

AMERICAN UNIVERSITY of HEALTH SCIENCES



Nursing Education Track



Nursing Administration, Leadership & Management Track



**Family Nurse Practitioner Track:
Post-Graduate APRN Certification Program**



SCHOOL OF NURSING GRADUATE PROGRAM

MASTER OF SCIENCE IN NURSING (MSN) STUDENT HANDBOOK Spring 2020 – Winter 2021

The AUHS MSN Program has been granted Institutional Accreditation (WSCUC, TRACS) and State Approval (BPPE).

The Baccalaureate of Science in Nursing (BSN) degree program at AUHS is currently accredited by the CCNE and the master's degree program and post-graduate APRN certificate program is pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

This graduate admission consultation packet is not an agreement or contract between individual student and the AUHS School of Nursing (SON), Master of Science in nursing (MSN) Graduate Program. AUHS SON MSN Graduate Program reserves the right to revise or delete statements, policies, curriculum, fees, and calendar, as necessary. All revisions are effective immediately upon notification.

Table of Contents

WELCOME FROM THE CHAIR OF SON Graduate Programs	1
INTRODUCTION	2
TRUE AND CORRECT STATEMENT	2
PROGRAM OR POLICY CHANGES	2
MISSION OF THE AMERICAN UNIVERSITY OF HEALTH SCIENCES	2
APPROVALS AND ACCREDITATIONS	2
INSTITUTIONAL ACCREDITATIONS:	2
WASC SENIOR COLLEGE AND UNIVERSITY COMMISSION (WSCUC)	2
TRANSNATIONAL ASSOCIATION OF CHRISTIAN COLLEGES AND SCHOOLS (TRACS)	2
PROGRAMMATIC ACCREDITATIONS:	3
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)	3
STATE APPROVALS:	3
BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)	3
CALIFORNIA BOARD OF REGISTERED NURSING (BRN)	3
NONDISCRIMINATION and AFFIRMATIVE ACTION POLICY	3
American University of Health Sciences Institutional Learning Outcomes (ILOs)	4
Master of Science in Nursing Program Learning Outcomes (PLOs)	4
CAMPUS SERVICES	5
STUDENTS WITH DISABILITIES	5
STUDENTS NEEDING PSYCHOLOGICAL SERVICES	5
STUDENTS NEEDING WRITING ASSISTANCE	5
CENTER FOR ACADEMIC SUCCESS	5
COMPUTER RESOURCES	5
LIBRARY SERVICES	5
CANVAS	5
PROCTORIO	6
UNIVERSITY EMAIL	6
ADVISING AND TUTORIAL ASSISTANCE	6
Faculty Advising	6
Tutorial Assistance	6
Center for Academic Success (CAS)	6
Stress Management Resources	7
MISSION AND VISION OF THE SCHOOL OF NURSING – MASTER OF SCIENCE IN NURSING GRADUATE PROGRAM	7
MISSION AND VISION	7
CORE VALUES	7
PHILOSOPHY	7
PURPOSE OF THE PROGRAM	7
CURRICULAR FRAMEWORK OF THE SCHOOL OF NURSING –	8
MASTER OF SCIENCE IN NURSING GRADUATE PROGRAM	8
CODE OF CONDUCT FOR ADVANCED PRACTICE REGISTERED NURSES	8
NURSING STANDARDS	8
CODE OF ETHICS	8
THE MASTER OF SCIENCE IN NURSING (MSN) and POST-APRN DEGREE GENERAL	

DESCRIPTION	9
Master of Science in Nursing (MSN) Degree	14
Admissions	15
Graduation Requirements.....	15
Master of Science in Nursing (MSN) Course List	16
MASTER OF SCIENCE IN NURSING COURSE DESCRIPTION.....	17
POST-GRADUATE APRN-FNP CERTIFICATE PROGRAM DESCRIPTION.....	21
ADMISSION REQUIREMENTS FOR THE POST-GRADUATE APRN CERTIFICATE PROGRAM.....	21
MASTER OF SCIENCE IN NURSING (MSN) AND THREE (3) SPECIALIZATION TRACKS.....	22
AUHS MSN GRADUATE PROGRAM GRADING SCALE WITH LETTER AND GRADE POINTS	24
GRADING SYSTEM AND PROGRESS EVALUATION	24
DEFINITION OF OTHER GRADES	24
Grade Explanations.....	25
GRADUATION REQUIREMENTS (core courses, electives, and activities)	25
TECHNICAL STANDARDS FOR ADMISSIONS, PROGRESSION AND COMPLETION OF THE MSN PROGRAM.....	26
Admitted MSN students in the FNP and Post-Graduate APRN-FNP Certificate Program:	26
Intellectual, Conceptual, Integrative, and Quantitative Abilities	27
Communication	27
Behavioral, Ethical and Professional Attributes.....	27
Visual/Auditory	28
Motor coordination and function.....	28
GENERAL ACADEMIC POLICIES FOR THE SON MSN GRADUATE PROGRAM.....	29
PROBATION	29
Academic Probation	29
Nonacademic Probation.....	30
SATISFACTORY ACADEMIC PROGRESSION AND PROMOTION	30
POLICY STATEMENT.....	30
Purpose.....	30
Scope/ Coverage.....	30
Grade Appeals	31
POLICY AND PROCEDURE FOR MSN CLINICAL COURSES.....	31
EVALUATION POINTS FOR SATISFACTORY ACADEMIC PROGRESS.....	32
Cumulative GPA Requirements for Satisfactory Academic Progress.....	32
Completion Rate Requirements for Satisfactory Academic Progress	32
GRADING AND BEHAVIOR POLICY	32
POSTING OF GRADES AND/OR DISTRIBUTION OF EXAMS	32
STUDENT COMPLAINTS/GRIEVANCE.....	33
STUDENT COMPLAINTS	33
Procedure	33
STUDENT COMPLAINTS RELATED TO ACCREDITING COMMISSIONS AND APPROVING AGENCIES' STANDARDS	33
Procedure	33
EXPECTATIONS FOR BEHAVIOR	33
ACADEMIC INTEGRITY	34
COLLUSION	34

COPYRIGHT POLICY	34
IMPAIRED MSN STUDENT	34
USE OF CONTROLLED SUBSTANCES, DANGEROUS DRUGS OR DRUG DEVICES	34
STUDENTS ARE EXPECTED TO:	35
COMMITMENT TO LEARNING	35
SIMULATION PRACTICE EXPERIENCE	35
CAMPUS SKILLS LABORATORY	35
CLINICAL PRACTICE EXPERIENCE:	36
CRITICAL INFORMATION: MSN AND POST-GRADUATE APRN CERTIFICATE CLINICAL PROGRAMS.....	36
DOCUMENTATION OF INAPPROPRIATE BEHAVIOR OR UNSAFE CLINICAL PRACTICE:	37
ISSUING AN ADVERSE ACTION FORM.....	37
HEALTH EVALUATION	38
GENERAL	38
PHYSICAL EXAM.....	38
TUBERCULOSIS EVALUATION	38
IMMUNIZATION STATUS.....	38
BASIC LIFE SUPPORT CARDIOPULMONARY RESUSCITATION (BLS/CPR).....	39
BACKGROUND CHECK	39
HIPAA PRIVACY AND SECURITY SCREENING.....	39
MALPRACTICE INSURANCE	39
PERSONAL APPEARANCE	39
HYGIENE.....	39
DRESS CODE ON CAMPUS:	40
STUDENT IDs	40
ID Replacement	40
CLINICAL AGENCY RULES	40
CONFIDENTIALITY	40
HEALTH SITUATIONS INCREASING RISK IN THE CLINICAL SETTING.....	41
POLICY ON HIV/AIDS AND OTHER BLOOD BORNE DISEASES	41
DEFINITIONS	41
HIV/AIDS.....	41
HIV POSITIVE	41
PRINCIPLES UNDERLYING THE POLICY ON HIV/AIDS AND OTHER BLOOD BORNE DISEASES	41
POLICY ON HIV/AIDS AND OTHER BLOODBORNE DISEASES	41
PROCEDURAL ADDENDUM TO HIV/ AIDS POLICY	42
POST-EXPOSURE PROPHYLAXIS INSTRUCTIONS	43
STUDENT-FACULTY COMMUNICATION.....	43
FACULTY ADVISEMENT.....	43
ATTENDANCE POLICIES.....	44
Didactic Class Attendance Policy.....	44
Absence Policy	44
Excused Absences	44
Unexcused absences.....	44
Promptness.....	45
Advising.....	45
ABSENCES AND PUNCTUALITY	45

MAKE-UP EXAMINATION	45
CLINICAL COURSES	45
STUDENT INFORMATION	45
Early Academic Alert	45
Instructor of Record.....	46
Office of Student Affairs:.....	46
Removal from Academic Alert	46
Remediation of Didactic Courses.....	46
The criteria for remediation are as stated below:	47
Course Remediation Implementation Timeline Policy.	47
Intercession Fees and Financial Aid.....	48
Failure During Clinical Practice Experience:	48
Title IX	48
Agreement to Binding, Individual Arbitration and Waiver of Jury Trial.....	49
Campus Crime and Security Act	49
TRANSFER OF CREDITS	49
FINANCIAL ASSISTANCE	49
Satisfactory academic progress for financial aid.....	49
Financial Aid Warning, Financial Aid Probation, and Financial Aid Dismissal.....	49
Federal Work Study.....	50
STUDENT INVOLVEMENT IN SCHOOL OF NURSING MSN GRADUATE COMMITTEES.....	50
ELIGIBILITY FOR LICENSURE.....	50
SON GRADUATE PROGRAM ORGANIZATIONAL CHART	52
ORGANIZATIONS.....	53
STUDENT ORGANIZATIONS	53
SIGMA THETA TAU: SIGMA ORGANIZATIONAL FACT SHEET	53
ACTIVITIES AND EVENTS	53
Community Service.....	53
EMERGENCY PLAN.....	54
ADDITIONAL EMERGENCY INFORMATION	54
CHANGES TO POLICY AND/OR CURRICULUM REQUIREMENTS	54
HIPAA AUTHORIZATION FORM	55
Student Statement Regarding Hepatitis B.	56
ACKNOWLEDGEMENT OF RECEIPT OF INFORMATION ABOUT AUHS SCHOOL OF NURSING, MSN GRADUATE PROGRAM ACADEMIC POLICIES	57

WELCOME FROM THE CHAIR OF SON Graduate Programs

Welcome to all of you!!

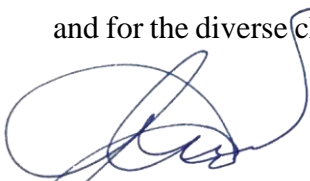
The Founders, Senior Executive Leadership, faculty, and staff of American University of Health Sciences would like to congratulate you in choosing to advance your nursing career in partnership with our University - AUHS.

We are pleased that we can journey with you as you travel many roads that could take you to the **ultimate stop light**, as you turn varied challenges into opportunities, and failures into successes while depending on God's blessings. As partners in your education, we will both endeavor to be successful in preparing you to be safe practitioners providing quality nursing care to diverse patient population across the lifespan; while promoting health, preventing diseases, and client/patient participating in client/patient health maintenance and restoration (ANA, 2015).

This Graduate Student Handbook contains significant information relative to policies and procedures specific to the MSN and Post-Graduate APRN Certificate programs. All students in the MSN and Post-Graduate APRN Certificate are required to read and adhere with the policies and procedures relating to expectations, performance, compliance, and curriculum. In addition to the information written herein, graduate students are expected to comply with all University policies and procedures found in the AUHS catalog.

AUHS reserves the right to change policies and procedures with notification to all students. For additional questions and clarifications, please see or contact the School of Nursing, Master of Science in Nursing (MSN) Graduate, and Post-Graduate Advance Practice Registered Nurse - Family Nurse Practitioner (APRN-FNP) Certificate Program.

Let us work collaboratively for your successful future as MSN and APRN, for your family, and for the diverse client/patient waiting for you to provide them an exceptional patient care.



Manuel Atienza, MD, FNP-C, MSN, RN

Chair of SON Graduate Programs

School of Nursing

INTRODUCTION

TRUE AND CORRECT STATEMENT

AUHS makes every effort to ensure accuracy of the information contained in this student handbook. Some policies, rules, procedures, and regulations may change and therefore alter the information during this handbook period. The University reserves the right to change policies, regulations, fees, and course of instruction upon the direction of the AUHS Administration and its Chief Executive Officer. The most current and complete information on any changes is available online through the AUHS website <http://auhs.edu/>.

PROGRAM OR POLICY CHANGES

AUHS has the right, at its discretion, to make reasonable changes in program content, class schedules, policies, procedures, materials, and equipment, as it deems necessary in the interest of improving the students' educational experience. When class size or curriculum warrant, classes may be combined. When federal, state, accreditation, or professional changes occur that affect students currently in attendance, the institution will make the appropriate changes and notify the students accordingly.

MISSION OF THE AMERICAN UNIVERSITY OF HEALTH SCIENCES

The American University of Health Sciences, a private Christian-based minority-serving university of higher education, welcomes students of diverse backgrounds and prepares them to make a positive impact on society through the provision of exceptional quality patient-centered care within the context of a global perspective of the human condition. This mission is accomplished through the creation of a strong and caring academic environment where excellence, diversity, and the development of the entire person—mind, body, and spirit—is addressed and where teaching/learning, research, service, and scholarship is valued and supported. Inspired by a strong belief in God and the Christian values of love and caring for humankind, and of justice and respect, the University's core values include a holistic approach to education, promotion of the intellectual, analytical, and critical thinking abilities of its students, evidence-based knowledge, service to our fellow man, and a commitment to life-long learning.

APPROVALS AND ACCREDITATIONS

INSTITUTIONAL ACCREDITATIONS:

WASC SENIOR COLLEGE AND UNIVERSITY COMMISSION (WSCUC)

American University of Health Sciences (AUHS) is accredited by the WASC Senior College and University Commission (WSCUC), located at 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, Tel: 510.748.9001. WSCUC is a regional accrediting body recognized by the U.S. Department of Education (USDOE) and the Council on Higher Education Accreditation (CHEA). [Accreditation Commissions.wascsenior.org](http://AccreditationCommissions.wascsenior.org).

TRANSNATIONAL ASSOCIATION OF CHRISTIAN COLLEGES AND SCHOOLS (TRACS)

AMERICAN UNIVERSITY OF HEALTH SCIENCES (AUHS) is a member of Transnational Association of Christian Colleges and Schools (TRACS), located at 15935 Forest Road, Forest VA 24551, Tel: 434.525.9539, email: info@tracs.org, having been awarded accredited status as a category III institution by the TRACS Accreditation Commission. TRACS is recognized by the US Department of Education (USDOE), and the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQSSHE). info@tracs.org.

PROGRAMMATIC ACCREDITATIONS:

COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)

The **Baccalaureate degree program in Nursing** at American University of Health Science is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. ccneaccreditation.org;

https://directory.ccnecommunity.org/reports/rptAccreditedPrograms_New.asp?state=CA&sFullName=California&sProgramType=1

The Baccalaureate of Science in Nursing (BSN) degree program at AUHS is currently accredited by the CCNE and the master's degree program and post-graduate APRN certificate program is pursuing initial accreditation by the Commission on Collegiate Nursing Education Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

Note: Programmatic Accreditation from Commission on Collegiate Nursing Education (CCNE) ON-SITE VISIT: 2/3/2021 (SPRING 2021)

STATE APPROVALS:

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)

American University of Health Sciences (AUHS) is a private institution and is approved to operate by the BPPE, which means compliance with state standards as set forth in the Ed. Code. The Bureau's approval means compliance with minimum state standards and does not imply any endorsement or recommendation by the state or superintendent. Institutional approval must be re-approved every three years and is subject to continuing review.

bppe.ca.gov

CALIFORNIA BOARD OF REGISTERED NURSING (BRN)

The Bachelor of Science in Nursing (BSN) Degree at American University of Health Science is approved by the California Board of Registered Nursing.

Note: Board of Registered Nurses (BRN) approval (for the FNP track only) Following receipt of CCNE programmatic accreditation, AUHS will request approval of the MSN FNP* track from the BRN.*

NONDISCRIMINATION and AFFIRMATIVE ACTION POLICY

AUHS, in accordance with applicable Federal and State Laws and University Policies, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (including pregnancy, childbirth, post-partum period and medical conditions related to pregnancy and childbirth), disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

The Director of Student Services is the coordinator of Title IX-the Educational Amendments Act of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. All inquiries or complaints under the sex discrimination provisions of Title IX should be directed to the Director of Students Services. The Director of Student Services must act equitably and promptly to resolve complaints and should provide a response within seven working days after the investigation. American University of Health Sciences supports Equal Opportunity for all people regardless of their race, religion, sex, or disability.

Inquiries regarding the University's student-related nondiscrimination policies may be directed to the Office of the Student Services. Students may complain of any action which they believe discriminates against them on the ground of race, color, national origin, marital status, sex, sexual orientation, disability, or age and may contact the Office

of Student Services, 1600 East Hill Street Building 1, Signal Hill, CA 90755, (562) 988 -2278. For further clarification of such policies including discriminatory practices and sexual harassment, students are invited to view the AUHS Website and review the general catalog.

American University of Health Sciences Institutional Learning Outcomes (ILOs)

1. **Performance.** (Academic Excellence/ Research/ Scholarship). Graduates will demonstrate academic, practical, social, and philosophical knowledge of their profession/career pathway.
2. **Cultural Competence** (Diversity). Graduates will deliver culturally competent, sensitive care that is evidence-based in the appropriate health career service area.
3. **Critical Thinking** (Academic Preparation or Excellence/ Education). Graduates will apply critical thinking as the theoretical and scientific underpinnings to the appropriate health career profession to build a solid foundation to drive the profession forward.
4. **Social Responsibility** (Service). Graduates will develop social and personal responsibility for ongoing professional growth and development including higher education in the appropriate health career profession.
5. **Christian Values.** Graduates will be able to affect positive patient outcomes by sharing their Christian Values of love, caring, justice and respect, as an advocate patient needs and rights.

Master of Science in Nursing Program Learning Outcomes (PLOs)

The desired terminal objectives for the Master of Nursing Program are to produce advance practice Nurses and graduates who can demonstrate competencies in the following PLOs: Derived from Essentials of Master's Education in Nursing (American Association of Colleges of Nursing [AACN], 2011)

- PLO 1. Integrates scientific underpinnings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings (evidence-based practice) in the role of the master prepared nurse.
- PLO 2. Utilizes principles of organizational and systems leadership critical to the promotion of high quality and safe patient care emphasizing ethical and critical decision making, effective working relationships and a systems-perspective.
- PLO 3. Articulates the methods, tools, performance measures, and standards relate to quality, as well as are prepared to apply these principles within an organization.
- PLO 4. Translates and integrates scholarship into practice by applying research outcomes within the practice setting, resolving practice problems, and working as change agents to disseminate results.
- PLO 5. Utilizes informatics and health care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care.
- PLO 6. Uses interprofessional collaboration to improve patient and population health outcomes as a member and leader of interprofessional teams while communicating collaborating and consulting with others to manage and coordinate care.
- PLO 7. Applies and integrate broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregate populations.
- PLO 8. Practices with an advanced knowledge of nursing and relevant sciences background and integrate this knowledge into practice.
- PLO 9. Demonstrates practice that is broadly defined to include any evidence-based nursing intervention resulting in the influence of healthcare outcomes for individuals, populations and or systems with the intention to impact care directly and indirectly.

