Graduate Nursing Student Handbook

2020-2021

Briar Cliff University

Department of Nursing, Sioux City, IA

Directory

Street Address:
    Briar Cliff University, 3303 Rebecca Street, Sioux City, Iowa 51104

Telephone:
    712-279-5321 or 1-800-662-3303

Financial Aid:

Financial Aid	712-279-5200

Transcripts and Class Schedules:

Deidre Engel, Registrar	712-279-5448

Graduate Support:

Gretchen Wheelock, DNP, ARNP, Graduate Nursing Program Director	712-279-1759
Melissa McClain, M.Ed., Clinical Education Coordinator	712-279-5490
Brittney Wilson, Administrative Assistant for Nursing Dpt.	712-279-1640
Breanne Kirsch, University Librarian	712-279-5449
Janet Wolfe, Director of Academic Technology (Brightspace/Go-To-Meeting)	712-279-5403
Travis Anderson, IT Services Specialist	712-279-5401

Graduate Faculty:

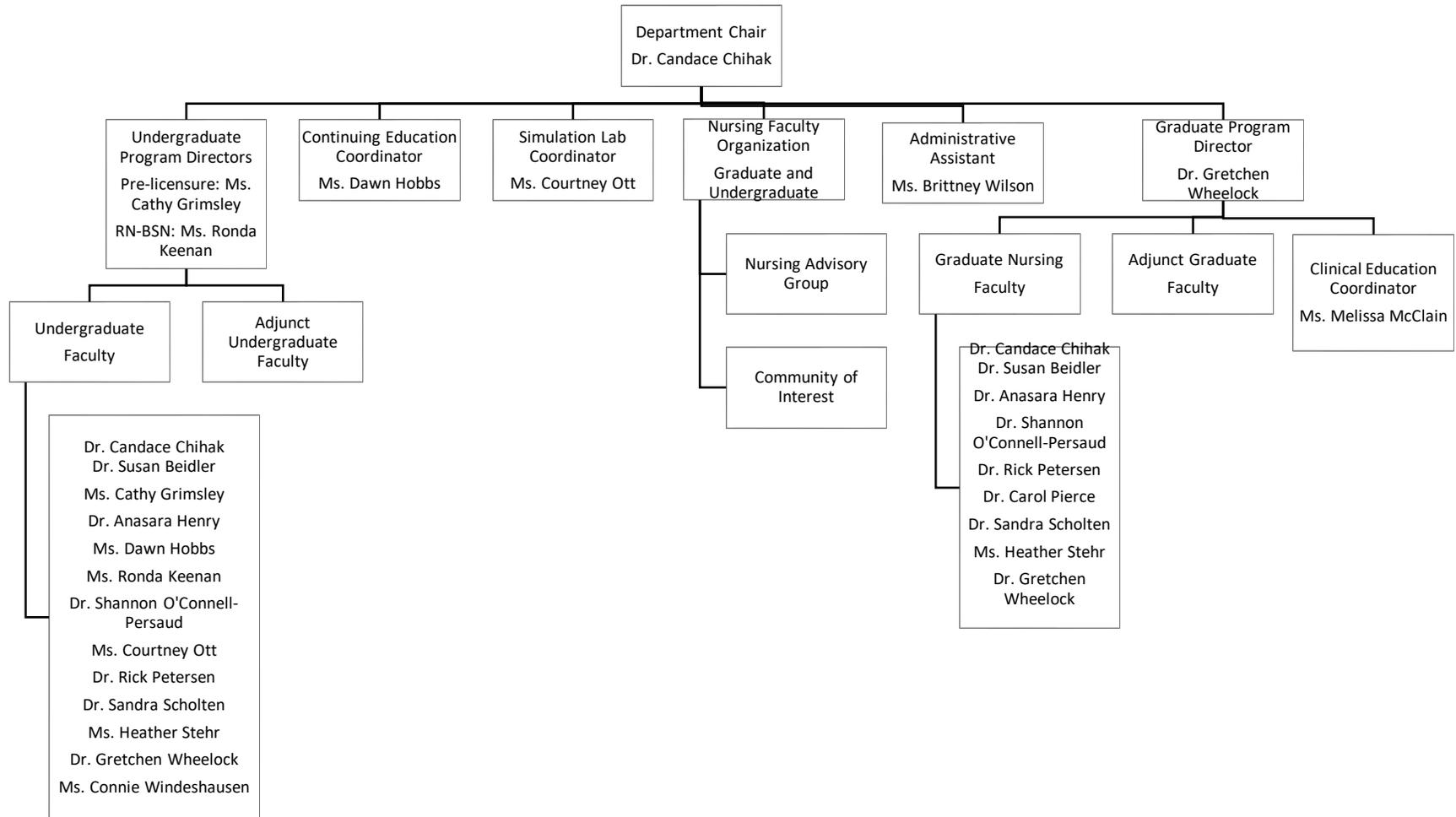|	
Susan Beidler, PhD, ARNP-BC Professor	712-279-1756
Candace Chihak, EdD, MSN Associate Professor and Chair	712-279-1793
Elizabeth (Libby) Dolfie, MSN, APN-BC Instructor of Nursing	931-787-8248
Anasara Henry, DNP, AGNP-BC Assistant Professor of Nursing	712-279-1772
Shannon O'Connell-Persaud, PhD, RN Assistant Professor	941-773-7713
Rick Petersen, EdD, RN Associate Professor	712-574-1456
Carol Pierce, PhD, ARNP, FNP-BC, PMHNP-BC Instructor of Nursing	712-341-0698
Sandra Scholten, DNP, FNP-BC, CCD Instructor of Nursing	515-981-5879
Heather Stehr, DNP, ARNP, FNP-BC Assistant Professor	712-279-5236

