blog (e.g., Facebook) may be considered personal abuse.

Violations of this are considered very serious because they not only reflect upon your character but reflect upon the graduate nursing program and the University and individuals will be disciplined as appropriate.

These blog sites (e.g., Facebook, Twitter) are not to be utilized to address items such as clinical concerns, clinical sites or concerns with the nurse practitioner track faculty or coursework at Union University. Direct violation with this policy may result in disciplinary action as listed above. (e.g., probation, suspension, and/or dismissal)

Students are not to access, view, or post to social media while at clinical sites unless you are on break and not in patient care areas. Direct violation with this policy may result in disciplinary action as listed above. (e.g., probation, suspension, and/or dismissal)

Texting

Under no circumstances will cell phone texting be tolerated in the clinical setting in the presence of patients. Students are permitted to have cell phones that are in the silent mode in their possession. **In addition, no texting is allowed unless the student is on break or at lunch and in a non-public setting where conversations may be overheard.** Violation of this policy may result in suspension or dismissal from the graduate nursing program.

Handheld Electronic Devices (HED)

1. All students are fully responsible for following all regulations of the Health Insurance Portability and Accountability Act (HIPAA) guidelines and for following HIPAA guidelines when using their HED in the clinical setting. **NOTE: AT NO TIME IS IT PERMISSIBLE TO PUT ANY PATIENT IDENTIFIERS OR PERSONAL PATIENT INFORMATION ON YOUR DEVICE**
2. The primary purpose for the HED in the clinical setting is for reference purposes (e.g., electronic drug guide, medical dictionary, etc.). It may be used as a calculator as well.
3. Telephone and camera functions must be turned off during clinical experiences by placing the HED in “airplane” mode (please refer to instructions on your specific device to accomplish this).
 - a. **STUDENTS ARE PROHIBITED FROM TAKING PHOTOGRAPHS IN ALL CLINICAL SITES.** This includes taking pictures of documents or computer screens to capture patient data.
 - b. Sending or receiving text or other messages on the HED during clinical is not permitted. (*NOTE: Faculty members will have a cell phone in case of emergency*).
 - c. No pictures are to be taken in the Cadaver or Plastination labs. These are a person’s body and must be treated with respect.
4. Infection control precautions must be maintained when using a HED in patient care areas. (**See Handheld Device Hygiene below**)
5. When accessing information on your device you must step away from public view. Patients and visitors do not know if you are using the HED for work or personal business and, to avoid any misunderstandings, keep your device out of sight in general areas on the unit.

Handheld Device Hygiene

- a. Wash hands before using the HED.
- b. Avoid using device with contaminated gloves. Plan ahead for procedures.
- c. Wipe down handheld device using solutions **ONLY** recommended by the device manufacturer.
- d. Avoid areas that can possibly contaminate the device (e.g., bedside tables, patient bed).
- e. **DO NOT take device into isolation rooms.**
- f. Use common sense. Think before using the device in the clinical setting. Remember, you intend to bring your handheld electronic device home to use again.

NOTE: Taking your personal handheld electronic device into the clinical setting is purely optional. You are solely responsible for its safety and security and use in accordance with the policies of the clinical site and this policy. Union University and the clinical agency are **NOT** responsible if your personal handheld electronic device is lost, stolen, broken, or contaminated to the point it is not usable.

Disclosure of Offenses Post-background Check Completion:

All graduate nursing students are required to complete a background check upon entering the College of Nursing. Please note the following statement regarding continued enrollment in the graduate nursing program:

Current full and part-time, MSN, Post-graduate Certificate, and DNP students are required to immediately report to their program chair and the Associate Dean of Graduate Programs any infractions (arrest, criminal charge, or conviction) that could potentially encumber your nursing license. Such actions may prohibit your ability to complete the required clinical hours in various clinical agencies and successfully complete the graduate nursing program. Failure to disclose information may result in dismissal from the program.

Student E-Mail

Union University provides an email account to support students in their graduate studies. Students are required to have an email address that ends with '@my.uu.edu'. All communication from the graduate nursing students will be sent to the uu.edu address. Students are expected to check their e-mail on a daily basis for updated communications.

Dress Code

In all clinical or Fellowship settings the student is to wear a name badge that identifies the student with Union University College of Nursing and Health Sciences.

Hospital or Clinical Settings:

Students are to wear a white finger-tip length lab coats (no embroidery, emblems, or logos). The UU ID badge should be clearly visible. All articles of personal attire should be scrupulously clean, i.e., freshly washed, wrinkle-free and in good condition. A watch with a second hand, a wedding and/or engagement ring and one pair of plain pierced earrings are the only items of jewelry that may be worn.