CAMPUS SERVICES

STUDENTS WITH DISABILITIES

AUHS is dedicated to providing opportunities for all students to participate fully in the academic environment. AUHS is committed to making reasonable accommodations for students with disabilities. The policy may be found in the University Catalog.

STUDENTS NEEDING PSYCHOLOGICAL SERVICES

Sometimes students find themselves in need of assistance to learn how to deal with various psychological and social issues. AUHS provides a safe and confidential place to talk with a professional about concerns or problems, no matter how minor or serious, which might interfere with personal growth or academic achievement. To schedule an appointment, contact the Counseling Services Office at (562) 988-2278 extension 2030.

STUDENTS NEEDING WRITING ASSISTANCE

Writing workshops are periodically scheduled for students needing assistance with grammar, sentence structure, APA format, and other writing needs. Referrals can be made by a faculty member or through self-referral. For more information, contact Student Services.

CENTER FOR ACADEMIC SUCCESS

The Center is available for all students needing additional resources leading towards successful completion of academic programs. This will include services such as writing, reading and math assistance. MSN students will receive remediation and learning enhancement at the center.

COMPUTER RESOURCES

AUHS has a Computer Lab located on the first floor for the use of SON graduate students and faculty. Students may use the Computer Lab when other classes are not scheduled. Eating or drinking in the Computer Lab is not permitted. The computer lab is fully equipped with networked computers, which are also available for printing. Students may not save documents to the hard drive of the computer (but are encouraged to bring their own USB device). These documents will be automatically deleted by the lab personnel. Students may not load any programs on to the computers in the lab.

LIBRARY SERVICES

The AUHS Library provides access to a robust collection, physical space for studying and research, reference, instruction, and various services to support AUHS faculty, students, and staff. The collection contains books, journals, audio/video resources, models, etc. which are available for circulation, or reference books may be checked out in the library. The AUHS Library subscribes to electronic databases such as CINAHL full-text, Medline full-text, Ovid, and JSTOR for students to access on or off campus. The 2,027 square foot library space provides a quiet and comfortable reading area. Wireless internet access is available throughout the library.

A primary objective of the library is to support the university's curriculum and the user needs of AUHS students, faculty, and staff with reference and instruction. The librarian conducts reference and individual instruction in-person and virtually through email, phone, or content management Canvas software. The library assistant is also trained to provide reference help to AUHS users. The librarian provides course-specific instruction in various classes throughout the quarter in classes such as Research, Communication, and general education classes.

CANVAS

The AUHS Student Portal allows students to access information such as academic records (grades) as well as syllabi, schedule, class announcements, and educational resources. To log on to the student portal, please visit auhs.instructure.com.

PROCTORIO

AUHS has chosen the use of [Proctorio](#) system for all course examinations in Spring quarter 2020 giving solution to sustaining academic integrity. Proctorio remote test monitoring system automatically links with AUHS' Learning Management System (CANVAS).

Proctorio offers three different proctoring methods: through ID verification, on-screen and environment monitoring using Google Chrome as Proctorio is a browser extension. The Proctorio has verification options that help to validate the identity of the exam participant. When the record video and/or record audio options are enabled, it is recommended to enable all three verification options:

- **Verify Audio.** Verify audio confirms that the testing environment for the exam participant is quiet enough to capture ambient sound.
- **Verify Video.** Verify video verifies that the exam participant's webcam is operating correctly, that the exam environment is properly lit, and the image of the exam participant is frames appropriately.
- **Verify Identity.** Verify identity prompts the exam participant to scan a government or school issued identification card.
- AUHS has defaulted Proctorio system locked down and security tools to prevent unauthorized web surfing, pop-up notifications, and any other activities that would compromise the integrity of the examination.

UNIVERSITY EMAIL

As part of your enrollment at AUHS, students are provided with a University email address. The email account provided will be used as your primary email account for communication with the University and for password verification on CANVAS.

ADVISING AND TUTORIAL ASSISTANCE

Faculty Advising

AUHS is dedicated to helping students remove obstacles to achieving success. While Student Services Representatives are available to all students to assist in such areas as problem-solving, setting goals, attending class, academic success, financial concerns, or personal issues. Students in the SON MSN are assigned a faculty advisor. The faculty advisor meets with students at a minimum once per quarter and before beginning their first experiential encounter. One-on-one meetings give students the chance to seek assistance with direct feedback from their advisor.

Tutorial Assistance

The University has established a multi-level approach to offer to students in support of their academic and personal needs. Staff and faculty are available to assist students in academic guidance. The AUHS SON Graduate Program in collaboration with the Office of Student Affairs and Admission and the University Student Services Office is responsible for addressing students' academic concerns. In addition, AUHS offers peer mentoring programs that provide students the opportunity to connect with currently attending students. These peer-to-peer relationships can be great networking opportunities as well as a chance to learn about the student experience from another student's perspective.

Center for Academic Success (CAS)

To ensure that the student has adequate academic support from the beginning of their program, the Admissions Committee identifies the interventions students may need based on the admissions scaling rubric for the writing assessment. The Chair of the Admissions Committee submits a Beginning Learning Enhancement Plan (BLEP) to the Office of Student Affairs / Center for Academic Success. Current students who experience difficulty in their coursework and have a need for academic support should first contact their faculty and their faculty advisor to create a Learning Enhancement Plan (LEP) to be submitted to the Office of Student Affairs / Center for Academic Success. Faculty tutoring is available for SON courses. The SON will try to accommodate students' schedules in determining tutoring sessions, but students should realize that they may need to adjust their schedules to receive the kind of remedial or tutoring support required. SON students on a LEP will need to attend tutoring according to the schedule mandated by the Office of Student Affairs / Center for Academic Success. The Student Success Coordinator will

monitor student progress. The plan is completed when the student successfully completes the course indicated on the LEP.

Stress Management Resources

It sometimes can be difficult to not become stressed with exams, tests, and assignments. The SON Graduate Program has several resources to help students' better weather the stresses of the program.

- **Faculty Advisement:** Advisors play an important role in helping students find appropriate assistance. Advisors are available to assist in personal matters in addition to academic and career interests.
- **Counseling Services:** A licensed counselor is available to help with any emotional issues, including dealing with stress, handling a crisis, time management, or coping with the transition to the university. Counseling is provided individually, in groups, and through workshops. Contact the Counseling Services Office for appointment scheduling.
- **Health Promotion:** AUHS supports student well-being and academic success by building a healthy campus culture. See posted events around campus.
- **Life and Learning Workshops:** Whether you need help adjusting to life at AUHS, you want to learn new leadership skills, or you need practical advice for managing your time, a Life and Learning Workshop can help you succeed. Contact the Office of Academic Affairs and Admission.

MISSION AND VISION OF THE SCHOOL OF NURSING – MASTER OF SCIENCE IN NURSING GRADUATE PROGRAM

MISSION AND VISION

In alignment with the University Mission, the SON Graduate Program prepares students to make a positive impact on society through the provision of competent, caring, and evidence-based Nursing care to diverse patient populations. This mission is accomplished by recruiting and graduating diverse students, especially students from minority groups that are underrepresented in the Nursing community and preparing them to deliver competent, culturally sensitive, caring, evidence-based Nursing services to all persons in need, and reduce health care disparities and render health care to the underprivileged and underserved.

CORE VALUES

The SON Graduate Program is committed to the core values of the University: a belief in Christian Values, a holistic approach to education, promotion of the intellectual, analytical, and critical thinking abilities of its students, evidence-based knowledge, and a commitment to teaching/learning, research, service, and scholarship.

PHILOSOPHY

The SON Graduate Program embraces the educational philosophy of the University, which is dedicated to preparing a professional and culturally diverse workforce for the interprofessional professions in pharmaceutical, Nursing and research sectors of healthcare- a workforce who will utilize research and evidence-based practice to guide healthcare delivery, understand the application of research, display high level competencies to health care delivery and value the continuation of learning.

PURPOSE OF THE PROGRAM

The purpose of the AUHS SON Graduate Program is to prepare baccalaureate prepared nurses for graduate education and advanced practice nursing and assume leadership roles in their chosen specialization. The purpose of the Advanced Practice Registered Nursing (APRN) is to prepare competent advance practice Nurses who will promote preventive patient care through scholarship and interprofessional practice in the delivery of care across the lifespan. Consistent with this purpose is the focused-on delivery of individualized, culturally relevant, and appropriate health care that meets the needs of each client from multiple and divergent health-care settings.

CURRICULAR FRAMEWORK OF THE SCHOOL OF NURSING – MASTER OF SCIENCE IN NURSING GRADUATE PROGRAM

The AUHS SON Graduate Program curricula equip students with critical thinking, problem- solving, opportunities to collaborate across disciplines, and to demonstrate leadership through action and influence. The curriculum aims to foster advocacy, entrepreneurship, and self- awareness among our students. Our learning process is continuous, incremental, integrated, and aligned with University values. The process involves the student, faculty, preceptors, academic institution, and professional community. The curriculum introduces and synthesizes content in a progressive manner from foundational sciences to clinical sciences interwoven with applications from current practice.

The framework of AUHS SON Graduate Program curricula is based on the 2017 Core Competencies with curriculum content of the National Organization of Nurse Practitioner Faculties (NONPF); the Commission on Collegiate Nursing Education’s (CCNE’s) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2018) and the National Task Force on Quality Nurse Practitioner Education (NTF) Criteria for Evaluation of Nurse Practitioner Programs (2016); and the California Board of Registered Nursing Advance Practice Registered Nursing (CA BRN APRN) regulation (2019).

CODE OF CONDUCT FOR ADVANCED PRACTICE REGISTERED NURSES

NURSING STANDARDS

The American Nurses Association (ANA) has defined standards and codes by which all Nurses practice. As a professional program it is expected that students will demonstrate behaviors that reflect the defined Standards of Nursing throughout their academic experience. Students in the specialty areas will also be guided by published standards appropriate to their specialty.

American Nurses Association Standards of Nursing Practice

1. The collection of data about the health status of the client/patient is systematic and continuous. The data are accessible, communicated, and recorded.
2. Nursing diagnoses are derived from health status data.
3. The plan of Nursing care includes goals derived from the Nursing diagnoses.
4. The plan of Nursing care includes priorities and the prescribed Nursing approaches or measures to achieve the goals derived from the Nursing diagnoses.
5. Nursing actions provide for client/patient participation in health promotion, maintenance, and restoration.
6. Nursing actions assist the client/patient to maximize his health capabilities.
7. The client's/patient's progress or lack of progress toward goal achievement is determined by the client/patient and the Nurses.
8. The client's/patient's progress or lack of progress toward goal achievement directs reassessment, reordering of priorities, new goal setting and revision of the plan of Nursing care.

CODE OF ETHICS

The graduate program also adheres to the Code of Ethics for Nurses as published by the American Nurses Association (2015). Interpretive statements related to the statements identified below may be found at <http://Accreditation Commissions.Nursingworld.org/ethics>.

AMERICAN NURSES ASSOCIATION CODE OF ETHICS FOR NURSES	
Provision 1	The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
Provision 2	The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
Provision 3	The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
Provision 4	The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.
Provision 5	The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
Provision 6	The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
Provision 7	The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
Provision 8	The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
Provision 9	The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Source: American Nurses Association. (2015). *Code of ethics with interpretative statements*. Silver Spring, MD: Author. Retrieved from <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html>

THE MASTER OF SCIENCE IN NURSING (MSN) and POST-APRN DEGREE GENERAL DESCRIPTION

The Master of Science in Nursing (MSN) and Post-APRN -FNP Certificate program is designed to prepare professional Nurses to fulfill an advanced practice role. The mission feeds into the SON philosophy of the graduate Nursing program which is to provide students with the ability to analyze and utilize theoretical and evidence-based modalities with various patient populations to improve in patient care healthcare delivery and outcomes, and always keeping the AUHS's Christian values at the heart of our approach to education.

The MSN Nurse Administration, Leadership and Management (MSN-NALM) track requires 65 quarter credits. The MSN-NALM track prepares students for a variety of Nurse executive positions in both hospital healthcare systems and community-based systems. Students are prepared to analyze and implement change in policies and procedures that are designed to improve health care outcomes in safety and quality patient care. Students analyze financial forecasting and system functions, develop, and interpret policies, and prepare programs designed to produce system change. Health policy, human resources, information technologies, legal and ethical issues in system management are examined on how these are developed and implemented at the local, state, and national level. The Nursing skills competencies in the American Nurses Credentialing Center Nurse Executive (NE)

and Nurse Executive Advance (NEA) certification program and eligibility; and the American Organization of Nursing Leadership (AONL) competencies are used to develop this concentration for the MSN-NALM. Graduates will be prepared to take the Certification in Executive Nursing Practice (CNP) and Certified Nurse Manager and Leader. The ANCC offers Nurse executive board certification examination upon completion of the ANCC eligibility requirements to take this board certification examination. The following credentials are awarded upon passing the ANCC board certification examination: Nurse Executive-Board Certified (NE-BC) or Nurse Executive Advanced-Board Certified (NEA- BC).

The MSN Nurse Education (NE) track requires 65 quarter credits. The MSN Nurse Educator curriculum prepares graduates to teach in schools of Nursing, health systems-based patient, and family education, as well as continuing education. Course work focuses on the professional role of the Nurse educator, as well as on the provision of instruction in an area of specialization teaching and evaluation strategies, curriculum design, and evaluation and the use of information technologies enabling graduates to acquire skills necessary for the education of current and future Nurses. The competencies in the Essentials of Master’s Education and Nursing program (AACN, 2011), and National League for Nursing Core Competencies (NLN, 2010), and Outcomes and Competencies for Graduate Academic Nurse Educator Preparation (NLN, 2018) were used to develop the curriculum content for the MSN-NE track. Graduates of this program will be prepared to take both or one of the examinations for Certification for Nurse Educator (CNE) and Certification for Academic Clinical Nurse Educator from the National League for Nursing (NLN).

The MSN APRN- Family Nurse Practitioner (FNP) track requires the completion of 85 quarter credits. This program’s curriculum is based on the 2017 Core Competencies with curriculum content of the National Organization of Nurse Practitioner Faculties (NONPF). Students are prepared in both theoretical and evidence-based clinical knowledge essential to comprehensive primary care in a variety of settings to clients across the lifespan. The Criteria for Evaluation of Nurse Practitioner Programs (2016) along with the Essentials of Master’s Education in Nursing (2011) are used as the basis for developing this concentration of the program. Graduates from this program will be prepared and eligible to take the following certification board examinations for Family Nurse Practitioner: American Academy of Nurse Practitioners (AANPCB) to earn the NP-C or FNP-C credential; American Nurses Credentialing Center (ANCC) Certification Program (FNP-BC). Graduates are prepared in both theoretical and evidence-based clinical knowledge consisting of the graduate core, advanced practice registered Nursing core, and Nurse practitioner role and population-focused courses, essentials to comprehensive primary care in a variety of settings to family/individual across the lifespan.

The MSN APRN-FNP Program curriculum is designed to comply with the learning objectives to meet requirements for the Family/Individual across the lifespan category, and appropriate professional Nursing standards and competencies.

The MSN APRN - FNP graduate competencies is congruent with the 2017 NONPF Nurse Practitioner Core Competencies that include the following areas:

1. Scientific Foundations
2. Leadership
3. Quality
4. Practice Inquiry
5. Technology and Information Literacy
6. Policy
7. Health Delivery System Ethics
8. Independent Practice, and;
9. The role of the Nurse practitioner in primary care.

The Post-Graduate APRN-FNP Certificate Program is designed for Master's prepared nurses or doctorate prepared nurses who chooses to advance their knowledge-base, experience, education, and set of skills to practice as in an advanced role as Family Nurse Practitioner (FNP). The Post-Graduate FNP Certificate will prepare advanced practice Nurses to manage the care of individuals and families across the lifespan. Graduates are eligible to take the national certification examinations from several certifying agencies such as the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). The post-graduate FNP program emphasizes and advances FNP's critical thinking; making differential diagnoses; using evidence-based findings to improve healthcare outcomes; and being accountable for providing healthcare through health promotion, disease prevention, management of acute and chronic health conditions and primary care – to diverse patient population in a variety of clinics and community-based settings.

The 2017 NONPF Nurse Practitioner Core Competencies provides evidence that the required Nurse Practitioner (NP) core competencies and curriculum contents to support these competencies are aligned. The MSN faculty embrace the concepts of these required regulations, competencies, criteria, and consensus model of professional Nursing education as listed in the following accrediting, approving, and regulating agencies:

1. California Board of Registered Nurse – Advanced Practice Registered Nurse Program (CA BRN).
2. Nurse Practitioner Core Competencies (National Organization of Nurse Practitioner Faculties [NONPF] 2017).
3. Essentials of Master's Education in Nursing (American Association of Colleges of Nursing [AACN], 2011).
4. Commission on Collegiate Nursing Education's (CCNE's) Standards for Accreditation for Baccalaureate and Graduate Nursing Programs (2018) .
5. Graduate-Level QSEN Competencies Knowledge, Skills and Attitudes (AACN, 2012).
6. Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education [NTF], 2016).

MASTER OF SCIENCE NURSING (MSN)

Leadership
Atienza, Manuel, MD, MSN, FNP, APRN-CNP, RN
Chair

LEAD FACULTY

Barbara Thurn-Tamayo, FNP-
Christine Taheran, FNP-C, JD, RN
Pat Alpert MD, MSN, FNP-BC, CNE, RN

ADJUNCY FACULTY

Elmer Abreu, MD, RN, FNP-C
Crisamar Javellana Anunciado DNP, MSN, RN, FNP-C
Arleen Sta. Maria Comiso FNP-C MSN, BSN, RN
Hazel Evalle, DNP, APRN, FNP-C
Joseph Francisco, DNP, MSN, FNP-C
Gregorio de Grano, MD, MSN, RN, FNP-C
Jeany Lumactod, MSN-ED, RN
Arjay Mendoza, B-Pharm, MS Healthcare Informatics
Nilo Reyes, MSN, FNP-C
Robert Edward Salsameda, NFP, MSN, RN, BSN
Kenya Smith, MSN FNP-C, RN
Girlielyn Tiu, MD, MSN, DNP, FNP-C
Marilyn Uvero, PhD(c), EdD, MSN, BSN, RN
Jeany Yator, MD, MSN, DNP, FNP-C



MISSION

In alignment with AUHS mission, School of Nursing and MSN Program prepares students to make a positive impact on society through the provision of competent, caring, and evidence-based nursing care to diverse patient populations. This mission is accomplished by recruiting and graduating diverse students, preparing them to deliver culturally sensitive, caring, and evidence-based nursing services to all persons in need. The SON exemplifies the core values of the University through belief in Christian Values, holistic approach to education, promotion of the intellectual, analytical, and critical thinking abilities of its students, evidence-based knowledge, and a commitment to teaching/learning, research, service, and scholarship.

The School of Nursing embraces the educational philosophy of the University, which is dedicated to preparing a professional and culturally diverse workforce for nursing and research sectors of healthcare- a workforce who will utilize research and evidence-based practice to guide healthcare delivery, understand the application of research, display high level competencies to health care delivery and value the continuation of learning.