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Nursing Organization Chart

Department Chair
Dr. Candace Chihak

Undergraduate Program Directors
Pre-licensure: Ms. Cathy Grimsley

RN-BSN: Ms. Ronda Keenan

Undergraduate Faculty

Adjunct Undergraduate Faculty

Dr. Candace Chihak
Dr. Susan Beidler
Ms. Cathy Grimsley
Dr. Anasara Henry
Ms. Dawn Hobbs
Ms. Ronda Keenan
Dr. Shannon O'Connell-Persaud
Ms. Courtney Ott
Dr. Rick Petersen
Dr. Sandra Scholten
Ms. Heather Stehr
Dr. Gretchen Wheelock
Ms. Connie Windeshausen

Continuing Education Coordinator
Ms. Dawn Hobbs

Simulation Lab Coordinator
Ms. Courtney Ott

Nursing Faculty Organization
Graduate and Undergraduate

Nursing Advisory Group

Community of Interest

Administrative Assistant
Ms. Brittney Wilson

Graduate Program Director
Dr. Gretchen Wheelock

Graduate Nursing Faculty

Dr. Candace Chihak
Dr. Susan Beidler
Dr. Anasara Henry
Dr. Shannon O'Connell-Persaud
Dr. Rick Petersen
Dr. Carol Pierce
Dr. Sandra Scholten
Ms. Heather Stehr
Dr. Gretchen Wheelock

Adjunct Graduate Faculty

Clinical Education Coordinator
Ms. Melissa McClain

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3/11/2019

Introduction

Message to Students

Briar Cliff University has provided excellence in nursing education for the Siouxland community for over 40 years. As a graduate student in the Department of Nursing Program, you will be preparing to be active, effective participants in future models of health care in a rapidly changing environment. Your role as an advanced practice nurse will integrate knowledge in nursing theory, research, and practice to improve the quality of patient care as well as health delivery systems.

Our goal in the nursing graduate programs at Briar Cliff is to create a learning community where excellence takes place in a climate of caring. The University's and Department's missions and values guide us in providing the ideal community in which learning takes place. Each of you can help us to create an exciting campus community through your contributions.

Please take the time to read this catalog and become familiar with the policies and program requirements. This information will assist you in meeting the requirements for graduation. If you have any questions, please do not hesitate to ask.

Best wishes on your academic efforts,

Gretchen Wheelock, DNP, ARNP
Graduate Program Director
Associate Professor of Nursing

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The University: Past and Present

HISTORY

In 1929, only briar patches covered a 175-foot hill located on the western outskirts of Sioux City, Iowa. But two people —Sister Mary Dominica Wieneke, major superior of the Sisters of St. Francis, and the Most Rev. Edmond Heelan, bishop of the Sioux City Diocese—had a vision. They saw that hill crowned with a Catholic college for women.

Sister Dominica and Bishop Heelan met on March 9, 1929, with members of the Sioux City business community, who committed themselves to raising $25,000 to support establishment of the college in Sioux City.