Hair must be well groomed and, if longer than collar length, it must be worn up or secured at the nape of the neck. Ribbons and headbands are not permitted. Male students should be clean shaven or wear neatly trimmed beards or moustaches. Fingernails should be clean, short, rounded, smooth and unpolished. All direct care providers should have nails less than 1/4 inch long. Short nails and clear polish seem to have no effect on the microbial load. Long nails and artificial nails increase the microbial load. Long nails can injure the patient and cause gloves to tear and are not permitted.

Professional clothing (business casual) is appropriate for most agencies. Wear solid pants or skirts. Skirts should cover your knees when seated. Polo type shirts or button-down shirts/blouses will show no exposed skin and completely cover midriff. Proper under garments must be worn. Closed-toed shoes and hosiery/socks are required. Scrubs should only be worn in certain clinical settings i.e., ED, OR, or critical care units. You must have approval from preceptor and clinical instructor before these can be worn. Jeans, tee shirts, tee shirts with logos and athletic/tennis shoes are not to be worn in any setting.

College of Nursing and Health Sciences Sponsored Organizations

Nu Lambda is a chapter of **Sigma Theta Tau International**, the Nursing Honor Society. Its purposes are to recognize superior achievement, to develop leadership qualities, to foster high professional standards, to encourage creative work, and to strengthen commitment to the ideals and purposes of the profession. Membership is by invitation to undergraduate students, graduate students and community leaders. The criteria for induction of graduate students are completion of one-fourth of the required nursing curriculum and a GPA of 3.5 or greater. After graduation, students continue their membership in the society as alumni.

Graduate nursing students are strongly encouraged to hold membership in **the American Nurses Association (ANA) and Tennessee Nurses Association (TNA)** if they reside in Tennessee. Most professional nursing organizations have student memberships at a discount rate, so students should take advantage of those opportunities.

Library Resources for Nursing Students

The most useful library resources for nursing students are gathered on the Nursing Research Guide at <http://guides.uu.edu/nursing>. From this guide, you can access library databases for doing research, the library catalog to locate both print and electronic books, useful websites, information on citing sources and other relevant links.

Databases

The databases for nursing topics are found on the databases page of the research guide <http://guides.uu.edu/nursing/databases>. The primary databases are listed first, including Cinahl, Science Direct, MEDLINE and Nursing and Allied Health Collection. Other useful health sciences databases are listed below the primary databases. Descriptions of the databases and their content are included on the website. The descriptions can help you determine which databases are most likely to have content related to your topic.

Notes on specific databases

- MEDLINE vs PubMed: PubMed is a public database available through the National Library of Medicine. MEDLINE is a subscription service that searches the same content. We have MEDLINE access on several different platforms (one is listed with the primary databases and others are listed with the other databases). All of these (all MEDLINES and PubMed) are searching the same content, though the interface will be different.
- SciFinder: This is primarily a chemistry a database. It requires an individual account which must be created on campus. (According to our license agreement we cannot provide remote access to the registration.) If you are enrolled in an online program and need access to the SciFinder, please contact the library and we will be glad to create the account for you.
- MicroMedex: **username:** unionu **password:** 9acdmdx
- *UpToDate* is available through the Union University library. Students can also download the app.

Books

The books page of the guide, <http://guides.uu.edu/nursing/books>, provides access to the library catalog. Several electronic books databases have significant collections in health sciences, including Ebsco Ebooks, OVID Ebooks and R2 Library. If you are enrolled in an online program and need access to print books we hold in our library, you can fill out an interlibrary loan form at <http://www.uu.edu/library/services/ill/>. Make a note in the comments section that you are a distance student and need the book(s) sent directly to you.

Off Campus Access to Electronic Resources

Off campus access is provided through a proxy server (with the exception of databases mentioned above). You will be prompted to login with your UU network credentials. This will be your username (firstname.lastname) and password that you use to login to Moodle, email or other UU resources. DO NOT include “@my.uu.edu” as part of your username.

Common issues

- The proxy login page has the UU crest in the center. If you get any other login screen, your UU credentials will not work. Try clearing your browser cache and cookies and navigate to the database again. If you continue to get a different login, please contact the library at library@uu.edu.
- Do not try to save bookmarks to specific databases. They often include extra information that breaks the connection with the proxy server. Always begin at one of the database lists on the library website.
- If the browser will not load the page when you click on the database link—either it simply spins and does nothing or gives you a “cannot load page” error message—this usually indicates the proxy server is being blocked by a firewall or security software. This is especially common when trying to access databases on business networks. Adding an exception to ezproxy.uu.edu should resolve the problem. (If you are at work, this would need to be done at the network level by the IT dept.)

Research Coach

Research assistance is provided through the Research Coach program. This is one-on-one assistance to help you learn which databases to use, how to search, and how to use and cite sources. More information can be found at <http://www.uu.edu/library/research/coach.cfm>. Research coaching for online students can be done over the phone, through skype or other applications.