Master of Nursing (MSN) Program

Three (3) Concentrations/Specializations

- Nursing Education
- Nursing Administration, Leadership & Management
- Family Nurse Practitioner (FNP)

Post Graduate APRN Certificate Program

- Family Nurse Practitioner

The AUHS MSN Program has been granted institutional accreditation (WSCUC, TRACS) and State Approval (BPPE).

The master's degree program in nursing and post-graduate APRN certificate at American University of Health Sciences is pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

Master of Science in Nursing (MSN) Degree

The Master of Science in Nursing Degree prepares individuals for advanced nursing practice and students gaining cutting-edge leadership skills needed to influence positive changes in health care in organizations in a diverse global environment. The nursing master's level curriculum integrates core master's level concepts in all programs, and advanced clinical foundations (i.e., assessment, pharmacology, pathophysiology) in 3 concentration/specialization: (Nursing Education, Nursing Administration, Leadership & Management and Family Nurse Practitioner.) The Nursing Master's Program, in alignment with the *Commission on Collegiate Nursing Education (CCNE) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (amended 2018)* has utilized as founding principle, the [*Essentials of Masters Education for Professional Nursing Practice \(AANC, 2011\)*](#).

The Program provides three different tracts for bachelors prepared nurses to advance their careers in the areas of nursing education; nursing leadership and management; and advanced practice as a family nurse practitioner. The courses in the Nurse Leader and Manager option will help the student gain advanced knowledge of organizational leadership, health policy, and evidence-based health care delivery in order to prepare the student for leadership and administrative roles in a variety of health care situations. The Nursing Education option is designed to prepare students for a nurse educator role in academe and reflects nurse educator competencies developed by national organizations. The Family Nurse Practitioner (FNP) option prepares nurses to act in an advanced practice role as a provider of primary care.

Objectives (desired competencies):

The anticipated objectives for the Master of Science in Nursing Program are to produce graduates who:

- PLO 1. Integrates scientific underpinnings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings (evidence-based practice) in the role of the master prepared nurse. (Derived from Master Essential I).
- PLO 2. Utilizes principles of organizational and systems leadership critical to the promotion of high quality and safe patient care emphasizing ethical and critical decision making, effective working relationships and a systems-perspective.
- PLO 3. Articulates the methods, tools, performance measures, and standards relate to quality, as well as are prepared to apply these principles within an organization.
- PLO 4. Translates and integrates scholarship into practice by applying research outcomes within the practice setting, resolving practice problems, and working as change agents to disseminate results.
- PLO 5. Utilizes informatics and health care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care.
- PLO 6. Uses interprofessional collaboration to improve patient and population health outcomes as a member and leader of interprofessional teams while communicating collaborating and consulting with others to manage and coordinate care.
- PLO 7. Applies and integrate broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregate populations.
- PLO 8. Practices with an advanced knowledge of nursing and relevant sciences background and integrate this knowledge into practice.
- PLO 9. Demonstrates practice that is broadly defined to include any evidence-based nursing intervention resulting in the influence of healthcare outcomes for individuals, populations and or systems with the intention to impact care directly and indirectly.

Admissions

Admissions to the Nursing Master Programs include:

1. Earned bachelor's in nursing from a nationally accredited CCNE; CNEA or AACN program
2. SON Graduate Program GPA 3.0 or above on a 4.0 scale
3. Undergraduate statistics course (B or better)
4. Undergraduate research methodology course (B or better)
5. Resume or CV.
6. Current California unencumbered licensure as a registered nurse
7. Official transcripts from all post-secondary institutions
8. Three professional letters of reference pertaining to academic ability, professional competency, and personal character.
9. Personal statement
10. Telephone, remote or in-person interview may be a part of the admission process.
11. Students must attend MANDATORY orientation session.

All required health records, evidence of CPR certification, criminal background checks, licensure, personal health insurance, and professional liability insurance must be kept on file in the SON Graduate Program. It is each individual student's responsibility to keep all their records up to date. Drug screens may be required for clinical placements.

Graduation Requirements

A student will be recommended for the degree of MSN provided the student:

1. Has completed all courses in the MSN track; and
2. Is not on provisional academic status, has completed all prescribed courses with a grade of 3.0 or higher, has completed all prescribed academic requirements with a cumulative GPA of 3.0 higher, has no outstanding grade which is incomplete, and has a passing grade for all clinical rotations (if applicable); and
3. Has performed and behaved in a manner which is ethical, professional, and consistent with the advanced practice nursing; and
4. Has satisfactorily passed prescribed exams; and
5. Has complete 100 hours (or equivalent) of community service; and
6. Has completed all degree requirements within three years following initiation of the matriculation process for the MSN Leadership and Education tracks; and three and a half years of the matriculation process for the MSN FNP track.
7. Has completed at least one AUHS authorized and/or sponsored international mission trip; and
8. Has met all AUHS financial requirements and obligations.

Master of Science in Nursing (MSN) Course List

Master of Science in Nursing		
Core Courses	Course Name	Units
GN 500	Theoretical Concepts and Trends in Advanced Practice Nursing	5
GN 501	Advanced Pathophysiology	5
GN 502	Advanced Pharmacology	5
GN 503	Leadership, Ethics and Interprofessional Collaboration for Advanced Practice	5
GN 504	Advanced Physical Assessment	5
GN 505	Information Technology & Tools for Healthcare Improvement	5
GN 506	Global Health, Culture and Health Policy for the Advanced Practice	5
GN 507	Research and Evidence Based Practice in Advanced Practice	5
Total Units		40

NURSING ADMINISTRATION, LEADERSHIP, AND MANAGEMENT		
Course Code	Course Name	Units
GN 520	Advanced Nursing Leadership	5
GN 521	Organizational Behavior in Healthcare	5
GN 522	Healthcare Financial Management & Economics	5
GN 523	Analysis and Application Administration Strategies in Nursing	5
GN 600	Clinical Field Experience	5
Total Units		25

NURSING EDUCATION		
Course Code	Course Name	Units
GN 530	Foundations of Professional Roles & Responsibilities of Nurse Educators	5
GN 531	Curriculum Design in Nursing Education	5
GN 532	Innovative Strategies in Nursing Education	5
GN 533	Evaluation Strategies and Methods for Nursing Education	5
GN 610	Field Practicum	5
Total Units		25

FAMILY NURSE PRACTITIONER		
Course Code	Course Name	Units
GN 540	Primary Care of the Pediatric Patient in Advanced Practice	5
GN 540L	Primary Care of the Pediatric Patient in Advanced Practice-Clinical	5
GN 541	Primary Care of Women in Advanced Practice	2.5
GN 541L	Primary Care of Women in Advanced Practice-Clinical	2.5
GN 542	Primary Care of the Adult /Older Adult in Advanced Practice	7.5
GN 542L	Primary Care of the Adult /Older Adult in Advanced Practice-Clinical	7.5
GN 543	Primary Care of the Family in Advanced Practice-Putting It Together	5
GN 543L	Primary Care of the Family in Advanced Practice-Clinical	5
GN 696	Capstone	5
Total Units		45

Post -Graduate APRN Certificate Program		
GN 540	Primary Care of the Pediatric Patient in Advanced Practice	5
GN 540L	Primary Care of the Pediatric Patient in Advanced Practice-Clinical	5
GN 541	Primary Care in Women in Advanced Practice	2.5
GN 541L	Primary Care in Women in Advanced Practice-Clinical	2.5
GN 542	Primary Care in the Adult /Older Adult in Advanced Practice	7.5
GN 542L	Primary Care of the Adult /Older Adult in Advanced Practice-Clinical	7.5
GN 543	Primary Care of the Family in Advanced Practice-Putting It Together	5
GN 543L	Primary Care of the Family in Advanced Practice-Clinical	5
GN 970	Capstone	1
TOTAL		41

MSN Program Information

PROGRAM	UNIT + CAPSTONE
Family Nurse Practitioner	85 Units
Length	18 Months
Quarters	6 Quarters
Additional Required Supervised Clinical Hours	600 Hours
Nursing Education	65 Units
Length	5 Months
Quarters	5 Quarters
Nursing Administration, Leadership, and Management	65 Units
Length	5 Months
Quarters	5 Quarters

Instructional clock Hour to Credit Conversion

FOR LECTURE.....One Credit = 10 Lecture Hours
 FOR LABORATORY.....One Credit = 20 Laboratory Hours
 FOR EXPERIENTIAL.....One Credit = 30 Practicum Hours

Instructional Clock Hour to Credit Conversion

A "clock (contact) hour" includes a minimum instructional time of 50 minutes of supervised or directed instruction and appropriate break(s).

MASTER OF SCIENCE IN NURSING COURSE DESCRIPTION

Indirect and Direct Core Courses: MSN Core Program

GN 500 Theoretical Concepts and Trends in Advanced Practice Nursing (5 credit units)

The course will explore nursing theoretical and conceptual foundations for nursing practice to encourage students to critique, evaluate, and utilize appropriate theory within their own practice. Theory development and utilization in nursing is examined to exemplify the importance of these theories in professional nursing practice. Current scientific trends in professional nursing will also be examined to demonstrate the use of research to improve quality health care in the current healthcare delivery system.

GN 501 Advanced Pathophysiology (5 credit units):

Direct Care Core Course

This course describes the disordered physiology and clinical consequences resulting from common disease processes. Seminar discussions focus on alterations in normal functions of major organ systems. Through problem-solving exercises and case studies, students are encouraged to recognize the pathophysiologic basis of clinical findings associated with disease processes. This course serves as an essential link between the basic sciences and clinical management.

GN 502 Advanced Pharmacology (5 credit units)

Direct Care Core Course

This course focuses on the application of critical thinking and clinical reasoning in the ordering and administration of medications based on patient's pathophysiology. The emphasis of the course is on understanding the actions and side effects of medications that are both anticipated and unanticipated applied to the pathophysiology of the disease being treated. Topics to be covered include the pathophysiology and actions of medications that affect various conditions and how lifestyle, age and culture affect medication use and the disease process. Students will develop an understanding and ability to apply these concepts to patients with various pathophysiology and the need for various medications for their conditions.

GN 503 Leadership, Ethics and Interprofessional Collaboration for Advanced Practice (5 credit units)

The course is intended to facilitate the development of collaborative and leadership behaviors for nurses to lead and improve outcomes and facilitate the design of high-performing clinical systems. Theories of leadership, organizational behavior, motivation and interpersonal behavior, conflict resolution, negotiation, patient safety, and quality improvement are applied to health care settings. Emphasis is on collaboration with inter-professional teams to improve patient and systems outcomes.

GN 504 Advanced Physical Assessment (5 credit units)

Direct Care Core Course

This course will examine systematic history taking, interviewing, and other core assessment skills, as well as correct performance of the physical examination while moving into a more advanced practice nursing role. A holistic approach will be used that includes the assessment of the physical, developmental, psychosocial, cultural, and spiritual dimensions and includes health promotion and disease prevention. There will be a review of relevant anatomy and physiology along with examples of examination techniques and corresponding written documentation of the assessment. Students will be able to practice history and exam techniques with virtual patients and will show mastery of skills at the end of the course.

GN 505 Information Technology & Tools for Healthcare Improvement (5 credit units)

This course focuses on the evaluation and use of information systems and technology to support and improve patient and healthcare systems, provide leadership in academic or healthcare settings, explore telemedicine and telehealth, and influence quality improvement at the micro and macro system levels. Students will evaluate the use of information systems and technology resources to implement quality improvement initiatives, support practice and administrative decision-making, and apply budgetary and productivity tools to improve patient outcomes. Discussion of legal, ethical, and cultural issues will be interwoven with the examination of technologies throughout the course.

GN 506 Global Health, Culture and Health Policy for the Advanced Practice Nurse (5 credit units)

This course explores the sociocultural, environmental, spiritual, and economic health needs of various populations, including assessment of epidemiology, worldview and health literacy. Various aspects of health and health promotion are analyzed including the impact of infectious disease, nutrition, reproductive issues, communication, unintentional injury, disease and aging. A review of planning and managing health promotion programs and health systems that meet global population and cultural needs will be examined. Students will also examine health policy, including its effect on population and the formulation of policy that affects healthcare and healthcare decisions in advanced practice nursing.

GN 507 Research and Evidence Based Practice in Advanced Practice (5 credit units)

The course is intended to facilitate the development of collaborative and leadership behaviors for nurses to lead and improve outcomes and facilitate the design of high-performing clinical systems. Theories of leadership, organizational behavior, motivation and interpersonal behavior, conflict resolution, negotiation, patient safety, and quality improvement are applied to health care settings. Emphasis is on collaboration with inter-professional teams to improve patient and systems outcomes.

Functional Courses: Nursing Administration Leadership and Management

Nurse Administration, Leadership and Management.

The MSN Nurse Administration, Leadership and Management (MSN-NALM) track requires 65 quarter credits (25 functional courses + 40 Core courses). The MSN-NALM track prepares students for a variety of nurse executive positions in both hospital healthcare systems and community-based systems. Students are prepared to analyze and implement change in policies and procedures that are designed to improve health care outcomes in safety and quality patient care. Students analyze financial forecasting and system functions, develop, and interpret policies, and prepare programs designed to produce system change. Health policy, human resources, information technologies, legal and ethical issues in system management are examined on how these are developed and implemented at the local, state, and national level. The nursing skills competencies in the American Nurses Credentialing Center Nurse Executive (NE) and Nurse Executive Advance (NEA) certification program and eligibility; and the American Organization of Nursing Leadership (AONL) competencies and Essentials of Master's Education in Nursing (AACN, 2011) are used to develop this concentration for the MSN-NALM. The students of Master's in NALM Graduates will be prepared to take the Certification in Executive Nursing Practice (CNP) and Certified Nurse Manager and Leader. The ANCC offers nurse executive board certification examination upon completion of the ANCC eligibility requirements to take this board certification examination. The following credentials are awarded upon passing the ANCC board certification examination: Nurse Executive-Board Certified (NE-BC) or Nurse Executive Advanced-Board Certified (NEA-BC).

GN 520 Advanced Nursing Leadership (5 credit units)

The course is intended to facilitate the development of collaborative and leadership behaviors for nurses to lead and improve outcomes and facilitate the design of high-performing clinical systems. Theories of leadership, organizational behavior, motivation and interpersonal behavior, conflict resolution, negotiation, patient safety, and quality improvement are applied to health care settings. Emphasis is on collaboration with interprofessional teams to improve patient and systems outcomes.

GN 521 Organizational Behavior in Healthcare (5 credit units)

Complexity Science Approaches in Leading Healthcare Organizations. Focuses on the application of organizational behavior and theories of leadership to the management of interdisciplinary teams and decision-making in healthcare organizations. This course has practicum combining both virtual and real-world experiences in the application of theories, working with interdisciplinary teams and decision-making processes

GN 522 Health Care Financial Management & Economics (5 credit units)

Focuses on examination and understanding of healthcare financing and reimbursement concepts preparing an advanced nurse leader to function in a variety of healthcare delivery systems. Course content focuses on concepts of budget and management, developing skills sets and competencies for managing with scarce resources and variables affecting reimbursement.

GN 523 Analysis and Application of Administrative Strategies in Leadership (5 credit units)

Explores the roles and functions of the nurse leader/manager and the application of evidence-based strategies within healthcare organizations. Further explores the application of evidence-based practice, quality and safety principles and administrative strategies to the nurse leader role in healthcare organizations.

GN 600 Nursing Administration, Management and Leadership Field Experience (5 credit units)

In this field placement the students will have the opportunity to experience the role of the nurse administration/manager/leader by engaging in supervised practice experience which includes management decisions, working with interprofessional team members, assessing budgets, problem-solving and decision-making in the clinical setting. Students will work with their preceptors and other members of the health care team to develop an innovative organizational change project. Students will spend a total of 150 hours in a clinical setting once they have successfully completed the nurse administration, management, and leadership courses.

Functional Courses: Nursing Education

The MSN Nurse Education (NE) track requires 65 quarter credits (25 functional courses + 40 Core courses). The MSN Nurse Educator curriculum prepares graduates to teach in schools of nursing, health systems-based patient, and family education, as well as continuing education. Course work focuses on the professional role of the nurse educator, as well as on the provision of instruction in an area of specialization teaching and evaluation strategies, curriculum design, and evaluation and the use of information technologies enabling graduates to acquire skills necessary for the education of current and future nurses. The competencies in the Essentials of Master's Education in Nursing (AACN, 2011), and National League for Nursing Core Competencies (NLN, 2010), and Outcomes and Competencies for Graduate Academic Nurse Educator Preparation (NLN, 2018) were used to develop the curriculum content for the MSN-NE track. Graduates of this program will be prepared to take both or one of the examinations for Certification for Nurse Educator (CNE) and Certification

GN 530 Foundations of Professional Roles and Responsibilities of Nurse Educators (5 credit units) Focuses on the diverse roles and practice environments experienced by the nurse educator. The course will provide students with guidelines for practice in the classroom, clinical, staff development and various other educational settings.

Academic, clinical, and institutional policies, protocols and legal aspects of education will be presented. Advanced Teaching and Role Development. Focus on integration of the role of the Nurse Educator and appraisal of one's performance in the role.

GN 531 Curriculum Design in Nursing Education

(5 credit units)

This course explores how the nurse educator fosters authentic learning experiences across various environments to meet the unique needs of nursing students. Students will create innovative, transformational, and context-based teaching learning strategies.

The emphasis is on the processes of curriculum design by drawing upon learning theory and style, teaching methodology, diverse student learning environments, accessibility, inclusivity, and the influence of technology on the classroom.

GN 532 Innovative Strategies in Nursing Education (5 credit units)

Focuses on strategies to develop knowledge and skill sets in pedagogy, teaching – learning theories, and selected educational technologies. This course provides students with the opportunity to use and evaluate various technologies and strategies in the academic or clinical environment. The emphasis is placed on developing curriculum, building nursing courses and accessibility considerations.

GN 533 Evaluation Strategies and Methods for Nursing Education (5 credit units)

Designed to provide nurse educators with valid and reliable tools to assess students learning effectively and systematically in different educational settings, this course outlines and explores the following processes; (a) evaluation process including test construction, didactic strategies for student engagement, clinical performance assessment within the cognitive, psychomotor and affective domains, considering diversity in student learning; (b) strategies and issues in the evaluation process; (c) development of evaluation strategies and methods instruments that are effective and systematic for learning and application in practice, and (d) program evaluation and accreditation processes.

GN 610 Nursing Education Field Practicum (5 credit units)

In this field practicum students will have the opportunity to experience the role of the academic nurse educator by engaging in supervised practice experience which includes teaching in the classroom, simulation, and skills labs as well as in the clinical setting. Students will work with their preceptors and other educators to develop an innovative education project. Students will spend a total of 150 hours in an academic setting once they have successfully completed the nurse education courses.

Functional Courses: Family Nurse Practitioner

Family Nurse Practitioner

The MSN Family Nurse Practitioner (FNP) track requires the completion of 85 quarter credit (41 functional courses + 40 Core courses). This program's curriculum is based on the 2017 Core Competencies with curriculum content of the National Organization of Nurse Practitioner Faculties (NONPF). Students are prepared in both theoretical and evidence-based clinical knowledge essential to comprehensive primary care in a variety of settings to clients across the lifespan. The Criteria for Evaluation of Nurse Practitioner Programs (2016) along with the Essentials of Master's Education in Nursing (AACN 2011) are used as the bases for developing this concentration of the program. Graduates from this program will be prepared and eligible to take the following certification board examinations for Family Nurse Practitioner: American Academy of Nurse Practitioners (AANPCB) to earn the NP-C or FNP-C credential; American Nurses Credentialing Center (ANCC) Certification Program (FNP- BC). Graduates are prepared in both theoretical and evidence-based clinical knowledge consisting of the graduate core, advanced practice registered nursing core, and nurse practitioner role and population- focused courses, essentials to comprehensive primary care in a variety of settings to family/individual across the lifespan.