After this showing of community support, significant events followed in rapid succession. On September 18, 1930, the college, named Briar Cliff after the hill on which it is located, was dedicated. Four days later, 25 women started classes in Heelan Hall, the only building on campus.

In 1937, the college's two-year education program was expanded to four years. In 1945, BCU started their BA in nursing. Fifty-five men were admitted to the college in 1965, and coeducation was formalized in 1966 with the admission of 150 full-time male students. The innovative Weekend College program started in the fall of 1979. The spring of 1980 saw the re-establishment of a Bachelor of Science in nursing degree. Master's programs were implemented in the summer of 2001, and the college officially became a University on June 1, 2001. The first online courses were offered to students in 2006, as part of the degree completion program. The University's first doctoral degree, a Doctorate of Nurse Practitioner (DNP) program, was introduced in 2013. In 2019, we initiated the psychiatric mental health track for nurse practitioners.

Briar Cliff's academic growth required an expanding physical plant throughout the years. As time passed, more buildings have appeared on the briar-covered hill: a four-story addition to Heelan Hall in 1948; the library and our Lady of Grace Chapel in 1959; Alverno Hall, a women's residence, in 1964; a gymnasium in 1966; Toller Hall, a men's residence, in 1967; Noonan Hall in 1968; Newman Flanagan Center in 1982; the Baxter-DiGiovanni Living/ Learning Center in 1988. The Bishop Mueller Library was renovated in 1993, the Stark Student Center and the St. Francis Center were dedicated in fall 2000, the McCoy-Arnold Center in 2004, and the Heelan Hall atrium/renovation in 2013, and acquisition of the Mayfair Center in 2015.

LOCATION

Briar Cliff University is located at the edge of urban development but is just minutes from downtown Sioux City (tri-state metro population: 125,000). Located where the states of Iowa, Nebraska and South Dakota meet, Sioux City is connected with other metropolitan areas by Interstate Highway 29 and the Sioux Gateway Airport and is about an hour away by air from Minneapolis, Chicago, St. Louis, and Denver.

ACADEMIC PROGRAM

Briar Cliff confers the Master of Science in Nursing and Doctor of Nursing Practice degrees. The academic year consists of two 15-week semesters (late August through May) that includes one week of final exams at the end of each semester, additionally there is a 14- week summer session.

ACCREDITATION AND APPROVAL

Briar Cliff University is accredited by The Higher Learning Commission and is a member of the North Central Association.

The Bachelor of Science in Nursing, the Master of Science in Nursing, the Post-graduate APRN Certificate, and the Doctor of Nursing Practice programs at Briar Cliff University are accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation).

The Master of Science in Nursing (MSN) program, post-graduate APRN certificate program and the Doctor of Nursing Practice (DNP) are fully approved by the Iowa Board of Nursing and meet the educational requirements for Iowa Licensure. The Iowa Board of Nursing can be contacted at the following address:

> Iowa Board of Nursing
> RiverPoint Business Park
> 400 SW 8th Street, Suite B
> Des Moines, Iowa 50309-4685
>
> Tel: 515-281-3255
> Fax: 515-281-4825
> www.state.ia.us/nursing

CERTIFICATION

Students that successfully complete our MSN/Post-Graduate APRN are eligible to sit for the following exams dependent on NP track:

FNP- AANP or ANCC
AGPCNP- AANP or ANCC
PMHNP- ANCC.

STATE AUTHORIZATION

Briar Cliff is a member of the National Council for State Authorization Reciprocity Agreement (NC-SARA) which allows us to provide distance learning programs (both online and in the form of supervised field experiences) and coursework to residents of states other than Iowa. NC-SARA membership, however, does not grant reciprocity or exempt us from state professional licensing requirements. As a result, licensing requirements in Iowa may not be recognized as sufficient to obtain a license in any other state.

Briar Cliff University

Mission

Briar Cliff University is a community committed to higher education within a liberal arts and Catholic perspective. In the Franciscan tradition of service, caring, and openness to all, Briar Cliff emphasizes quality education for its students combining a broad intellectual background with career development. The University challenges its members to grow in self-awareness and in their relationships to others and to God.