Contact the Library:

<u>Phone</u>	<u>Email</u>	<u>Website</u>
For research help 731-661-6571	For research help reference@uu.edu	Homepage http://www.uu.edu/library
For general questions Or questions about your account, renewing books, etc. 731-661-5070	For general help or report issues with access library@uu.edu	Ask-a-librarian http://www.uu.edu/library/ask.cfm

Computer Requirements

Each student is required to have access to a personal computer and printer outside of the university. It is not the university's responsibility to print or copy documents that the faculty may send to you via email attachments or distribute in the classroom. It is the student's responsibility in being able to send/receive emails with attachments and operate basic computer software such as Word, Excel, and PowerPoint. At times, the student will be required to watch videos that contain audio and video through PowerPoint, or a DVD. The student is responsible for sending or receiving information from a computer that has an active up-to-date antivirus program. The university will provide you an email account free of charge. *The student communicating from distant sites should communicate through high-speed Internet access.* Students are encouraged to contact the Help desk (help@uu.edu) if they encounter computer or learning program problems. Additional IT information is available at <http://www.uu.edu/it/>

Students with Disabilities or Academic Accommodations***ADA Policy/Accommodations***

Any student with a disability requesting academic accommodations is encouraged to speak with the course instructor immediately at the beginning of the semester. In addition, the student must provide the instructor with a letter of accommodations from the Office of Disability Services (ODS). For more information about registering with ODS please visit www.uu.edu/ods or contact Esperanza Gonzalez, Director for Disability Services, at egonzalez@uu.edu or (731) 661-6520. ODS is located in PAC F-39. All information disclosed during this process will be handled in compliance with FERPA policies regarding privacy of information.

Limited English Proficiency Policy

Union University may approve select accommodations for specific undergraduate and graduate students who have limited English proficiency (LEP). Intended to be a semester-long support system to aid in navigating academic English discourse demands, these accommodations are based on student need and the availability of resources through Union's English Learners Program. The goal is to aid the LEP student in gaining the English proficiency necessary to continue in her/his studies without the need for additional accommodations. However, LEP students may seek accommodations for additional semesters if needed.

- Students with limited English proficiency should contact Dr. Phillip Ryan (pryan@uu.edu) to begin the evaluation process and learn more about select resources.
- Dr. Phillip Ryan or his designee, in consultation with the Institute for International and Intercultural Studies (IIIS) faculty at Union University and the professor for English 111 and 112 for Internationals, will determine student eligibility and specific accommodations if needed. Recommended accommodations may include but are not limited to extended time on tests, Hundley Center support, or the ability to record class lectures.
- If approved, Dr. Phillip Ryan will send recommendations to the student, cooperating faculty, and the student's academic advisor.

7/2022

Policy Acknowledgement by the Student

POLICIES OF THIS HANDBOOK ARE IN ADDITION TO THE GOVERNING POLICIES AS NOTED IN THE GRADUATE ACADEMIC CATALOGUE <http://www.uu.edu/catalogue/graduate/> AND THE CAMPUS LIFE HANDBOOK <http://www.uu.edu/student-services/handbook/>

The signature of the graduate student below indicates they have read and understood the student handbook and agree to abide by the provisions within. This signed agreement will be placed in the student's file as a permanent record.

Printed Name
Graduate Student _____ Date _____

Signature _____

A COPY IS TO BE RETAINED BY THE STUDENT

**Student Alcohol and Drug Testing Policy to Maintain Wellness
Acknowledgement**

The signature of the graduate student below indicates they have read and understood the information related to student alcohol and drug testing and wellness and agree to abide by the provisions within. This signed agreement will be placed in the student's file as a permanent record.

Printed Name
Graduate Student _____ Date _____

Signature _____

A COPY IS TO BE RETAINED BY THE STUDENT

PRIVACY ACT RELEASE FORM

During the academic year at Union University College of Nursing and Health Sciences, it may be appropriate for College of Nursing and Health Sciences faculty to return graded work in a public manner, for example, outside a faculty office, classroom, or laboratory. Because Union University does not wish to violate your privacy rights under the Family Education Rights & Privacy Act, your signature is required (below) if you are willing to waive these rights under this Act for specific, above-stated purpose. You are **not required** to sign this waiver/release form. **If you do not sign**, it will be the faculty's responsibility to return your graded work directly (i.e., privately) to you.

PRIVACY ACT SIGNATURE STATEMENT

I certify that I have read the above statement and I waive my privacy right under the Family Education Rights & Privacy Act.

Printed Name
Graduate Student _____ Date _____

Signature _____

A COPY IS TO BE RETAINED BY THE STUDENT