GN 540 Primary Care of the Pediatric Patient in Advanced Practice (5.0 credit units)

The focus of this course is the development of foundational knowledge to build clinical decision-making skills needed by the primary care provider. The concepts of growth and development from a theoretical perspective are examined for children from birth through adolescences. Emphasis is placed on developmental screening tests, anticipatory guidance and developmental milestones to promote health and wellness. Additionally, focus is also placed on clinical management of common illnesses, including behavioral problems, experienced by infants, toddlers, school-aged children and adolescents. Theories related to culture and health beliefs are examined from the perspective of caring for the child and family. Through assigned readings, lectures, class discussion, and case studies, the student will begin to develop principles of sound clinical judgement to care for pediatric patients. Students will have the opportunity to apply these concepts in a concurrently offered clinical practicum in multicultural practice settings.

GN 540L Primary Care of the Pediatric Patient in Advanced Practice-Clinical (5.0 credit units)

To be enrolled in this course students must be currently taking GN 540, Primary Care of the Pediatric Patient in Advanced Practice. Students will spend at least 18 hours per week in their assigned clinical practice setting to care for children from birth to 18 years of age addressing healthcare issues across the wellness-illness continuum. They will learn to collect subjective and objective data from which to make appropriate diagnoses and plan care that considers the bio-psycho-social, economic, cultural, and developmental factors with the goal of maximizing patients' wellbeing. Emphasis is on caring for children as part of the family, understanding the impact of health is dependent upon family dynamics and parenting. Students will learn to provide care to children based on developmental levels, with emphasis on safety and anticipatory guidance.

GN 541 Primary Care of Women in Advanced Practice (2.5 credit units)

This course focuses on advanced nursing care to women in diverse populations. It is designed to provide students the opportunity to function in the role as the family nurse practitioner provider of women's health in primary care settings. Students focus on the physical, emotional, socio-cultural and educational need of the gynecological primary health care of women from adolescence through post-menopausal years. Students

will combine broad foundational knowledge with specialty knowledge essential for the unique health needs of women. Students can apply their knowledge in a concurrent clinical practicum in a culturally diverse primary care women's health setting.

GN 541L Primary Care in Women in Advanced Practice-Clinical (2.5 credit units)

To be enrolled in this course students must be currently taking GN541: Primary Care of Women in Advanced Practice. Students will spend at least 9 hours per week in their assigned clinical practice setting to care for women from adolescents to post-menopausal years. The focus is on addressing healthcare issues across the wellness-illness continuum.

They will learn to collect subjective and objective data from which to make appropriate diagnoses and plan care that considers the bio-psycho-social, economic, cultural, and developmental factors with the goal of maximizing patients' wellbeing.

GN 542 Primary Care of the Adult/Older Adult in Advanced Practice (7.5 credit units)

The focus of this course is the development of clinical decision-making skills needed to care for adults. As primary care providers delivering comprehensive healthcare, the student will focus on caring for adults along the wellness-illness continuum focused on health promotion, health maintenance, management of acute and chronic illnesses. Strategies such as assigned readings, lectures, class discussions, case studies and simulations the student will begin the process of developing sound clinical judgement as primary care providers. The concept of interprofessional collaboration will be emphasized for the care of patients with chronic illnesses. This course is taken concurrently with GN 542L, their supervised clinical practicum, which allow them to apply the therapeutic concepts in multicultural practice settings.

GN 542L Primary Care of the Adult /Older Patient in Advanced Practice Clinical (7.5 credit units)

To be enrolled in this course students must be currently taking GN542, Primary Care of the Adult/Older Adult Patient in Advanced Practice. Students will spend at least 18 hours per week in their assigned clinical practice setting to care for adult/older adult patients across the wellness-illness continuum. They will learn to collect subjective and objective data from which to make appropriate diagnoses and plan care that considers the bio-psycho-social, economic, cultural factors with the goal of maximizing patients' wellbeing.

GN 543 Primary Care of the Family in Advanced Practice-Putting It Together (5 credit units)

This course utilizes knowledge obtained in previous FNP courses such that this course builds on the previous didactic content. In this course students are expected to apply previous content to provide thoughtful, comprehensive, holistic, quality, safe care to patients and families that is evidence based. The emphasis is on operationalizing the role of the family nurse practitioner in caring for patients, understanding their families are dynamic systems with specific needs as they move through the various stages of development. The use of scenario-based learning activities and simulation will illustrate the concepts covered in this course. Students will have an opportunity to reflect on their approach to patients care that is cognizant of the physical, psychological, social, cultural, and economic status of families while also considering organizational factors, legal, ethical and geopolitical factors that influence health of patients.

GN 543L Primary Care of the Family in Advanced Practice-Clinical (5 credit units)

To be enrolled in this course students must be currently taking GN543, Primary Care of Families in Advanced Practice. In this final practicum students will have the opportunity to investigate the inter-relationships among various socioeconomic, legal, and political factors which impact the structure and function of healthcare delivery systems. Students will be assisted to perform the advanced practice roles of manager, clinician, educator, researcher, and consultant in the provision of primary care services across the lifespan to underserved populations. Students will participate in the development of joint protocols, scientific research and development, community service activities and professional endeavors. The purpose of this course is to enable the student to operationalize the role of the family nurse practitioner in the care of individual member of the family across the life span and the community.

GN 696: Capstone: FNP (5 Units);

GN 970 Post-Grad APRN Certificate Program (1 unit)

This capstone is the culminating project that demonstrates mastery of all major concepts learned in this program. Students are expected to work with approved preceptors to identify and complete a project according to specialty track. This capstone project prepares students to function in their new roles as advanced practice nurses in the ever-evolving complex healthcare environment.

AUHS MSN faculty considered the requirements from other agencies such as those listed above. The CA BRN APRN-FNP curricular requirements, Commission on Collegiate Nursing Education's (CCNE's) Standards for Accreditation of Baccalaureate and Graduate Nursing Program (2018) have been utilized in developing the curricula for each MSN track to meet the professional practice standards and guidelines. The NTF Criteria for Evaluation of Nurse Practitioner Programs (2016) has been utilized to evaluate the proposed AUHS MSN FNP program curriculum content's congruency with the NTF criteria for program evaluation.

POST-GRADUATE APRN-FNP CERTIFICATE PROGRAM DESCRIPTION

This program is designed for Master's prepared nurses or doctorate prepared nurses who chooses to advance their knowledge-base, experience, education, and set of skills to practice as in an advanced role as Family Nurse Practitioner (FNP). The Post-Graduate FNP Certificate will prepare advanced practice Nurses to manage the care of individuals and families across the lifespan. Graduates are eligible to take the national certification examinations from several certifying agencies such as the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). The post-graduate FNP program emphasizes and advances FNP's critical thinking; making differential diagnoses; using evidence-based findings to improve healthcare outcomes; and being accountable for providing healthcare through health promotion, disease prevention, management of acute and chronic health conditions and primary care – to diverse patient population in a variety of clinics and community-based settings.

ADMISSION REQUIREMENTS FOR THE POST-GRADUATE APRN CERTIFICATE PROGRAM

To be eligible for admission to the Post-Graduate APRN Certificate program candidates must:

- Hold a Master's or doctoral degree in Nursing from a regionally accredited institution.
- Holds and provide proof of unencumbered RN license in the State of residence
- Have a GPA of at least 3.0 in graduate course work, on a 4.0
- Submit one official transcript from each college or university attended
- Have two professional recommendation forms, preferably from individuals from related field of nursing practice
- Have completed all admission requirements

MASTER OF SCIENCE IN NURSING (MSN) AND THREE (3) SPECIALIZATION TRACKS

MASTER OF SCIENCE IN NURSING: NURSE EDUCATION, NURSE ADMINISTRATION, LEADERSHIP, AND MANAGEMENT, FAMILY NURSE PRACTICE											TOTAL		
NURSING EDUCATION	QUARTER 1	CR	QUARTER 2	CR	QUARTER 3	CR	QUARTER 4	CR	QUARTER 5	CR			
	GN 500: Theoretical Concepts and Trends in Advanced Practice Nursing	5	GN 502: Advanced Pharmacology	5	GN 504: Advanced Physical Assessment	5	GN 530: Foundations of Professional Roles & Responsibilities of Nurse Educators	5	GN 533: Evaluation Strategies and Methods for Nursing Education	5			25
	GN 501: Advanced Pathophysiology	5	GN 503: Leadership, Ethics & Interprofessional Collaboration for Advanced Practice	5	GN 505: Information Technology & Tools for Healthcare Improvement	5	GN 531: Curriculum Design in Nursing Education	5	GN 610: Field Practicum	5			25
			GN 506: Global Health, Culture and Health Policy for the Advanced Practice Nurse	5	GN 507: Research and Evidence Based Practice in Advanced Practice	5	GN 532: Innovative Strategies in Nursing Education	5					15
		10		15		15		15		10			65

NURSING ADMINISTRATION LEADERSHIP AND MANAGEMENT	QUARTER 1	CR	QUARTER 2	CR	QUARTER 3	CR	QUARTER 4	CR	QUARTER 5	CR			TOTAL
	GN 500: Theoretical Concepts and Trends in Advanced Practice Nursing	5	GN 502: Advanced Pharmacology	5	GN 504: Advanced Physical Assessment	5	GN 520: Advanced Nursing Leadership	5	GN 523: Analysis and Application of Administrative Strategies in Nursing	5			25
	GN 501: Advanced Pathophysiology	5	GN 503: Leadership, Ethics & Interprofessional Collaboration for Advanced Practice	5	GN 505: Information Technology & Tools for Healthcare Improvement	5	GN 521: Organizational Behavior in Healthcare	5	GN 600: Nursing Administration, Management and Leadership Field Experience	5			25
			GN 506: Global Health, Culture and Health Policy for Advanced Practice Nurse	5	GN 507: Research and Evidence Based Practice in Advanced Practice	5	GN 522: Healthcare Financial Management & Economics	5					15
		10		15		15		15		10			65

FAMILY NURSE PRACTITIONER Family/Individual Across the Lifespan category	QUARTER 1	CR	QUARTER 2	CR	QUARTER 3	CR	QUARTER 4	CR	QUARTER 5	CR	QUARTER 6	CR	TOTAL
	GN 500: Theoretical Concepts and Trends in Advanced Practice Nursing	5	GN 502: Advanced Pharmacology	5	GN 504: Advanced Physical Assessment	5	GN 540: Primary Care of the Pediatric Patient in Advanced Practice	5	GN 542: Primary Care in the Adult/Older Adult in Advanced Practice	7.5	GN 543: Primary Care of the Family in Advanced Practice-Putting It Together	5	32.5
	GN 501: Advanced Pathophysiology	5	GN 503: Leadership, Ethics & Interprofessional Collaboration for Advanced Practice	5	GN 505: Information Technology & Tools for Healthcare Improvement	5	GN 540L: Primary Care of the Pediatric Patient in Advanced Practice-Clinical	5	GN 542L: Primary Care in the Adult/Older Adult in Advanced Practice-Clinical	7.5	GN 543L: Primary Care of the Family in Advanced Practice-Clinical	5	32.5
			GN 506: Global Health, Culture and Health Policy for the Advanced Practice Nurse	5	GN 507: Research and Evidence Based Practice in Advanced Practice Nurse	5	GN 541: Primary Care in Women in Advanced Practice	2.5			GN 696: CAPSTONE	5	17.5
							GN 541L: Primary Care in Women in Advanced Practice-Clinical	2.5					2.5
	10			15		15		15		15		15	85

FAMILY NURSE PRACTITIONER TRACK Post-Graduate APRN Certificate Program	QUARTER 4	Units	QUARTER 5	Units	Hours	QUARTER 6	Units	Hours
	GN 540: Primary Care of the Pediatric Patient in Advanced Practice	5.0	GN 542: Primary Care in the Adult/Older Adult Patient in Advanced Practice	7.5	75	GN 543: Primary Care of the Family in Advanced Practice -Putting it Together	5	50
	GN 540L: Primary Care of the Pediatric Patient in Advanced Practice-Clinical	5.0	GN 542L: Primary Care in the Adult/Older Adult Patient in Advanced Practice-Clinical	7.5	225	GN 543L: Primary Care of the Family in Advanced Practice-Clinical	5	150
	GN 541: Primary Care in Women in Advanced Practice	2.5				GN 970: CAPSTONE	1	10
	GN 541L: Primary Care in Women in Advanced Practice-Clinical	2.5						
	Total	15		15	300		11	210

AUHS MSN GRADUATE PROGRAM GRADING SCALE WITH LETTER AND GRADE POINTS

The general policy concerning acceptable grades. In the SON Graduate Program, any grade less than B is considered a failing grade. It is policy that students may not progress in the program until the failed course has been successfully repeated. A SON graduate course may be repeated only once in the program. Please consult individual course syllabus for specifics concerning each course.

Students at the school receive grades based on classroom participation, laboratory and project work, written examinations, as well as externship evaluation. Students are given a grade record for each course registered in. The SON Graduate Program uses the following grading system:

GRADING SYSTEM AND PROGRESS EVALUATION

Students receive grades based upon classroom participation, laboratory and project work, written examinations as well as externship evaluation. Students will be given a grade record for each course participated in. AUHS utilizes the following grade system:

GRADE	PERCENTAGE	GPA	INDICATES
A	93.0-100	4.0	Superior Achievement
A-	90.0-92.99	3.7	
B+	87.0-89.99	3.3	High Level of Achievement
B	83.0-86.99	3.0	Passing grade for MSN
B-	80.0-82.99	2.7	
C+	78.0-79.99	2.3	
C	76.0-77.99	2.0	Satisfactory Achievement
C-	70.0-75.99	1.7	Non-Passing
D+	67.0-69.99	1.3	
D	63.0-66.99	1.0	Marginal Achievement
D-	60.0-62.99	0.7	
F	<60	0.0	Failed
I/INC	Incomplete	0.0	

DEFINITION OF OTHER GRADES

Other grade	Indicates	Received credit	Affects GPA	Comment
W	Withdrawal	No	No	
L	Leave of Absence	No	No	
CR	Credit	Yes	No	
U	Unauthorized Withdrawal	No	No	
Passed				Achievement grade of C or Better (Undergraduate) B or Better (Graduate)
Failed				Achievement grade of C- or below (Undergraduate) B- or below (Graduate)

Students failing to complete any course subject will be given an incomplete. To obtain credit, that portion would have to be retaken for a final grade credit.

* *Note:* Certain programs may require higher standards for acceptable class pass – e.g. ***“Masters in Clinical Research”*** and ***“Master of Science in Nursing”*** requires a ***“B”*** to pass. For ***“Bachelor in Nursing”*** a ***“C+”*** is required to pass. For further information, see program student handbook.

Grade Explanations

Incomplete grade (I) in a course is given only for circumstances beyond a student’s control. It will not be granted as a remedy for course overload, failure on a final examination, absence from a final examination for reasons other than an emergency, or a low grade to be raised with extra work.

To receive an incomplete the student is responsible for initiating a request to receive a grade of “I” by contacting both the course coordinator and Office of Academic Affairs. If the request is approved, the course coordinator reports an “I” as well as the grade the student would have received if the deficiency is not removed within the time limit. An “I” notation must be changed to an earned letter grade before the end of the following term. Failure to complete course requirements will cause the incomplete work to be counted as zero and factored in with the existing grade to calculate the final grade for the course.

The grade indicates withdrawal from a course. Students wishing to withdraw from a course must meet the following requirements:

Within the first seven calendar days of the quarter, students may withdraw from any course with no record of the individual course withdrawal on their permanent academic record. After the “no-record drop” deadline, students may withdraw with from any course, but only for serious and compelling reasons. In some cases, reduced tuition may apply. Please refer to the financial aid section of the catalog for further information.

After the deadline for withdrawal (last day of the seventh week - refer to the calendar), a student may request permission to be allowed to withdraw from all of her/his classes because of a medical emergency or extraordinary circumstance by submitting a withdrawal form to the Dean, School of Nursing. The designation carries no connotation of quality of student performance and is not calculated in the grade point average. See the University Catalog for more information.

GRADUATION REQUIREMENTS (core courses, electives, and activities)

A student will be recommended for the degree of MSN provided the student:

1. Has completed all courses in the MSN track; and
2. Is not on provisional academic status, has completed all prescribed courses with a grade of 3.0 or higher, has no outstanding grade which is incomplete, and has a passing grade for all clinical rotations (if applicable); and
3. Has performed and behaved in a manner which is ethical, professional, and consistent with the Advance Practice Registered Nurse; and
4. Has satisfactorily passed prescribed exams; and
5. Has complete 100 hours (or equivalent) of community service; and
6. Has completed all degree requirements within three years following initiation of the matriculation process for the MSN Leadership and Education tracks; and three and a half years of the matriculation process for the MSN FNP track.
7. Has met all AUHS financial requirements and obligations.

TECHNICAL STANDARDS FOR ADMISSIONS, PROGRESSION AND COMPLETION OF THE MSN PROGRAM

The AUHS SON Graduate Program is an accelerated program that prepares graduates with the requisite knowledge, skills, and attitudes to enter the practice of Nursing. The technical standards describe the Intellectual, Conceptual, Integrative and Qualitative abilities, Communication, Behavioral, Ethical and Professional Attributes, Visual/Auditory, and Motor coordination and function that are required for Nursing education and practice. These competencies are not only necessary to successfully complete the course of study, but they are also essential for ensuring the health and safety of patients, other healthcare professionals, faculty, staff, and fellow graduates. In these policies, the term "graduates" will refer to graduates seeking admission to the school, as well as those already enrolled and progressing to graduation. In order to admit, evaluate, promote and graduate any person, it is the obligation of the graduate to meet these minimum technical standards.

The Admissions committee oversees adherence to the technical standards. Responsibilities of this committee are:

1. Interpret, review, and recommend revision of the SON Technical Standards for Nursing education.
2. Review situations where accommodations are needed for students to be able to meet the SON Technical Standards.
3. Determine whether recommended accommodations can be provided in a reasonable manner.

Graduates who seek reasonable accommodations for a disability, medical condition or temporary injury/condition must contact the Office of Student Affairs.

Applicants for admission to the SON Graduate Program and Post-Graduate APRN- FNP certificate program must possess certain abilities and skills, which are categorized below as observational, communication, sensory/motor, intellectual, conceptual, integrative, and quantitative, behavioral, and social. In addition to these abilities and skills, a candidate for admission must also:

1. Provide an up-to-date record of all required immunizations, which needs to be on file with the Office for Student Affairs and Admission in the SON Graduate Program and Post- Graduate APRN- FNP certificate program.
2. Have a criminal background check that raises no concerns.
3. Have access to transportation.
4. Provide proof of healthcare insurance.