Identity

Briar Cliff University is a vibrant living/learning community located on the rolling Loess Hills in Sioux City, Iowa. It is a coeducational, private university offering a strong, values-based, liberal arts education as well as quality career preparation. Its Catholic and Franciscan roots support peacemaking and service to others. It is a small, close-knit community offering students a safe and supportive environment. Respect for others is evidenced by the collegial relationships that characterize curricular and co-curricular life.

Values

*Our **Catholic Franciscan Identity***
> enhanced by the presence and sponsorship of the Dubuque Franciscan Sisters and the support of the Diocese of Sioux City

*Our **challenging academic environment***
> which includes a liberal arts education, career preparation, academic integrity, and academic freedom

*Our **focus on the student***
> which promotes academic success and extra/co-curricular experiences

*Our **culture of service***
> to our constituents, to the Siouxland community and beyond

*Our **appreciation of diversity** and our **respect for each person***

*Our **commitment to shared governance** and **collaborative decision making***

*Our **innovative response to change***
> which envisions a promising and confident future

Institutional Learning Outcomes

A Briar Cliff University graduate will be a person who –
- *Critically examines* knowledge as expressed in the liberal arts tradition;
- *Mindfully contemplates* Franciscan values and their application to the self, others, and the realities of present day life;
- *Skillfully communicates* in multiple modes and platforms for a diverse, global audience;
- *Creatively thinks and problem-solves*; and
- *Ethically leads* in purposeful, loving service to creation.

Department of Nursing
Mission Statement

The Mission of the Department of Nursing at Briar Cliff University is to promote health, healing, and hope of persons and the community and to advocate for social justice and healthy environments.

This mission is lived primarily, but not exclusively, in educating bachelors- and graduate-prepared nurses, within an environment that:

- fosters holistic personal and professional development;

- prepares nurses who engage in reflective practice related to health and quality of life in a variety of health care settings.

- develops nurses who participate in ethical decision making related to health and quality of life.
- provides a foundation for critical thinking and for the development, integration, and evaluation of new or expanded knowledge into practice.

- provides a foundation for continued learning, and for graduate and post-graduate education in nursing.

In living this mission, the Department of Nursing at Briar Cliff University will be the life-long nursing education provider of choice regionally for degree and non-degree programs. Foundational to this mission is an organic integration of faith, learning, and service and is lived in relationship as the Department of Nursing, the faculty, and students develop and continue collaborative partnerships with other health care, educational, faith based, and social service providers and the public at large.

Graduate Programs in Nursing

Briar Cliff University offers a Master of Science in Nursing that began fall 2004. The Master of Science in Nursing [MSN] program, which is consistent with the mission of Briar Cliff University, is designed for baccalaureate-prepared nurses who are interested in serving as nurse educators, family nurse practitioners, adult/gerontology nurse practitioners, or psychiatric mental health nurse practitioners. Additionally, Briar Cliff University offers a Doctor of Nursing Practice, to educate masters prepared nurses to serve in the role of Nurse Practitioner.

Briar Cliff University also offers the post-graduate APRN certificate with the population foci of family nurse practitioner, adult/gerontology nurse practitioner, or psychiatric mental health nurse practitioner. Personal and professional growth and development within the programs are guided by Christian principles within a Catholic Franciscan framework. Graduate level scholarly inquiry based on theoretically and clinically directed research provides the foundation for fulfillment of the competencies of advanced practice nursing and exists within an educational milieu that fosters innovation and experimentation.

Purpose of the Graduate Programs

The global purpose of the Master of Science in Nursing, post-graduate APRN certificate, and Doctor of Nursing Practice programs is to prepare professional nurse leaders competent in fulfilling advanced practice nursing roles as nurse practitioners or nurse educators, while working within complex health care and educational systems and a rapidly changing society. Opportunities to enhance ongoing personal and professional growth and development are guided by Christian principles within a Catholic Franciscan framework. Graduate level scholarly inquiry based on theoretically and clinically directed research provides the foundation for fulfillment of the core competencies of advanced practice nursing and exists within an educational milieu that fosters innovation and experimentation. Interaction with faculty, student colleagues, mentors, preceptors, and other health-related professionals empower the advanced practice nurse as an adult learner to meet the expectations of this role. The MSN, post-graduate certificate, and DNP programs provide a solid foundation for continued learning through personal study and/or doctoral education. The programs purposes reflect the development/refinement of values and ethics, critical thinking, and competencies that are foundational attributes required to attain the MSN, post-graduate APRN certificate, and/or DNP Program Outcomes.