Admitted MSN students in the FNP and Post-Graduate APRN-FNP Certificate Program:

Due to the interactive and technical nature of the MSN program and the Nursing profession, there are additional skills and abilities that a graduate must possess in order to participate in the program. To successfully progress, and to be approved for graduation, graduates must satisfactorily perform the abilities and skills outlined below during the course of their Nursing education. The school will make efforts to work with admitted MSN graduates who are identified as demonstrating technical skill deficiencies. Graduates requesting reasonable accommodations to perform the technical skills must contact the Office of Student Affairs.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

- Critical and logical thinking ability sufficient to engage in clinical judgment and problem solving to address issues and problems within all learning environments.
- Multi-task and to perform work in a logical and sequential manner.
- Memorize, perform scientific measurements and calculations, reason, analyze, and synthesize information.
- Demonstrate ability to retrieve (electronically and manually), read, understand, and interpret medical, scientific, and professional information and literature.
- Demonstrate the intellectual and reasoning abilities required to develop critical thinking, problem-solving, and decision-making skills.
- Demonstrate the ability to learn effectively through a variety of modalities including, but not limited to, classroom instruction, small group discussions, practice lab, individual study of materials, preparation, and presentation of written and oral reports, and use of computers and other technology.
- Demonstrate ability to prioritize and complete tasks in laboratory, clinical, and patient care setting with time constraints.
- Perform a variety of duties accurately, often changing from one task to another without loss of efficiency or composure.
- Accurately and independently evaluate his/her own performance and formulate strategies for addressing deficiencies and improving professional skills.

Communication

- Read, write, speak, and comprehend English with sufficient mastery to communicate clearly (understanding and being understood) and professionally with faculty, preceptors, administrators, staff, peers, patients, and other health care professionals in a mature, sensitive, and professional manner that reflects the primary traits and the core values of the college.
- Communication includes both verbal and non-verbal expression, reading, writing, and computer skills essential to complete didactic and clinical curricular requirements.
- Retain, recall, and deliver information in an efficient and timely manner.
- Participate in class discussions/group projects/practice labs for the purpose of delivery and receipt of medical information.
- Recognize both verbal and non-verbal communication including facial expression and body language.
- Demonstrate awareness of and appropriately communicate verbally and non-verbally.
- Record accurately and legibly in patients' records, demonstrating the knowledge of the meaning and spelling of words, rules of composition and grammar.
- Explain to other health care professionals, to patients, and/or to caregivers' reason for treatment, preventative measures, disease process and need for referral.
- Use computers and other technology to accurately record information and convey critical health-related documentation.

Behavioral, Ethical and Professional Attributes

- Recognize and show respect for differences in cultures, values, and ethics among patients, faculty, peers, preceptors, staff, and administrators.
- Demonstrate maturity, integrity, compassion, and respect for others.
- Identify and demonstrate appropriate behaviors to protect the safety and well-being of patients, faculty, peers, preceptors, staff, and administrators.
- Demonstrate and possess the emotional health required to fully and appropriately use intellectual abilities, exercise good judgment, and promptly complete all responsibilities in the academic setting.
- Identify and take responsibility for actions during academic and clinical rotations.
- Demonstrate the ability to handle situations appropriately and professionally that may be physically, emotionally, and intellectually stressful, including situations that must be handled promptly and calmly.

- Demonstrate flexibility and adaptability to changing situations and uncertainty in the classrooms, laboratories, and experiential settings with appropriate coping responses.
- Appropriately adapt and be able to accept appropriate suggestions and constructive criticism in a mature, acceptable, and professional manner.
- Comply with the professional code of conduct that is part of, but not limited to, the clinical component of the MSN and Post-graduate APRN-FNP Certificate curriculum.
- Display compassion and concern for others in accordance with the mission of the college and the vision of the SON Graduate Program

Visual/Auditory

- Observe demonstrations, lectures, practiced-based activities, and experiments in the basic and clinical sciences and other essential curricular exercises.
- Gather data from written reference material, computer-based programs, and oral presentations.
- Utilize various types of physical assessment skills required for patient-centered care including reading digital or analog representations of physiologic phenomena.
- Have vision sufficient to read and interpret prescriptions, prescription labels, and medication labels.
- Observe patient activity and behavior at a distance and close hand, noting non-verbal and verbal signals.

Motor coordination and function

- Elicit patient information through palpation, auscultation, and other diagnostic maneuvers and perform emergency procedures such as CPR in a clinical setting.
- Operate educational equipment and technology to fully participate in lectures, practice, and other laboratory experiences, including preparing an intravenous (IV) product, giving an intramuscular (IM) injection or subcutaneous (SQ) injection and dispensing pharmaceutical dosage forms such as capsules or tablets.
- Consistently, quickly, and accurately integrate all information received by whatever senses are employed, along with the intellectual ability to learn, integrate, analyze, and synthesize data.

Applicants are required to certify that they have reviewed and meet these technical standards at the time of application. Students will be expected to continue to meet these standards over the course of the program. No person will be denied admission or graduation on the basis of any disability, provided that the person demonstrates the ability to meet the minimum standards set forth in this document. Reasonable accommodations, that do not alter the fundamental nature of the curriculum, may be made when documented and requested by a graduate, in advance through official university channels, in accord with standards and requirements of the Americans with Disabilities Act. Final determination of a reasonable accommodation is an interactive process that involves input from the student, the program's faculty, Admissions committee, and administration in conjunction with the Office of Student Affairs **prior to and during** the MSN education program.

Individuals with questions or concerns or who feel unsure about their ability to meet these standards should contact The American University of Health Sciences School of Nursing, SON Graduate Program, Office of the Dean, and Office of Student Affairs.

GENERAL ACADEMIC POLICIES FOR THE SON MSN GRADUATE PROGRAM

In addition to the policies found in this handbook that are specific to the SON Graduate Program, the student should obtain and keep an electronic copy of the AUHS University Catalog which contains policies that apply to all programs of the university.

PROBATION

Academic Probation

Academic Probation is defined as a period of time during which the student's progress will be closely monitored by the Academic Progression & Professionalism Committee and by the Office of Academic Affairs. A student will be placed on Academic Probation for any of the following reasons:

- A quarter and/or Cumulative GPA of less than 3.0.
- One or more "F" grades in a quarter.

A student must achieve a GPA of 3.0 or higher, during the following quarter in order to continue in the program.

When a student is placed on Academic Probation, it is noted in the student's academic file. Subsequently, a notation is also made in the student's academic file when the student is returned to "Good Standing" (i.e., is no longer on any form of Academic Probation, social, or legal probation). Academic Probation is not noted on transcripts.

When a student is placed on Academic Probation, she/he will be notified in writing by the Office of Academic Affairs of this change in academic status and the reasons for this action. A copy of this letter will be placed in the student's permanent file. The Office of Academic Affairs will ascertain when the terms of the Academic Probation have been satisfied and inform the Academic Progression & Professionalism Committee when Academic Probation is lifted.

A first- or second-year student on Academic Probation should meet with her/his faculty advisor at least once a month. Students on Academic Probation come under increased supervision of the faculty and administration and may receive instructions that include, but are not limited to, the following areas:

- Leaves of absence and vacation.
- Reporting performance in courses to faculty committees and advisors.
- The method by which course requirements are to be satisfied.
- The sequences of courses to be taken or retaken, including, for example, instructions to repeat portions of the curriculum.
- The enrollment in elective courses.
- The involvement in school-related extra-curricular activities.
- Conduct necessary to meet standards of professionalism.

Students on Academic Probation will be described as "not in good standing" for certain purposes such as, for example:

- Letters of recommendation.
- Scholarship programs which require that student standing be reported

Students on Academic Probation are prohibited from serving on faculty committees, from participating in student government or professional association activities or from representing the School. Students on Academic Probation are prohibited from taking courses at other institutions.

The student will remain on Academic Probation until the following minimal acceptable standards are again met:

- A first- or second-year student will be removed from Academic Probation after one quarter, provided her/his cumulative grade point average is above 3.0 and all grades of “F” are made up.
- Third year students on Academic Probation for a clinical rotation grade of “No Pass” will be removed from Academic Probation after successfully repeating the rotation.

Nonacademic Probation

See AUHS University Catalog.

SATISFACTORY ACADEMIC PROGRESSION AND PROMOTION

POLICY STATEMENT

The SON Graduate Program at American University of Health Sciences (AUHS) has a rigorous academic progression policy to ensure students’ progress through the MSN curriculum in a timely manner and to ensure they become effective and safe practitioners. The typical curriculum schedule is found in the Student Handbook.

To maintain Satisfactory Academic Progress (SAP), all MSN students at American University of Health Sciences must meet specific minimum standards of academic achievement. Failure to meet the requirements of maintaining SAP may result in punitive actions up to and including the possible loss of federal Title IV funds and/or other governmental financial aid and suspension or termination from the SON Graduate Program. This policy applies to all MSN students whether or not they participate in Title IV or other governmental financial aid programs. It is important for students to read and understand the SON’s SAP standards.

In the event of a student receiving a Failing grade in a course, eligibility to remediate the course will be determined by the Office of Academic Affairs based on policy (see Remediation Policy).

Purpose

The purpose of the policy is to ensure students reach and maintain high standards of learning throughout their time at the SON and accomplish all course learning outcomes. A grade below B in a course indicates a lack of understanding of the fundamental concepts of the course material necessary for progression. The policy is intended to allow students the opportunity to remediate or repeat when they do not pass a course the first time. A student enrolled in the FNP program must complete the program within two years and three months (2 years & 3 months [2.25] from the time they registered and attended their first core course. A student enrolled in the MSN NE and NALM program must complete the program within two years from the time they registered and attended their first core course.

Scope/ Coverage

This progression policy applies to all students (didactic and experiential) in the SON Graduate Program in 2019 onwards.

Promotion is defined as progression from one academic year to the next.

- A student will be recommended for promotion by the Academic Progression & Professionalism Committee.
- A student will not be recommended for progression from one academic year to the next with any grades of “I” on his/her academic record.
- Professional, ethical, and personal conduct will also be evaluated when considering a student for promotion.

To be in good academic standing with the University and to be eligible to receive Title IV aid, students must maintain SAP. At the end of each quarter (payment period), each student is evaluated on three components to determine if he/she is maintaining SAP:

1. Cumulative GPA
2. Successful course completion rate
3. Maximum time frame – credits attempted relative to the maximum credits attempted that are allowed (1.5 times the credits in the student’s program).

See the University Catalog for more information.

Grade Appeals

At some time in their academic career, a student may question how they were graded on an exam, in an academic course or in a clinical service or course. All instructors-of-record are expected to publish their grading criteria at the beginning of their course and to notify students if there are changes during the course. If students are unsure of how their grade was determined, they should follow the specified policy and procedures for reconsideration of the disputed grade.

All appeals of disputed grades must include documentation supporting the appeal. This could include, but not be limited to, class notes/PowerPoint presentations, literary citations on the topic in question, published grading criteria for the course in question, and witnesses supporting the student’s appeal. If the grading criteria included attendance and/or the taking of examinations on time, and the student wishes to appeal a grade due to an absence, the student must document that they followed School policy on reporting the absence prior to the examination, in order for the appeal to be considered.

If a student alleges that the grade was issued in an arbitrary, capricious, or malicious manner, the “ACADEMIC STUDENT COMPLAINTS/GRIEVANCES” provides an avenue for due process (please see AUHS University Catalog, <https://www.auhs.edu/academics/auhs-catalog/>)

POLICY AND PROCEDURE FOR MSN CLINICAL COURSES

In the case of an EXAM or COURSE GRADE APPEAL, the SON Graduate student needs to do all the following:

- Within TWO (2) business days of grade posting, first speak with the preceptor and ask to review the examination / course grade. If the outcome is accepted, the process ends here.
- If the student feels their answer(s) were correct but not accepted by the preceptor or course grade is incorrect after this review, the student may file a written appeal with the preceptor and assistant director of SON Graduate Program, within TWO (2) business days, documenting why their answer(s) were correct or course grade is incorrect.
- Within FIVE (5) business day, the assistant Director of SON Graduate Program (with input from the preceptor) will render a decision in writing.
- If the student still is not satisfied with the response from assistant Director of SON Graduate Program, the student may file written appeal to the Dean of SON Graduate Program within TWO (2) business days.
- If the student is not satisfied with the response from the Dean of SON Graduate Program, he/she may appeal to the Chief Nurse Administrator (CNA) within TWO (2) business days, with input from the Dean of SON Graduate Program. The decision of the CNA is FINAL.

The process must be followed as described in order for a grade appeal to be reviewed. Additional information on academic complaint/grievance is available in the University Catalog, if the student is not satisfied with the decision by the CNA, and for escalating the complaints and unsatisfactory decision deemed by the student.

EVALUATION POINTS FOR SATISFACTORY ACADEMIC PROGRESS

Satisfactory academic progress evaluation points are tied to the student's academic credits. The EVALUATION POINTS STANDARDS chart describes the evaluation points standards.

Evaluation Point	Minimum GPA	Minimum Successful Completion % of Credits	Academic Status
1 – 18 Credits Attempted	2.0	67%	FA Warning / FA Probation / FA Dismissal
18.1 – 72 Credits Attempted	2.0	67%	FA Warning / FA Probation / FA Dismissal
72.1 – 300 Credits Attempted	2.0	67%	FA Warning / FA Probation / FA Dismissal

Cumulative GPA Requirements for Satisfactory Academic Progress

Students enrolled in the SON Graduate Program must attain a Cumulative GPA 3.0 at the end of the first 18 credits attempted. Students must maintain a 3.0 Cumulative GPA each quarter thereafter.

Completion Rate Requirements for Satisfactory Academic Progress

At the midpoint of the first academic year (up to and including 18 quarter credit hours attempted), students enrolled in the SON Graduate Program and Post-grad FNP certificate program must have completed a minimum of 67% of the cumulative credits attempted. From that point (18 quarter credit hours attempted) to the end of the second academic year (up to and including 72 credit hours attempted), students must complete a minimum of 67% of the cumulative credits attempted to be making satisfactory progress. From 72.1 to the end of his/her program, the student must complete a minimum of 67% of the cumulative credits attempted to be making satisfactory progress. Any credits for which the student has remained enrolled past the Drop period and has incurred a financial obligation are considered in this calculation. To calculate the completion rate, divide cumulative quarter credit hours a student successfully completed by cumulative quarter credit hours the student has attempted.

GRADING AND BEHAVIOR POLICY

POSTING OF GRADES AND/OR DISTRIBUTION OF EXAMS

1. Grades for examinations and final course grades are truncated, not rounded.
2. Examinations and answer sheets are the property of the AUHS SON Graduate Program. Test materials will be distributed for review only.
3. Exam results will be reported to students and posted in the Canvas system within a reasonable time after the administration of an exam.
4. Once the student has reviewed their results, the student has 7 days, to file a written request with the appropriate faculty member for consideration for credit of items missed. The request must be supported by written documentation from an academic source (e.g. Nursing textbook, etc.).

STUDENT COMPLAINTS/GRIEVANCE

STUDENT COMPLAINTS

The American University of Health Sciences (AUHS) is committed to providing an academic environment where all students are treated equitably and fairly. Consequently, AUHS does not tolerate discrimination or harassment based on actual or perceived characteristics of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, pregnancy, gender, gender identity, gender expression, age, sexual orientation, AIDS/HIV, military and veteran status of any person, or association with a person or group with one or more of these actual or perceived characteristics (collectively, “Protected Category” or “Protected Categories”). Likewise, AUHS does not tolerate retaliation against persons who complain of discrimination or harassment or who participate in any investigation regarding discrimination or harassment.

Procedure

The procedure to file an academic complaint/grievance is available in the University Catalog.

STUDENT COMPLAINTS RELATED TO ACCREDITING COMMISSIONS AND APPROVING AGENCIES’ STANDARDS

The Accrediting Commissions and Approving agencies have a mandate to ensure that any college/school of Nursing that applies for or has pre-accreditation or accreditation status handles complaints from students, faculty, other institutions, or the public in compliance with its accreditation standards. Students who need to file a complaint related to accrediting and approving agencies’ standards against the school/college may visit the website for policies and procedures: [Accreditation Commissions.wascsenior.org](http://Accreditation.Commissions.wascsenior.org); info@tracs.org; rn.ca.gov; cneaccreditation.org; aacn.nche.edu/cne-accreditation; CCNE-Accredited Baccalaureate Nursing Degree Programs ; bppe.ca.gov

The SON Graduate Program and Post-grad APRN-FNP certificate program and the University recognize that, on occasion, a student may have a concern or issue that necessitates a prompt and fair resolution. To address the issue, the student is to follow the prescribed series of steps (see catalog) to obtain a mutual and satisfactory resolution of the student’s concern or issue. Reasons for grievance may include:

- A claim of an inappropriate grade that has been assigned by a faculty member
- A miscalculation of a final grade
- A claim of abuse, ill-treatment, or exploitation

The following cases may NOT be grieved: Violations of the Academic Honor code (specifically Academic Integrity and Student Conduct Violations which were considered serious enough to warrant a dismissal from the University.)

Procedure

The procedure to file an academic complaint/grievance is available in the University Catalog.

EXPECTATIONS FOR BEHAVIOR

The Nursing profession has developed a set of common guidelines for behavior and decision making in the *Pledge of Professionalism*, *The Nurse’s Pledge*, and the *ANA Code of Ethics*. The MSN faculty abides by these profession standards and believes that Nursing students should perform in accordance with the provisions of these Codes. Violation of any of these general standards of conduct or provisions of the Codes is grounds for discipline and dismissal from the SON Graduate Program and/or the University.

ACADEMIC INTEGRITY

AUHS is a community of scholars. All members, including faculty, staff and students are responsible for maintaining standards of academic honesty. Cheating, plagiarism, collaborative work, multiple submissions without permission of the professor or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings resulting in **loss of credit for a project, a failing grade for a class, and/or dismissal from the university**. Every student is responsible for following the University's Academic Honor Code. The policy may be found in the University Catalog.

The Administration of American University of Health Sciences believes that integrity is an important attribute for the student population. Students are given the freedom to learn, explore and question, but this must truly be an individual experience. All students need to understand the seriousness of cheating, collusion and plagiarism. Plagiarism: obtaining, by any means, the work of another student and submitting this work, as own's work.

COLLUSION

Unauthorized collaboration with another student in preparing work for a class Cheating: copying/tracing from another student, using unauthorized materials or devices, and/or collaborating with another student in a testing situation or class project. Fabrication: providing false information about an AUHS related matter in order to gain some benefit to the student.

Students involved in plagiarism, collusion, and/or cheating may face loss of credit for a project, a failing grade for a class, and/or dismissal from the university.

COPYRIGHT POLICY

AUHS is obligated by federal law to inform its students of its policies and sanctions related to copyright infringement. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing (e.g., using Bit Torrent to obtain/distribute music or movies), may subject students to civil and criminal liability. Additional information on Academic Integrity is available in the University Catalog.

IMPAIRED MSN STUDENT

American University of Health Sciences' students are expected to comply with local, state, and federal laws relating to the use of drugs and alcohol. The University will not tolerate conduct that disrupts the campus or the academic environment. The University values its relationship with the adjoining community and recognizes the right of its neighbors to be secure from abusive conduct, and potentially dangerous behavior caused by the use of drugs and alcohol on campus property.

USE OF CONTROLLED SUBSTANCES, DANGEROUS DRUGS OR DRUG DEVICES

The University considers the student use of controlled substances, dangerous drugs or devices or alcoholic beverages to an extent or in a manner injurious to self or others to constitute unprofessional conduct. The conviction of a criminal offense involving the prescription, consumption or self-administration of the above substances is conclusive evidence thereof.

Students who are impaired by or demonstrate characteristics of chemical dependency or mental illness will be directed to seek appropriate assistance through a health care provider and provide the Nursing program with proof of treatment and fitness for practice to the Nursing program.

Evidence of rehabilitation will need to be submitted. Instructors have the authority and responsibility to take immediate corrective action with regards to the impaired student's conduct and performance in the clinical setting. This includes removing the impaired student from the patient care area until the student is deemed medically safe to return to patient care activities. All matters will be handled confidentially.

STUDENTS ARE EXPECTED TO:

MSN students showing signs of mental illness or chemical dependency should be directed to a health care provider for diagnosis and treatment of the illness. Chemical dependency and mental illness are diseases and should be treated as such.

COMMITMENT TO LEARNING

The AUHS MSN faculty are committed to helping students learn. Learning is seriously comprised if assignments are not completed. Therefore, to pass each course in Nursing the student must satisfactorily complete each of the following criteria.

1. The student must submit all course work on time in the format described in the course syllabus. Any late or missed assignment may be subject to a grade reduction, as specified in the course syllabus or by the faculty.
2. The student must be present and must verbally participate in classroom and clinical activities including pre- and post-conferences in the clinical area (see Attendance Policies).
3. The student must meet all scheduled commitments when assigned.
4. Internet access at agencies and clinical sites may be limited to obtaining information directly related to patient care.
5. Text messages, instant messaging and cell phone use for personal business are prohibited during clinical or theory courses.
6. The student must exercise responsibility in ensuring makeup of all missed assignments.

Behaviors that are disrespectful to faculty or fellow students are disruptive and prohibited. Therefore, students may not bring anyone not enrolled in the course to class or leave such persons unattended on campus or at off-site facilities. Other prohibited classroom behaviors include refusing to be seated, talking during lectures, sleeping, eating, non-class reading, entering the classroom late or leaving early without authorization and using cellular devices during exams or graded activities. Faculty may also communicate the time and manner for student questions and expression of points of view in the instructional setting. Faculty may establish, communicate, and enforce reasonable rules of classroom behavior and decorum. These rules are not intended to discourage appropriate classroom expression, discussion, or disagreement, but to promote respectful interactions. Disruptive or disrespectful behaviors in the classroom are grounds for discipline and possible dismissal from the Nursing program and/or the University.

Students that exhibit a chronic pattern of hostility and intimidation as indicated by the issuance of more than one Adverse Action form, including (but is not limited to) verbal abuse, shouting, profanity, stalking, swearing, bullying, threatening communication of any kind, or any other activity that meets the legal definition of harassment, shall be dismissed from the program.

SIMULATION PRACTICE EXPERIENCE

CAMPUS SKILLS LABORATORY

1. Students are required to meet all scheduled skills laboratory appointments.
2. Each student is expected to utilize the campus laboratory to become proficient in all skills before his/her practice experience and demonstrate proficiency in particular skills to the appropriate faculty member.
3. Each student is expected to utilize the equipment during posted campus laboratory hours.
4. Due to the nature of some SON Graduate Program courses, the student may be required to spend time outside of regularly scheduled class/practice time to gain skills. A student will be notified when practice laboratory sessions will be held.
5. Due to the nature of some SON Graduate Program courses, the student may be required to spend time outside of regularly scheduled class/practice time to gain skills. A student will be notified when practice laboratory sessions will be held.

6. Faculty may request that the student return to the clinical laboratory for practice to gain proficiency. Inability to demonstrate proficiency in an assigned skill during return demonstrations may result in the student being excluded from the associated practice experience and/or failing to meet the course objectives.
7. A practice experience missed due to inadequate preparation will be considered an absence.
8. All laboratory equipment is the property of the SON Graduate Program, any student borrowing equipment from the School is responsible for the maintenance of that equipment until it is returned, and will be required to replace any damaged, lost, or stolen items.

CLINICAL PRACTICE EXPERIENCE:

1. Clinical practice experience provides the student the opportunity to apply theory to practical situations. Participation in assigned practice experiences is mandatory (see Attendance Policies).
2. Clinical practice experience evaluation tools are standard tools, subject to modification for each practice course. Each evaluation tool provides specific, measurable outcomes that cover the scope and extent of each practice course objective. These specific tools are essential if learning objectives are to be achieved. Each student is advised that evaluations are designed as tools to keep the student apprised of his/her progress.
3. The purpose of clinical practice experience evaluation is to provide an assessment of each student's abilities and to identify his/her strengths and/or weaknesses. Evaluation tools provide specific guidelines for satisfactory achievement of the clinical objectives.
4. The Clinical practice experience evaluation process is ongoing. Faculty will provide documentation on each student's practice evaluation tool at mid-term and final practice conferences.
5. The Clinical practice experience component of a course is graded on a Pass/Fail basis. Students receiving a failure in the practice component of a Pharmacy course may not continue the progression to the next theory/practice course but must repeat the entire course since it is considered to be linked (the theory and practice experience).
6. Students and clinical practice experience instructor will sign the Clinical practice experience Evaluation tool indicating that the mid-term and final evaluations were read and discussed.
7. Students must pass each practice rotation and must do so by satisfying each practice experience objective. Any student who does not achieve the above requirements in the practice experience rotation will receive a "Fail" for the course.
8. Both the theory and related practice courses must be passed in each rotation in order to progress to the next rotation, course and/or level.
9. There may be occasions when dismissal of a student by the SON becomes necessary prior to the end of a rotation or course. Examples include excessive medication errors (whether PO, IM or IV), gross negligence/misconduct involving patients, and/or professional misconduct. Reasons for prompt dismissal is not limited to these examples (see the Attendance Policy for specific details regarding attendance requirements and their impact on dismissal).

CRITICAL INFORMATION: MSN AND POST-GRADUATE APRN CERTIFICATE CLINICAL PROGRAMS

The SON Graduate Program and Post-Grad APRN Certificate clinical programs require that students complete 600 or required hours of clinical practice, depending on the specialty. There are actual additional hours that MSN and post-grad certificate student will need to prepare and completing assignments, studying, and all depending on hours necessary to meet individual objectives and learning needs.

SON Graduate Program and post-grad certificate students must satisfy all prerequisites and required documents for verification. In addition, clinical site facilities require student's documentation of all clinical requirements. AUHS utilizes COMPLIO to monitor and upload all required documentations by each facility:

These requirements include, but not limited to the following:

- Complete physical examination
- Individual health insurance
- Malpractice insurance
- CPR certification
- Infection control certification
- Training in HIPAA requirements
- PPD or chest x-ray if positive
- Immunity status: Hepatitis B titer series, Rubeola, Rubella & Varicella (per guidelines of clinical site facility)
- Background Check* (annual re-testing)
- Drug Screening (annual re-testing)

Some facilities will require live scan fingerprinting in addition to criminal background checks. A positive criminal record will disqualify a student from admission and continuing in the SON Graduate Program and post-graduate APRN-FNP certificate program. Some agencies may require drug screening prior to admittance into a clinical practicum. In addition, students may be required to provide additional documentation as required by specific agencies. Students must complete the clinical agency orientation before starting a clinical rotation.

NOTE: Please disclose all positive record of criminal activity (including expunged records). Student may not be able to be cleared have clinical practice in clinical site facilities. Conviction of any crime, whether misdemeanor or felony, may have difficulty obtaining a license to practice as a FNP or APRN in the state they wish to practice. The definition of conviction includes a plea of no contest as well as pleas or verdicts of guilty.

All questions regarding licensure should be directed to the appropriate State Board of Registered Nursing.

DOCUMENTATION OF INAPPROPRIATE BEHAVIOR OR UNSAFE CLINICAL PRACTICE:

Students engaged in inappropriate or unsafe behavior in class, at office hours, in the practice experience setting, or in any other interaction in their role as a student at the SON Graduate Program will have their actions documented in an Adverse Action Form.

ISSUING AN ADVERSE ACTION FORM

1. Should a specific situation occur in lecture or practice experience warranting documentation, the exact event of the incident should be described in an Adverse Action Form. The Adverse Action Form is to be given to the student to read within twenty-four (24) hours of the specific incident when possible. All documentation is to be filed in the student's record in the Office of Student Services and on Student Information System (SIS). The student is encouraged to sign indicating that the note has been read and understood. The student may submit a written response statement to be added to his/her Adverse Action Form.
2. If a student's practice performance is unsafe, the student will be sent home from the practice experience area. This will be considered an unexcused absence for that clinical day and documented on an Adverse Action Form.
3. Faculty will clearly detail on an Adverse Action Form what is deemed "unsafe clinical practice" and discuss the behavior with the lead teacher. Concise written guidelines for improvement will be given to the student.
4. In the event the student's behavior is determined to be inappropriate, such as failing to submit health requirements or completion of a remediation plan, an Adverse Action Form will be issued.
5. If multiple reports of inappropriate behavior or unsafe clinical practice are filed for a single course, the student will fail that course.
6. If students receive more than three Adverse Action Forms during the academic program, they will be referred to the Dean of the SON Graduate Program for counseling and review.

HEALTH EVALUATION

A student who has not turned in all required health documents by the designated deadline will not be permitted to enroll in the theory or practice experience course.

GENERAL

1. Students must meet the following SON Graduate Program minimum health evaluation requirements.
2. Depending on clinical practice placement, students will be required to meet any additional health evaluation requirement per individual institution's policy (also see Clinical Agency Rules).
3. Students with any medical conditions or problems need to have a clearance by a physician or healthcare provider stating that the student can work at the clinical setting with no restriction.

PHYSICAL EXAM

1. Students shall have a health examination by a person lawfully authorized to perform such an examination prior to entering the clinical Nursing courses.
2. Each examination shall include a medical history and physical evaluation.
3. The examination shall include laboratory work if indicated by the practitioner.
4. The report signed by the practitioner shall indicate that the person is able to perform assigned duties and that no health condition exists that would create a hazard for the student, colleagues, patients, or visitors.
5. If a student is returning from an absence greater than or equal to one year, the student must complete a new health evaluation prior to reentering the program.
6. All persons working in a clinical setting who are known to have symptoms of infectious disease shall be removed from contact with patients (see also Health Situations Increasing Risk in the Clinical Setting).

TUBERCULOSIS EVALUATION

1. The initial health examination shall include a purified protein derivative (PPD) skin test for tuberculosis or a chest X-ray. A 2-step PPD test is required (consisting of two PPD tests being completed 1 – 3 weeks apart) prior to beginning the first clinical rotation. Each subsequent year, a single negative PPD skin test is required.
2. Positive reaction to the skin test shall be followed by a chest X-ray.
3. Annual tuberculin screening by a person lawfully authorized to perform such an examination that includes symptom/risk factor assessment must be performed.
4. A negative PPD tuberculin skin test or a chest X-ray prior to entering the program is required. The PPD must be repeated annually. A chest X-ray must be repeated annually.
5. Depending upon the clinical site, additional requirements may be necessary (e.g., two-step PPD).

IMMUNIZATION STATUS

1. Students must demonstrate immunity to Measles, Mumps, Rubella, Varicella (Chicken Pox), and Hepatitis B (i.e., documentation of adequate antibody titer levels post vaccination). It takes time to make a clinic visit appointment, for clinical laboratory results to be read and released. Some immunizations may require a lapse of time before a second dose is required (e.g., Hepatitis B vaccine). If insufficient immunity status has developed, documentation of completion of vaccination series for the above immunizations must be demonstrated. A repeat antibody titer must be done after the vaccination series to verify immunity. Make clinic appointments early for your health evaluation to avoid unnecessary delay in the submission of the required health clearance record.
2. Students must demonstrate documentation of tetanus and pertussis immunization [tetanus-diphtheria-acellular pertussis (Tap)] within ten (10) years prior to entering the program.
3. Per clinical placement requirements, students are required to take the annual flu shot.

BASIC LIFE SUPPORT CARDIOPULMONARY RESUSCITATION (BLS/CPR)

1. All students are required to obtain and maintain and provide documentation of continuous Basic health provider Life Support CPR certification (American Heart Association) during enrollment in the program.
2. Students returning from a leave of absence will be required to provide current documentation of continuous Basic Health Provider Life Support CPR prior to re-enrolling.

BACKGROUND CHECK

1. A background check is required of all students in the SON Graduate Program because Nurses perform sensitive tasks that include: the care and security of patients, children, the elderly, the handicapped, the mentally impaired; direct access to controlled substances; and issuance of keys to buildings.
2. Students are required to submit, and satisfactorily clear, a criminal background check prior to performing clinical duties. Live Scan and fingerprinting are required.
3. Some agencies require additional background and security clearances that must be completed by students in advance of their practice experience placement. Students will be given adequate time to prepare for and submit all documents for background clearances.

HIPAA PRIVACY AND SECURITY SCREENING

1. The Health Insurance Portability and Accountability Act (HIPAA) was passed in 1996 in an effort to make health insurance more efficient and portable. Additionally, because of public concerns about confidentiality, the Act also addresses information protection.
2. Because pharmacists have access to individual's protected health information, all students must
 - a. Have an understanding of what information must be protected under HIPAA privacy laws;
 - b. Have an understanding of the HIPAA patient rights;
 - c. Have an understanding of the pharmacists' role as a healthcare provider in maintaining privacy of protected health information for patient care, teaching, research, fundraising, marketing and media;
3. Be aware of consequences for non-compliance with federal regulations.
4. Students must successfully complete the HIPAA module prior to entry into clinical practice and annually.

MALPRACTICE INSURANCE

Students are required to have private malpractice insurance and it should be renewed annually. Malpractice insurance coverage must be maintained for the entire Nursing program.

PERSONAL APPEARANCE

HYGIENE

1. Good personal hygiene is an important aspect of professional Nurses. Regular bathing and the use of body deodorant are essential.
2. Adornments are not to be worn in the hair. Small functional and conservative hair fasteners may be worn in order to secure a student's hair. Hair must be clean and secured off the face and collar. Extreme or unnatural appearance in style or color of hair shall not be permitted. Beards and mustaches must be clean, short, and neatly trimmed; otherwise, male students should be clean-shaven.
3. Because odors can be offensive to ill clients, no perfume, colognes, or after-shave lotions may be worn.
4. Make-up is to be in good taste and should not be used excessively.
5. Fingernails must be clean and short. No polish may be worn. No artificial or gel nails may be worn in clinical areas.
6. Jewelry will be limited to a plain wedding band, a watch with a second hand and one pair of earrings. Necklaces are not permitted. Earrings should be small single posts. For safety reasons, earrings that dangle are inappropriate. No other visible body piercing ornaments are allowed other than earrings. Multiple earrings or decorative pins on uniforms are not allowed.
7. White lab coats are the only allowed cover-up in the clinical setting.
8. Gum chewing is not permitted in any clinical agency.
9. All visible tattoos are to be covered.

DRESS CODE ON CAMPUS:

1. Approved uniform (Teal-Colored Scrub) is required at all times while on campus. Dress slacks, skirt/dress, for women.
2. Attire that is never accepted on campus or in the clinical area are open-toed shoes, sandals, visible piercing (e.g., nose, tongues, lips) hats (e.g., caps, beanies), or revealing attire. If a student is dressed inappropriately, they will be dismissed from the classroom and campus, and clinical settings.
3. Every student will have the following articles in order to attend clinical unless otherwise specified. If any of the required items are missing, the student will not be allowed to proceed on campus and will be marked absent:
 - a. AUHS student ID
 - b. White Laboratory coat

STUDENT IDs

AUHS students are required to always display their student identification card while on campus and/or participating in events where AUHS ID is required.

ID Replacement

- There is a replacement fee for damaged, lost, or stolen ID cards. Please contact the office of Student Affairs for the replacement fee at your campus.
- If a student has an ID with incorrect information, they may receive a free replacement. However, they must submit their old ID badge with the incorrect information in order to receive a free replacement.

CLINICAL AGENCY RULES

1. Students are educational guests in the practice experience facility and are expected to abide by each facility's policies and procedures manuals.
2. Students are not allowed to share site computer ID codes and/or passwords.
3. Students are expected to be familiar with emergency protocols for each practice facility.
4. No personal calls are to be placed or received while in the practice setting. Students are not allowed to carry or use smartphones or other cellular devices when in clinical unless it is authorized by the clinical instructor or clinical site for clinical purposes. Picture taking is not allowed unless approved by the clinical agency.
5. Students who fail to comply with ongoing health-related documentation will not be allowed to attend clinical and will be withdrawn from the course.
6. Students are expected to follow dress codes and/or specific rules unique to each facility and to display professional demeanor while in the facility.
7. Students are expected to attend clinical facility-sponsored orientations. Absence or tardiness of 30 minutes or more from the facility orientation will result in a dismissal from the course.
8. Be mindful and considerate when and where English language is not spoken in clinical settings and in patient's rooms.
9. Students are not allowed to change clinical groupings during the quarter.

CONFIDENTIALITY

1. Nurses are ethically committed to a nonjudgmental attitude, to honesty, and to protecting the confidentiality and the right to privacy of the patient.
2. Patients often confide highly personal information to Nurses, trusting them not to divulge that information carelessly.
3. Patient names should never be used when writing Nursing care plans or presenting case studies, except when these care plans are recorded directly in the patient's chart and are used as a basis for ongoing patient care. Instead, the patients should be referred to by their initials to conceal identity.
4. Any information seen or heard concerning a patient's diagnosis, condition, treatment, financial or personal status ***must be held in absolute confidence.***

5. Details of a patient's history or status should not be discussed in elevators, restrooms, cafeterias, on social media, or in any other public place. Discussing a patient's medical history merely for the sake of gossip is highly unethical and unprofessional and may result in dismissal from the Nursing program.
6. When the clinical experiences terminate, the need to respect the client's confidentiality does not end.
7. Under no circumstances should a student photocopy or screenshot any part of the patient's record.

HEALTH SITUATIONS INCREASING RISK IN THE CLINICAL SETTING

Changes in student health status that may affect the safety of the student and/or patient in health care agencies must be reported to the Dean or Chair of SON Graduate Programs. This includes pregnancy, accident that causes injury, or other mental or physical condition including infectious diseases. A health care provider statement may be required indicating it is safe for the student to function in the clinical area. The School of Nursing Graduate Program will provide reasonable accommodations for student specific needs stemming from a change in health status.

As a part of providing care to ill persons, the student may be exposed to infectious and/or communicable diseases. Costs of testing, diagnosis, and treatment of any infectious and/or communicable disease, including those contracted while acting as a caregiver in clinical experiences, will be the responsibility of the student. The School of Nursing Graduate Program provides instruction to each student regarding Universal Precautions according to the recommendations of the Centers for Disease Control.

POLICY ON HIV/AIDS AND OTHER BLOOD BORNE DISEASES

DEFINITIONS

HIV/AIDS

Acquired immunodeficiency syndrome (AIDS) is a condition in which the body's ability to defend itself against a variety of diseases is seriously reduced. This condition apparently is caused by a virus known most commonly as the human immunodeficiency virus (HIV). Yet, there is no known cure for AIDS.

HIV POSITIVE

When a person is infected with HIV, his or her immune system responds by producing antibodies against the virus. Antibodies can be detected by a laboratory test, though symptoms of illness may not be present. Antibodies generally develop within three (3) to twelve (12) weeks after exposure but may take as long as fourteen (14) months. Such an infection apparently cannot be reversed and may develop into AIDS.