The Briar Cliff University Master of Science in Nursing, post-graduate APRN certificate, and Doctor of Nursing Practice programs seek to prepare professional nurse leaders who serve their communities by:
- continued personal and professional growth and development including post-master's education in nursing.
- advanced practice nursing roles as nurse practitioners and nurse educators, integrating cooperative and collaborative practice with physicians, nurse practitioners, other health care providers, and professionals, individuals, and students.
- leadership within health care and educational systems.
- knowledge development in nursing, based on theoretically and/or clinically directed research.
- working towards decreasing health disparities.
- promotion of social justice within a Catholic Franciscan Framework.

The Graduate Nursing
Program Philosophy

The philosophy of the Department of Nursing arises from the mission, philosophy, and purposes of Briar Cliff University, the Department's mission, the characteristics of graduate education, and the characteristics of graduate nursing education. The philosophy articulates the faculty's beliefs about individuals, health, the environment, nursing, nursing education, and advanced practice and is internally consistent with the department's philosophy for the baccalaureate nursing education program.

The Department of Nursing, as an integral part of the University community, participates in providing an environment in which personal development can occur. Personal development is inherent in the development of the professional who participates through service in meeting society's needs.

Participation in the University Christian Community within the Catholic Franciscan tradition offers an opportunity for faculty and students to grow both personally and professionally. The total educational experience within the University provides an opportunity to enhance one's own spiritual life and to access one's own convictions and involvement in social, political, cultural, and ethical issues as a person develops the professional role in nursing. The educational experience is enriched by frequent and meaningful interdisciplinary collaboration.

Graduate level nursing inquiry reflects a synthesis of nursing science and nursing arts and thus is based on theoretically and clinically directed research. This synthesis provides the foundation for fulfillment of the core competencies of advanced practice nursing. Graduate nursing education exists within an educational milieu that honors ongoing personal and professional growth and development, fosters innovation, creativity, and experimentation, and is guided by Christian principles within a Catholic Franciscan framework. Collaborative relationships with faculty, student colleagues, individuals (clients), mentors, preceptors, community partners, and other health-related professionals empower the advanced practice nurse as an adult learner to meet the expectations of this role.

The Master of Science in Nursing, post-graduate APRN certificate, and Doctor of Nursing Practice programs are designed to prepare professional nurse leaders competent in fulfilling emerging and expanding advanced practice nursing roles as nurse practitioners or nurse educators, while working within complex health care and educational systems and a rapidly changing society. These roles include the advanced practice dimensions of educator, researcher, advocate, clinician, consultant, and collaborator. These programs provide a solid foundation for scientific and clinical leadership in nursing, continued learning through personal study and/or doctoral education, and advocacy for the health of the public. The program purposes reflect the refinement of values and ethics, critical thinking, and advanced practice competencies that are foundational attributes required to attain the MSN, post-graduate APRN certificate program, and/or DNP Program Outcomes and Student Learning Outcomes.

Ethical Principles

In establishing the following ethical policies, the faculty of the Department of Nursing are committed to belief in the dignity, worth, and potential of each student and recognize each person's rights and responsibilities:

1. Non-nurses, LPNs, and RNs seeking information regarding nursing education are given information on all avenues of nursing education open to them.

2. Accurate and objective information on program requirements and accreditation status is disseminated in print as well as verbally to interested individuals, groups, and the public at large.

3. No qualified person is denied admission to the nursing major because of age, race, religion, gender, marital status, or disabling condition (unless such disability would prevent the provision of safe care).

4. Students who meet the admission criteria as published and who complete the admission process as published may be admitted to the major. The maximum number admitted is evaluated annually based on the resources of the Department and available clinical experiences.

5. Students have input into curriculum content, policies, and evaluation as well as course scheduling within reasonable limitations imposed by their knowledge of the curriculum process and the resources of the program.

6. Students who are in danger of receiving less than a C in any nursing term course are so advised following papers, tests, or other evaluative methods. In Independent Research courses, students will be notified if they are not showing progress toward the completion of the work required.

7. An opportunity for interview with the chairperson of the department is provided any student who is unable to progress or is dismissed from the major because of unsatisfactory academic performance.