PRINCIPLES UNDERLYING THE POLICY ON HIV/AIDS AND OTHER BLOOD BORNE DISEASES

1. A primary objective of the HIV/AIDS policy is education for the prevention of any acquisition or transmission of HIV/AIDS.
2. AUHS SON graduate program shall respond to any known case of HIV/AIDS as it would to any other life-threatening, contagious disease. At no time will the University discriminate against any persons because they are infected by HIV.
3. AUHS SON graduate program personnel will act to combat fear, prejudice, discrimination, irrationality, paranoia, and/or hysteria commonly associated with HIV/AIDS.

POLICY ON HIV/AIDS AND OTHER BLOODBORNE DISEASES

1. Responsibility for ongoing, educational programming on HIV/AIDS shall be assigned to the faculty and the Dean. Such educational programming shall be directed to all members of the AUHS SON graduate program community, including administrators, faculty, staff, and students.
2. AUHS SON graduate program shall attempt to conform to all local, state, and federal laws and the Center for Disease Control guidelines.
3. AUHS SON graduate program allows persons who are HIV-positive to remain on campus, but they must

not engage in or endorse life-style practices which might pose a direct threat of transmitting the virus to others.

4. AUHS SON graduate program will not undertake program screening to identify persons infected with HIV unless required to do so by law. Students and University employees desiring HIV testing are directed to seek assistance from their personal physicians or the public health departments.
5. It is expected that all health care professional adheres to medically determined policies regarding the safe disposal of hypodermic needles, blood, and other bodily fluids. Adherence to these same precautions will be practiced in laboratory courses and whenever members of the AUHS SON Graduate Program community, including administrators, faculty, staff, and students encounter bodily fluids.
6. AUHS SON graduate program employees will protect the confidentiality of any person who tests HIV positive, as mandated by the Family Education Rights and Privacy Act of 1974.
7. Students and University employees involved in extra-curricular activities and/or activities, which place them at risk, shall take appropriate, precautionary measures to reduce risk to themselves or others.
8. Due to the inherent risks of laboratory and -clinical facilities, students are required to take appropriate precautionary measures in dealing with the blood and body fluids, handling of needles, and any laboratory or hospital equipment that may pose a threat to themselves or to other persons. In the event of an incident involving the risk of HIV or Hepatitis transmission, the student or University employee has an ethical duty to immediately report the incident to a designated University official. The Student Statement Regarding Hepatitis B, HIV, and other Infectious Diseases can be found in the appendix.

Additional information on HIV/AIDS can be obtained from the Center for Disease Control <https://www.cdc.gov/>

PROCEDURAL ADDENDUM TO HIV/ AIDS POLICY

In addition to the University HIV/ AIDS Policy, the following statement apply to MSN students and faculty in the SON Graduate Program in relation to Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B Virus (HBV), Hepatitis C Virus (HCV), Hepatitis D Virus (HDV), and Hepatitis G Virus (HGV) since health care activities may put an individual at higher risk for these diseases.

1. No individual shall be denied an opportunity for admission into the SON Graduate Program or employment in connection with the SON Graduate Program because that individual is infected with a dangerous communicable disease such as HIV, AIDS, HBV, HCV, HDV, or HGV, as long as (a) AUHS SON graduate program is able to make reasonable accommodations for the individual and (b) the disease does not create a direct threat, as both of the underlined terms are defined in the Americans with Disabilities Act.
2. Students and faculty should be aware that as novice practitioners with limited skills in practice settings, students may have a greater risk of unintended puncture with sharp medical instruments and are at a greater risk of exposure to HIV, AIDS, or Hepatitis.
3. No MSN student or faculty may ethically refuse to treat a patient solely because the patient is at risk of contracting, or has contracted, an infectious disease such as HIV, AIDS, or Hepatitis.
4. MSN students and faculty must follow professional guidelines as well as guidelines of the health care agency relative to confidentiality concerning the patient with HIV, AIDS, or Hepatitis.
5. In order to reduce the possibility of exposure to Hepatitis B Virus, MSN students and faculty will follow the policies in effect for the AUHS SON graduate program.
6. Students and faculty who are exposed to HIV, AIDS, or Hepatitis as a result of exposure to blood and body fluids such as a needle stick or other injury have the responsibility to notify their faculty or supervisor in the AUHS SON graduate program immediately after the occurrence and to follow post-exposure instructions under the guidance of their health care provider. Information on post-exposure prophylaxis may also be obtained from the Center for Disease Control ([Accreditation Commissions.cdc.gov](https://www.cdc.gov/)). Exposure should be considered an urgent medical concern in order to ensure timely post- exposure management. The student will be excused from clinical for the day in order to seek treatment as indicated.

- a. Before starting the practice experience rotation, MSN students are required to present verification that immunization for the Hepatitis B series has been started. Documentation that the series has been completed needs to be provided according to the appropriate time frame in order to continue in the clinical courses.
 - b. MSN faculty, who provide clinical supervision to students, will supply documentation of vaccination, immunity.
7. Students are required to be tested for HIV when patients are exposed to the student's blood. Positive test results should be communicated to the health care agency and the agency procedure followed.

POST-EXPOSURE PROPHYLAXIS INSTRUCTIONS

Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV), and Hepatitis C Virus (HCV) Surveillance Guidelines: Due to the circumstances and possible exposure to HIV, HBV, and HCV, a student enrolled in the Nursing program is considered as being at risk for these viruses given the amount of clinical learning the student will be engaged in. While it is not anticipated that any students will acquire any of these illnesses, any student deemed to be exposed to any of these illnesses will need to be under surveillance for six months from the date of exposure. During the surveillance period, there are certain precautions that the Center for Disease Control, and the World Health Organization recommend that the student practice to protect his/her-self and others.

1. Each student is responsible for contacting his/her health care provider within two (2) to four (4) hours of exposure to discuss and arrange for the appropriate testing and post-exposure prophylaxis.
2. If a student has not been vaccinated against Hepatitis B, he/she should start the series of vaccinations immediately.
3. If a student was previously vaccinated for Hepatitis B and his/her blood test demonstrates adequate concentrations of HBs antibodies, he/she will be considered protected against the Hepatitis B virus. If they are shown to be lower than the required levels, the student should receive a Hepatitis B vaccine booster.
4. For exposure to HIV, at student should have blood test done for HIV antibodies at a) time of exposure, b) four (4) to six (6) weeks after exposure, c) three (3) months following exposure, and d) 6 months (6) or as recommended by his/her health care provider. The student should also follow his/her health care provider's recommendation for testing for Hepatitis B and C.
5. If a student is exposed to the HIV virus, he/she should use condom protection whenever engaging in sexual intercourse and should take precautions to prevent pregnancy from occurring while under HIV surveillance.
6. If a student has been exposed to any of the above-named illnesses, he/she should temporarily remove themselves from being an organ donor, as indicated on the back of his/her driver's license and refrain from donating blood until there is no longer any suspicion of infection.
7. If a student is exposed to HIV, he/she should notify his/her health care provider and dentist that he/she is under the HIV surveillance program.
8. Each student should be constantly diligent about practicing Universal Precautions as outlined by the Centers for Disease Control.
9. A student entering any surveillance program for any of the above-mentioned illnesses should discuss the matter with his/her spouse or significant other.

STUDENT-FACULTY COMMUNICATION

FACULTY ADVISEMENT

On acceptance to the school, students are assigned a faculty advisor to aid in planning their total program. Students are required to meet with their advisor each quarter to evaluate progress, to identify academic and personal needs and match them with available school and University resources, to confirm University and course requirements, and to maximize the student's abilities to reach educational and professional goals. Students are encouraged to take clinical and classroom-related concerns to the appropriate faculty member. If a concern is not resolved the student should contact their faculty advisor, and, if necessary, the Dean.

ATTENDANCE POLICIES

Didactic Class Attendance Policy

Individual departments and their course coordinators may provide additional guidelines on class attendance in their respective syllabus. Unless otherwise stated, attendance is required although excused absences (see below) will be honored by Instructors of Record / Course Coordinators. Students should note that in a professional program, it is expected that class attendance and school activities are to be the top priority for all students. Absences for work, work-related activities, or recreational travel, as a few examples, are not acceptable. All forms and documents regarding absences should be submitted directly to the Instructor of Record / Course Coordinator(s).

Absence Policy

At AUHS SON graduate program, attendance at all scheduled instructional periods is mandatory. Students should inform the Instructor of Record / Course Coordinator directly of any absences, prior to missing class. It is up to the Instructor of Record / Course Coordinator to approve or deny any absence requests. In the event of a denial of a request for absence by the Instructor of Record / Course Coordinator, the student may appeal to the Senior Associate Dean for Academic Affairs.

Excused Absences

Excused absences do not entitle a student to make up in-class quizzes, assignments, and activities. Other assignments and examinations missed due to an excused absence will be made up at the discretion and availability of Instructor of Record / Course Coordinator. *The SON provides a class schedule which includes instruction-free recesses and weekdays for the purposes of providing additional time in which students can attend to personal matters and appointments.* Students should make every attempt to schedule personal appointments during these instruction-free recesses and weekdays. Students may request excused absences only for the following reasons:

- Medical (self or immediate family)
- Military duty
- Immigration & Naturalization
- Jury duty
- Legal
- Bereavement (first-degree relative)
- Involvement in traffic accident documented by law enforcement report
- Professional Leave – conferences, invited presentations/posters, competitions, or residency interviews (requires verification of academic standing)

Illness: For excused absences due to illness, the Instructor of Record / Course Coordinator must be notified immediately. Absences longer than three consecutive days of instruction will require the submission of a doctor's note or other supporting documentation to the Instructor of Record / Course Coordinator with copies to the Office of Student Affairs and Office of Academic Affairs.

Special circumstances: Unusual circumstances resulting in absences (e.g., death in the immediate family, scheduled surgery, automobile accident, attending a funeral service) will require the submission of supporting documentation to the Instructor of Record / Course Coordinator. Please see SON-Excused Absence Request Form for attending meetings or conferences.

Unexcused absences

Absences not falling into the first category are unexcused absences. The SON Graduate program realizes that special circumstances may arise on rare occasions leading to an unexcused absence. However, unexcused absences are neither a right nor an entitlement of the student. Unexcused absences may result in a loss of points in the course or failure in the course, as determined by the Instructor of Record/Course Coordinator. Each laboratory, assignment, or examination missed must be made up at the discretion and convenience of the Instructor of Record/Course

Coordinator. If, in the judgment of the Senior Associate Dean, a pattern of absences appears to surface, action may be taken, up to and including reporting it to the Academic Progression and Professionalism Committee.

Promptness

Promptness is another trait a proper health care practitioner must display. Additionally, tardiness in class disturbs both the lecturer and other members of the class and is thus markedly inconsiderate and rude. Classes begin at various times. Any student not seated in his or her assigned seat by the time class begins may be marked absent. Class schedules are issued at the beginning of the quarter as an aid to faculty members and students, but the SON-administration reserves the right to make changes, assign evening/weekend hours, or deviate from published schedules without notice.

Advising

The University has a Center for Academic Success (CAS), which includes a fully staffed center to provide and coordinate academic support services, supplemental instruction services, English as a Second Language (ESL) services, wellness resources, and job and career counseling. Academic Office and Faculty of the school of SON Graduate program works closely with the CAS. The school of SON Graduate program assigns a faculty advisor to each student at the beginning of the first quarter. The faculty advisors will work closely with the students to monitor the students' academic progress and co-curricular activities. Faculty advisors will triage the students with the university student services office following identification of any academic and/or personal needs. Students will be required to meet with their advisors at least once in a quarter.

ABSENCES AND PUNCTUALITY

There is no provision for a system of allowed absences. Students are expected to attend all classes and practice rotations. Students may be dropped from a class for excessive absences (excessive is defined as missing 20% of the classes). This is applicable regardless of the reason for absence and does not exclude students who are dismissed from class/ clinical for unprofessional conduct. Note that being tardy three times equals one absence. Attendance and punctuality are important for the successful pursuit of study. Arriving late and/or leaving early to theory and/or clinical applies to the attendance policy for the course.

MAKE-UP EXAMINATION.

Regular class and lecture attendance are expected of all Nursing students. A student who misses a quiz or examination will earn a grade of zero for the missed quiz or exam. Requests for make-up examinations due to excused absences may be granted per course or instructor policy. All such examinations must be proctored by the course faculty or a person designated by the course faculty.

CLINICAL COURSES

Attendance while on clinical rotations follows different procedures and they are noted in this MSN Handbook distributed prior to going on rotations.

STUDENT INFORMATION

Early Academic Alert

The academic review system at AUHS SON facilitates proactive early identification and placement of a student on Academic Alert. The Alert is not a punitive measure; rather it is designed to encourage students to obtain academic support early on in the quarter, thus preventing a failing grade or the need for remediation at the end of a course. Generating an Alert allows the Instructor of Record to refer a student for academic support at any point during the quarter. Such a step may be taken based on a quantifiable assessment such as an exam result or graded assignment. The Alert can also be based on direct observation of behavior (e.g., participation in teamwork). Instructors of Record should follow the steps below.

Instructor of Record

- Complete an Academic Alert form (electronic fillable form available on the School website) identifying the student and the reason for the academic alert.
- Invite the student to meet with you as soon as possible to discuss the type of support the student would benefit from (e.g., supplemental instruction, peer or instructor facilitate review sessions, peer tutoring, counseling, group study).
- Sign the form and once you have met with the student have him/her sign the form too.
- Forward the signed form to the Center for Academic Success (CAS) and copy to the Office of Academic Affairs.
- In consultation with the student and CAS, develop a written Pre-Remediation Plan which includes the type(s) of support, timelines, attendance requirements, frequencies, requirements of intra-quarter follow-up, and additional expectations.
- Once the written plan completed, have the student sign the plan and submit it to the CAS and Office of Academic Affairs.
- Document all meetings and meeting requests with the student in regard to the Alert and Pre- Remediation Plan. If the student does not respond to initial and follow-up meeting requests within TWO (2) business days of the request being made, document such occurrences.

Office of Student Affairs:

- Staffed with the Director of student affairs, coordinator, administrator
- Liaises the SON students with all the available university services
- The office serve as a coordinator of the Student Disabilities Services, works closely with the office of disabilities of the university and the SON Graduate Program faculty to provide reasonable accommodation based on the ADA policy
- Collaborates with Admissions, Office of AUHS Student Services, and school coordinators
- Works in collaboration with the university's directors of admission and student services, and staff
- Works closely with SON leadership, faculty in order to establish a robust faculty advisor- advisee system, which will allow (a) early identification of students who encounter academic difficulties and provision of the necessary support (b) tracking of co-curricular activities (c) development of student portfolio.
- Coordinates workshops and training of the faculty and staff of the SON on prioritizing student service needs (counseling and advisement)
- Assists charter student professional and honorary organizations
- Center for Academic Success (CAS) is under the office of Students Services to track the implementation and outcomes of Academic Support Plans.
- Maintains Academic Alert forms and Pre-Remediation Plans on file but the forms are not placed in the student's permanent records.

Removal from Academic Alert

Students on Academic Alert are advised to limit their involvement in extra-curricular activities; those who repeatedly are on Academic Alert will be asked to step down from holding official positions in student organizations. Thus, faculty should remove students from Academic Alert once they are satisfied that the student has made good progress.

Remediation of Didactic Courses

The goal of remediation is to identify, based on course instructional objectives and evidenced by poor performance on examination(s), areas of weaknesses of material, and, once identified, to assist the student in overcoming those weaknesses and develop mastery of the material. Within courses that do not utilize exams, Instructors of Record may allow remediation of other assessment tools/methods at their discretion.

If remediation is successful, the original course grade will be replaced with a “Pass” (whichever is applicable) on the transcript and the student will progress. The original course failure will be documented by the Office of Academic Affairs.

Students may not take more than two (2) calendar years to complete one professional year. All AUHS SON professional degree requirements must be completed within two (2) years and 3 months (2.25) calendar years of initial matriculation to the SON. The AUHS SON graduate program’s curriculum is designed to be delivered on a full-time basis to students in a cohort. There is no formal deceleration plan or option to complete the curriculum on a part-time basis.

The criteria for remediation are as stated below:

Number of Didactic Courses Failed Per QUARTER	Criteria for Remediation
One (1) course	All of the following criteria must be satisfied: a. total course grade is between 75% and 79%. b. no pending Course Remediation from a previous quarter exists c. student meets cumulative GPA and completion rate requirements§
Two (2) courses	All of the following criteria must be satisfied: a. total course grade is between 75% and 79%. b. no pending Course Remediation from a previous quarter exists c. student meets cumulative GPA and completion rate requirements§
Three (3) courses	Student will be dismissed from the School of SON Graduate program Student may appeal the dismissal to the Dean of the School of SON Graduate program Nursing within three (3) business days of the date of the dismissal letter.
Number of Courses Remediations* Allowed Per Academic Lifetime	
*Not to exceed 4 (four) courses	Student will NOT be allowed to remediate more than 4 (four) courses

If a student achieves 3 course failures prior to completing course remediation he/she will be dismissed from the School of SON Graduate program.

Course Remediation Implementation Timeline Policy.

- Instructors of Record / Course Coordinators must notify, in writing, the Office of Academic Affairs of all students with course failures prior to entering course grades into the University Registrar system.
- Within one (1) business day, the Office of Academic Affairs will notify, in writing, the Instructor of Record/Course Coordinator and the student with a determination of the student’s remediation eligibility as defined by School of Nursing Graduate policy.

- For eligible students: a course grade of “U” will be submitted to the Registrar.
- Within two (2) business days, for eligible students, the Instructor of Record / Course Coordinator will communicate, in writing, the remediation plan and requirements to the student and Office of Academic Affairs. The student is highly encouraged to meet or speak with the course coordinator to confirm the remediation expectations, deadlines, and plan.
 - The remediation plan and assessment should focus on the areas of weakness (i.e., missed exam questions and the associated course/lecture objectives).
 - The written remediation plan must include graded assessments in the form of exams or papers.
 - Exams must be proctored and closed book in written or oral format and will require 80% to pass.
 - If an oral exam is utilized, it must be administered by the Instructor of Record (or designee) and one of the following: audio recorded or administered together with at least TWO (2) another faculty present.
 - Papers must be grading according to a rubric.
- Completion of remediation requirements and grading: **The remediation grade must be submitted to the Office of Academic Affairs by noon of the fifth (5th) day of instruction within the immediately subsequent quarter.** Failure to meet the remediation deadline, may result in remediation failure.
 - the Instructor of Record / Course Coordinator must notify, in writing, the student and Office of Academic Affairs of the FINAL remediation grade and if remediation was successful or not successful.
 - NOTE: Any grade appeals for remediation assessments must have been adjudicated and completed prior to rendering the final remediation grade.
 - No deadline extensions will be allowed.
 - The Office of Academic Affairs will notify the Office of Student Affairs and Financial Aid of the remediation outcome.

Intercession Fees and Financial Aid

- Course remediation is not considered as retaking a course.
- Successful course remediation will be treated as coursework completed for Title IV.
- Students are advised to check with the Financial Aid Office to determine their responsibility for fees incurred.

Failure During Clinical Practice Experience:

Failure of one: the student will repeat the clinical Practice experience at the next availability, determined at the discretion of the Office of Experiential Education.