8. Student records are confidential. Students have access to their own records.

9. All courses in the program of studies are planned to insure comparable experiences for all students.

10. The policies regarding admission, progression, and graduation are available to students.

11. Degree candidates must meet the graduation requirements of the catalog in effect at the time of graduation or of either of the previous two catalogs, provided that the student was enrolled under the chosen catalog. 'Was enrolled' will include enrollment in an institution with which Briar Cliff has a joint admission articulation agreement. Briar Cliff University reserves the right to make changes in the curricula. However, any time a change is made either in courses or program offerings, appendices to the previous two catalogs will be available reflecting alternatives to programs or courses which have undergone significant changes. Students are ultimately responsible for meeting the catalog requirements for which they are eligible.

12. A grievance procedure is established for conflicts that cannot be resolved within the department.

American Nurses Association
Code of Ethics for Nurses

The nurse practices compassion and respect for the inherent dignity, worth, and unique attributes of every person.

The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

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.

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.

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.

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain integrity of the profession, and integrate principles of social justice into nursing and health policy.

Conceptual Framework

The conceptual framework utilized by the faculty of the Department of Nursing is based upon the Mission and Philosophy of the Department of Nursing and the mission statement of Briar Cliff University. The Briar Cliff University Department of Nursing utilizes an eclectic approach as a framework for the curriculum. The advanced practice nurse approaches the investigation of health problems systematically, incorporating nursing theory, new knowledge gained through formal research and through evaluation of one's own practice experience, and knowledge from other disciplines. The major concepts utilized are nursing, health, client, and environment. In addition, graduate level nursing education prepares nurse leaders in the roles of nurse practitioners or nurse educators.

Nursing:

- ❖ is defined as a discipline with a unique body of knowledge that helps inform nurses and others of health and quality of life.
- ❖ exists as an art and as a science. The art of nursing involves the nurse being present with others. The science of nursing involves the acquisition of discipline specific skills and knowledge including the theoretical knowledge of nursing. Living the art and science of nursing involves presence and honoring the perspective of others.
- ❖ is a discipline that is holistic in its concern for humanity.
- ❖ is being, knowing, and acting with caring compassion.
- ❖ recognizes cultural, racial, and ethnic diversity.

Health:

- ❖ is a state of being and becoming.
- ❖ is an inherent right.
- ❖ is an individually chosen value.

Individual:

- ❖ is a person, family, group, or community and is viewed holistically.
- ❖ is a dynamic composite of physiological, psychological, developmental, sociocultural, spiritual, and ethical dimensions.
- ❖ is a unique being who is self-directed, interactive, and free to choose within situations.
- ❖ is indivisible from the environment.
- ❖ is illimitable.

Environment:

- ❖ is all factors interacting with the individual.
- ❖ is indivisible from the individual.
- ❖ is ever-changing.
- ❖ is illimitable.

Graduate level nursing education:

- ❖ reflects a synthesis of nursing science and nursing arts, and thus is based on theoretically and clinically directed research.
- ❖ provides the foundation for fulfillment of the core competencies of advanced practice nursing and nursing education.
- ❖ exists within an educational milieu that honors ongoing personal and professional growth and development, fosters innovation, creativity, and experimentation, and is guided by Christian principles within a Catholic Franciscan framework.
- ❖ promotes collaborative relationships with faculty, students, colleagues, individuals (clients), mentors, preceptors, community partners, and other health-related professionals.
- ❖ empowers the advanced practice nurse or nurse educator as an adult learner to meet the expectations of this role.
- ❖ uses the nursing process to carry out the advanced practice dimensions of educator, researcher, advocate, clinician, consultant, and collaborator in various settings where individuals are found.
- ❖ is designed to prepare professional nurse leaders in fulfilling emerging and expanding advanced practice nursing roles, as nurse practitioners or nurse educators, while working within complex health care and educational systems and a rapidly changing society.
- ❖ provides a solid foundation for scientific and clinical leadership in nursing, continued learning through personal study and/or doctoral education, and advocacy for the health of the public.
- ❖ reflects the refinement of values and ethics, critical thinking, and advanced practice competencies that are foundational attributes required to attain the MSN/ DNP Student Learning Outcomes and Program Outcomes.

Graduate Student Learning Outcomes

<u>Student Learning Outcomes of the MSN program and Post-master's APRN Certificate Programs:</u>

1. Sustain caring, holistic relationships with multiple individuals in an advanced practice or educator role through being; knowing; acting with compassion; and respecting cultural, racial, and ethnic diversity in the global society.