Title IX

The Director of Student Services is the coordinator of Title IX-the Educational Amendments Act of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. All inquiries or complaints under the sex discrimination provisions of Title IX should be directed to the

Director of Student Services. The Director of Student Services must act equitably and promptly to resolve complaints and should provide a response within seven working days after the investigation.

Agreement to Binding, Individual Arbitration and Waiver of Jury Trial

The student understands that both the University and he/she irrevocably waive rights to a trial by jury and elect instead to submit all claims involving or between the parties and any past or present affiliates or employees to the binding, confidential decision of a single arbitrator instead of a court because it is fair, economical, and speedy. The arbitration shall be binding and conducted pursuant to the Federal Arbitration Act by the American Arbitration Association (AAA) under its Supplementary Procedures for Consumer-Related Disputes. The University and student also agree that if any provision of this agreement is found to be invalid or unenforceable, then such specific part or parts shall be of no force and effect and shall be severed, but the remainder of the agreement shall continue in full force. The signed arbitration agreement will survive the termination of the student's relationship with the University.

Campus Crime and Security Act

American University of Health Sciences is in compliance with the Campus Crime and Security Act of 1990 and publishes an annual report on approximately October 1 of each year. Should students become witnesses to or victims of a crime on campus, they should immediately notify University officials and report the incident to the local law enforcement agency. Emergency Numbers are located throughout the campus.

TRANSFER OF CREDITS

The AUHS SON graduate program does not accept credit transfer for student admission from another college or university. Information about transfer of credits and AUHS' policy on transfer of credit is available in the AUHS University Catalog.

FINANCIAL ASSISTANCE

Students may apply for various types of financial aid, including loans, grants, and scholarships. In order to apply for need-based financial aid all students must complete the Free Application for Federal Student Aid (FAFSA – [Accreditation Commissions.fafsa.ed.gov](https://www.fafsa.ed.gov)). Funds for all types of assistance are limited and are awarded to students who demonstrate need as determined from an analysis of their application, merit, or other information such as community service as indicated by the funding source or scholarship donor.

To assist students with the financial aid process, AUHS has a Financial Aid office. The financial aid staff will announce the availability of various scholarships or other funding source as they become available, counsel students; calculate need, and award loans.

Satisfactory academic progress for financial aid

To be in eligible to receive Title IV aid, students must maintain satisfactory academic progress. At the end of each quarter (payment period), each student is evaluated on the three components (minimum GPA, 2.0; minimum successful percent completion, 67%; and maximum time frame) to determine if he/she is maintaining satisfactory academic progress.

Financial Aid Warning, Financial Aid Probation, and Financial Aid Dismissal

At the end of each quarter (payment period), after grades have been posted, students' CGPAs and completion rates are reviewed to determine whether the students are meeting the above requirements.

Financial Aid Warning (FA Warning) is the status students will be placed in for the first quarter (payment period) that a student fails the SAP requirements listed above. Students on FA Warning must meet with their program chair/dean or designee to develop a Student Learning Enhancement Plan that, if followed, will ensure the student is able to meet SAP in a maximum of three quarters. Students who meet the SAP Standards at the end of the FA

Warning quarter will be removed from FA Warning and returned to a SAP Met/Good Standing status. Students not meeting the SAP requirements at the end of the quarter (payment period) may be dismissed and must appeal to remain in school (see SAP Appeals). Students placed on FA Warning are eligible to receive Title IV aid.

Students not meeting SAP at the end of the FA Warning quarter must appeal to the school in writing describing the mitigating circumstances that led them to not meet SAP (please see SAP Appeals). If a student chooses not to appeal or his/her appeal is denied he/she will be dismissed. Students whose appeal has been approved will be placed on Financial Aid Probation (FA Probation). Students on FA Probation will continue a Student Learning Enhancement Plan that, if followed, will ensure the student is able to meet SAP in a maximum of two quarter (payment periods). Students who meet the SAP Standards at the end of their FA Probation quarter (payment period) will be removed from FA Probation and returned to a SAP Met/Good Standing Status. Students not meeting the SAP standards at the end of the FA Probation quarter but continue to meet the requirements laid out in the Student Learning Enhancement Plan will be allowed to continue and do not need to re-appeal. Student failing to meet the requirements laid out in the Student Learning Enhancement Plan will be dismissed from the university. Students placed on FA Probation are eligible to receive Title IV aid. (Please read the university catalog for more information).

Federal Work Study

The Federal Work-Study provides part-time jobs to undergraduate students with financial need, allowing the student to earn money to help pay their education expenses. The program encourages community service work and work related to student's course of study. For more information on Work Study, go to <https://studentaid.ed.gov/types/work-study>

STUDENT INVOLVEMENT IN SCHOOL OF NURSING MSN GRADUATE COMMITTEES

Student input is valued in the governance of the School of School of Nursing Graduate Program and AUHS. Thus, students may be nominated, asked to volunteer or be appointed to serve on various committees within the School of SON Graduate Program and the University. Students are encouraged to be actively involved in the School of SON Graduate Program and the University-wide activities.

ELIGIBILITY FOR LICENSURE

After completion of the SON Graduate Program and specialization(s), and its requirements, students may be eligible to take the National Certification based on completed specializations. For requirements on sitting for these different National Certifications, please access the following links:

American Nurses Credentialing Center Nurse Executive (NE) and Nurse Executive Advance (NEA) : <https://Accreditation Commissions.Nursingworld.org/our- certifications/>

Certification in Executive Nursing Practice (CNP) and Certified Nurse Manager and Leader: <https://Accreditation Commissions.aonl.org/initiatives/cenp>

Certification for Nurse Educator (CNE) and Certification for Academic Clinical Nurse Educator from the National League for Nursing (NLN). <http://Accreditation Commissions.nln.org/Certification-for-Nurse-Educators>

Certification board examinations for family Nurse practitioner: American academy of Nurse practitioners (aanpcb) to earn the np-c or fnp-c credential; American Nurses credentialing center (ancc) certification program (fnp-bc). <https://Accreditation Commissions.Nursingworld.org/our-certifications/>

The AANPCB Examinations are entry-level, competency-based examinations for Nurse practitioners reflective of Nurse practitioner knowledge and expertise for each of specialties: Accreditation Commissions.aanpcert.org; <https://Accreditation Commissions.Nursingworld.org/our-certifications/family-Nurse- practitioner/> <https://Accreditation Commissions.aanpcert.org/certs/applications>; <https://Accreditation Commissions.aanpcert.org/certs/index>

<https://Accreditation Commissions.aanp.org/student-resources/np-certification>

Below FAQ was retrieved from <https://Accreditation Commissions.onlinefnpprograms.com/faqs/aprn-certification-organizations>

CERTIFICATION ORGANIZATIONS BY APRN SPECIALTY		
APRN Specialty	Certification Organizations	
AGACNP	ANCC	AACN
AGPCNP	ANCC	AANPCB
FNP	ANCC	AANPCB
NNP	NCC	
PACNP	PCNB	
PPCNP	ANCC	PCNB
PMHNP	ANCC	
WHNP	NCC	
Adult-Gero CNS	ANCC	AACN
Pediatric CNS	AACN	
Neonatal CNS	AACN	
CNM	AMCB	
CRNA	NBCRNA	

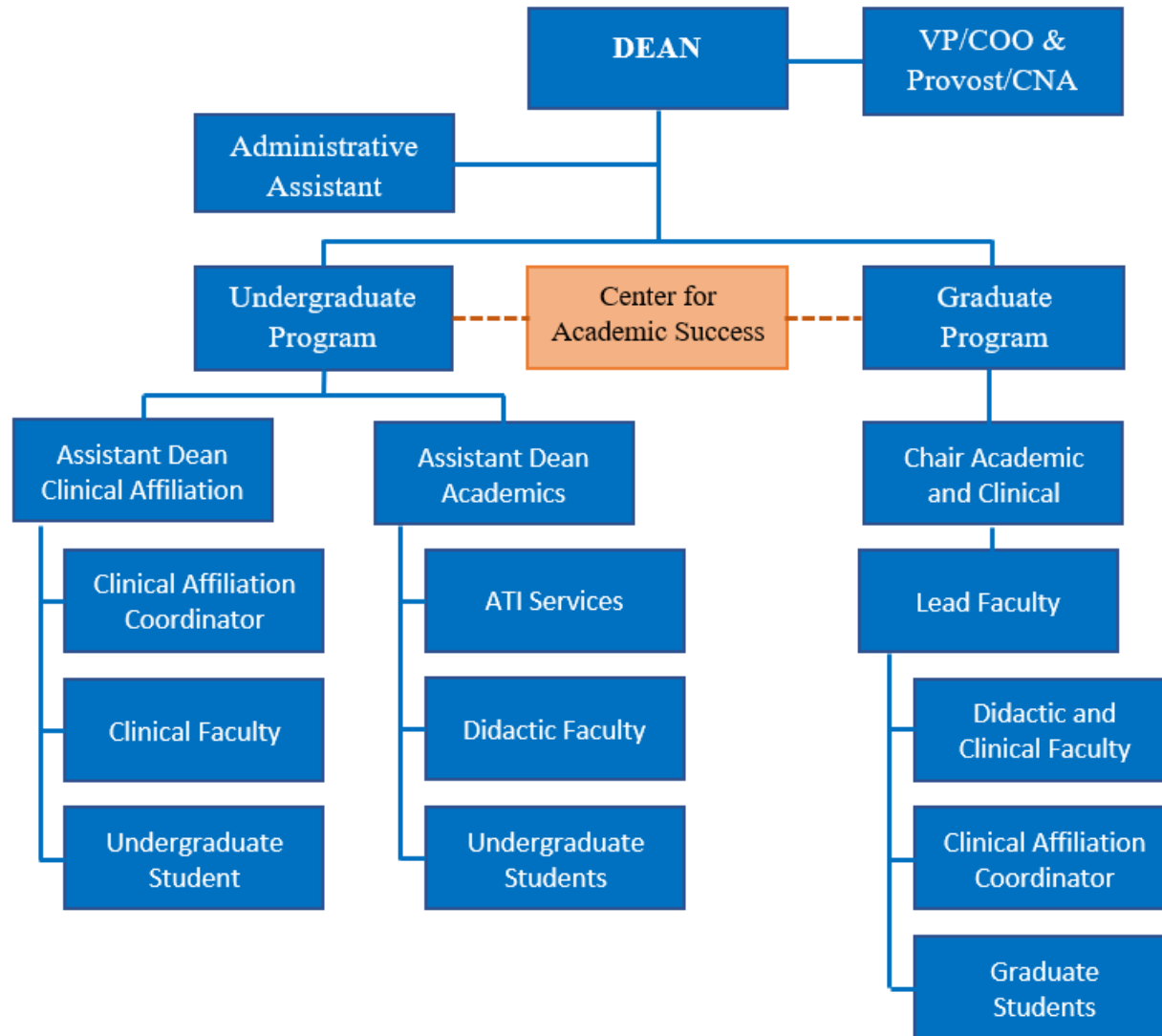
FAQ: What are the different APRN certification options for NPs, CNSs, CNMs, and CRNAs?

Home > Frequently Asked Questions > FAQ: What are the different APRN certification options for NPs, CNSs, CNMs, and CRNAs?

Answer: Different certification bodies exist for different APRN roles and population foci. Nurse practitioners can choose between the ANCC, AANPCB, AACN, PNCB, and NCC for their certification, depending on their desired specialization. Clinical nurse specialists can obtain certification through the ANCC or the AACN. Certified nurse midwives must be certified by the AMCB, while certified registered nurse anesthetists must obtain national certification through the NBCRNA.

At present, five organizations provide national certification to nurse practitioners; two of these organizations also provide certifications to clinical nurse specialists. Certified nurse midwives and certified registered nurse anesthetists each have only one organization that provides them with national certification. Depending on their desired population focus, nurse practitioners can earn national certification through the American Nurses Credentialing Center (ANCC), the American Academy of Nurse Practitioners Certification Board (AANPCB), the American Association of Critical Care Nurses (AACN), the Pediatric Nursing Certification Board (PNCB), or the National Certification Corporation (NCC). Clinical nurse specialists can earn national certification through the ANCC or the AACN, and can choose between different types of certifications according to their desired patient population focus. Certified nurse midwives obtain national certification through the American Midwifery Certification Board (AMCB), and certified registered nurse anesthetists must apply for national certification through the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA).

SON GRADUATE PROGRAM ORGANIZATIONAL CHART



ORGANIZATIONS

STUDENT ORGANIZATIONS

Joining a student organization can provide many opportunities and benefits. Making new friends, academic, professional, and personal growth, developing your social and leadership skills, getting involved with community service projects and broadening your academic, cultural, and social interests are a few of the ways student organizations may enhance your educational experience.

Contact Student Affairs if you are looking to join a club, start a club, or are the leader of an existing club.

SIGMA THETA TAU: SIGMA ORGANIZATIONAL FACT SHEET

<https://www.sigmanursing.org/why-sigma/sigma-membership>

Our Mission

Developing nurse leaders anywhere to improve healthcare everywhere

Our Vision

Connected, empowered nurse leaders transforming global healthcare

History

In 1922, six nurses founded Sigma Theta Tau International Honor Society of Nursing, today known as Sigma, at the Indiana University Training School for Nurses, which is now the Indiana University School of Nursing, in Indianapolis, Indiana, USA. Sigma became incorporated in 1985 and is a nonprofit organization with a 501(c)(3) tax status in the United States.

Membership

Potential members who meet our eligibility criteria are invited to join Sigma – baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Here are some additional facts about our membership:

- Sigma has more than 135,000 active members.
- Members reside in more than 100 countries.
- Thirty-nine % of active members hold master's and/or doctoral degrees; 51% are in staff positions; 19% are administrators or supervisors; 18% are faculty/academics; and 12% percent are in advanced practice.
- There are roughly 540 chapters at more than 700 institutions of higher education throughout Armenia, Australia, Botswana, Brazil, Canada, Colombia, England, Ghana, Hong Kong, Ireland, Israel, Jamaica, Japan, Jordan, Kenya, Lebanon, Malawi, Mexico, the Netherlands, Pakistan, Philippines, Portugal, Scotland, Singapore, South Africa, South Korea, Swaziland, Sweden, Taiwan, Tanzania, Thailand, the United Kingdom, and the United States of America.
- Sigma communicates regularly with more than 100 nurse leaders who have expressed interest in establishing chapters globally, including those in Chile, China, Costa Rica, Denmark, Finland, India, Ireland, Israel, Germany, Jamaica, New Zealand, and Spain.

ACTIVITIES AND EVENTS

Community Service

Active involvement outside of the classroom contributes to our students' learning experience. Participating in co-curricular and community service activities develops valuable leadership and organizational skills and contributes to a graduates' marketability.

Student Services sponsors programs and events throughout the year to help create that sense of community which is vital to any institution of higher learning.

A list of upcoming events is posted in Canvas and students can sign up through the portal. For activities sponsored by other organizations, an approval form needs to be filled out and submitted to the Dean for the SON Graduate Program. One hundred (100) hours of community service needs to be completed prior to graduation.

EMERGENCY PLAN

If buildings must be evacuated, faculty is to direct students to a prearranged area. The designated Area for the SON MSN is the parking lot behind Building Two and Three (3). If a fire alarm sounds, you **MUST** leave the building immediately. Take only your personal belongings with you. Re-enter the building only when the fire department tells you it is safe. Do not leave the evacuation area until instructed to do so. If an earthquake occurs, take cover immediately under a desk, table, etc. Cover your head and neck and stay away from windows. Follow the evacuation plan when it is safe to do so. For any other emergencies on campus, please dial 7-911.

ADDITIONAL EMERGENCY INFORMATION

If an emergency occurs when you are **NOT** in class, and you need information on what to do, you can call (562) 988-2278 to find out information regarding class schedules, etc. Local radio and television stations will also broadcast any changes that the University might need to make based on local events. You can also check the AUHS website www.auhs.edu.

CHANGES TO POLICY AND/OR CURRICULUM REQUIREMENTS

The SON Graduate Program reserves the right to change specific policies and/or curricular requirements to enhance and update the curriculum design for the program of MSN. These changes will be made known to the students as they occur.

A signature page at the end of the Student Handbook must be read, signed, and returned to the SON Graduate Program prior to the first day of the student's first class. *Students will not be allowed in any MSN Courses without having a signed signature page on file with the School of Nursing Graduate Program.*



HIPAA AUTHORIZATION FORM

I, _____ (please print), give permission to American University of Health Sciences to disclose the following protected health information to: Prospective Clinical Sites (TBD).

Information to be disclosed (check all that apply):

- ✓ **Medical Records**
- ✓ **Treatment Records**
- ✓ **Diagnostic Records**
- ✓ **Titers**

Please read and initial the following statements:

_____ This protected health information is being used or disclosed to determine clinical clearance.

_____ This authorization expires upon the completion of the program.

_____ You may refuse to sign this authorization; however, doing so will prevent clinical clearance.

_____ You may inspect or copy the protected health information to be used or disclosed under this authorization.

_____ You may revoke this authorization in writing at any time by submitting written notification to American University of Health Sciences at 1600 E. Hill St., Signal Hill, CA 90755.

Your signature below indicates your understanding and agreement of the aforementioned:

Signature of Student

Printed Name of Student

Date



Student Statement Regarding Hepatitis B.

I understand that as a SON graduate student I will potentially be exposed to blood borne pathogens or other potentially infectious materials (OPIM), and that I may be at risk of acquiring the Hepatitis B Virus (HBV) infection or other potentially dangerous diseases as an occupational hazard.

I further understand that while I am in the process of receiving the series of vaccine injections for Hepatitis B, I may not be fully protected against the disease and may continue to be at risk for the Hepatitis B Virus and that receiving the series does not guarantee me immunity to the disease. I also recognize that completing the Hepatitis B series also does not guarantee my immunity from the disease, and that only by obtaining a titer can this be determined.

I also understand that it is my right to decline the Hepatitis B vaccination series at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If, in the future, I continue to have occupational exposure to blood or other potentially infectious materials, and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at any time at my expense.

American University of Health Sciences strongly urges you to use precautions and established best practices when dealing with potentially infectious materials and to obtain a Hepatitis B titer to determine whether you are protected from the disease.

By choosing the SON Graduate Program and specialization, I acknowledge my risk of exposure to bloodborne pathogens and other potentially infectious materials and accept full responsibility for my decisions related to Hepatitis B.

Student Signature:

Date:

Printed Name:

I have completed the Hepatitis B series or am completing the series and accept that this does not guarantee me immunity from the disease.

Student Signature:

Date:

Printed Name:



ACKNOWLEDGEMENT OF RECEIPT OF INFORMATION ABOUT AUHS SCHOOL OF NURSING, MSN GRADUATE PROGRAM ACADEMIC POLICIES

SIGNATURE AND CONFIRMATION PAGE

Each student is responsible for reading and understanding the content of the AUHS School of Nursing, Graduate Student Handbook and acting in accordance with the guidelines and spirit of the provision outlined therein.

I, _____ (print name) have read the AUHS School of Nursing, Graduate Student Handbook, and my signature below indicates that I understand the content of the handbook as it applies to my course of study and agree to abide by the policies and regulations outlined therein.

Signature

Date



“Looking unto Jesus the author and finisher of our faith; who for the joy that was set before him endured the cross, despising the shame, and is set down at the right hand of the throne of God”-*Hebrews 12:2*