2. Harmonize the breadth and depth of knowledge from the humanities and natural and social sciences in the application of the art and science of advanced practice nursing to multiple individuals and in nursing education.

3. Exercise the art and science of nursing to determine interventions to promote the health of all individuals in the advanced practice or education setting.

4. Assimilate nursing theory into the art and science of nursing at the advanced practice level or in nursing education.

5. Interface, using a variety of communication skills including informatics, with individuals and inter/intraprofessionals to promote optimal health outcomes for all individuals.

6. Synthesize decision-making processes based on legal, ethical, political, sociocultural, and spiritual dimensions while demonstrating leadership in an advanced practice and nurse educator roles and in the delivery of health care.

7. Blend responsibility and accountability for the ongoing evaluation of the effectiveness of one's own nursing practice and the practice of others.

8. Appraise the teaching/learning needs of self and of all individuals in the provision of advanced practice nursing interventions.

9. Orchestrate evidence from nursing research into the art and science of nursing.

10. Ascertain the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they practice.

Student learning outcomes noted above will be measured through direct and indirect measurements, according to the rubrics established for each course and the program as a whole.

Student Learning Outcomes of the DNP program:

1. Synthesize caring, holistic relationships with multiple individuals in an advanced practice role through being, knowing, acting with compassion and respecting cultural, racial, and ethnic diversity in the global society.
2. Integrate the breadth and depth of knowledge from the humanities and natural and social sciences in the application of the art and science of advanced practice nursing to multiple individuals.
3. Exercise the art and science of nursing to determine interventions to promote the health of all individuals in the advanced practice setting.
4. Assimilate nursing theory into the art and science of nursing at the advanced practice level.
5. Interface, using a variety of communication skills including informatics, with individuals and inter/intraprofessionals to promote optimal health outcomes for all individuals.
6. Lead decision-making processes and policy development based on legal, ethical, political, sociocultural, and spiritual dimensions while demonstrating leadership in an advanced practice role and in the delivery of health care at the local, state, national, and international levels.
7. Blend and guarantee responsibility and accountability for the ongoing evaluation of the effectiveness of one's own nursing practice and the practice of others.
8. Appraise the teaching/learning needs of self and of all individuals with problems in the provision of advanced practice nursing interventions.
9. Orchestrate and evaluate evidence from nursing research into the art and science of nursing.
10. Ascertain the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they practice.

Student learning outcomes noted above will be measured through direct and indirect measurements, according to the rubrics established for each course and the program as a whole.

Essential Functions of a Briar Cliff Graduate Nursing Student

Issue	Description	Standard
Communication	Speech, reading, writing	Effective use of English language. Communication abilities sufficient for effective interaction in verbal, nonverbal, and written form. Comprehension & accurate recall of verbal & written communication.
Interpersonal	Ability to relate to others	Interpersonal abilities sufficient to effectively interact with individuals, families, & groups from a variety of social, emotional, cultural & intellectual backgrounds.
Behavioral	Emotional & mental stability	Handles multiple priorities, independent discretion/decision making, makes decisions under pressure, manages anger/fear/hostility, manages stress appropriately, works alone effectively, works in close proximity to others and/or in a distracting environment, works with others effectively.
Critical Thinking	Ability to problem solve	Critical thinking ability sufficient for clinical judgment
Information Technology	Ability to use electronic resources and clinical	Electronic information seeking, interpretation and application for clinical practice for clinical care.
Reliable punctuality	Ability to attend to timeliness	Self-management to consistently do work within the defined time expectation
Hearing	Use of auditory sense	Auditory ability sufficient to monitor & assess health needs. Talk/hear (communicate, detect, converse with, discern, convey, express oneself, exchange information)
Visual	Use of sight	Visual ability sufficient for observation & assessment necessary in nursing care. See (detect, determine, perceive, identify, recognize, judge, observe inspect, estimate, assess)
Tactile	Use of touch	Tactile ability sufficient for physical assessment. Be able to use hands/fingers to handle or feel (operate, activate, use, prepare, inspect, place, detect, position)
Mobility	Physical ability, strength, stamina	Physical abilities & stamina sufficient to move from room to room quickly & maneuver in small places, complete 8-12-hour shift. Be able to stand, walk, climb, balance, bend/stoop/kneel, squat/crouch/crawl, reach/twist, and push/pull. Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
Motor Skills	Physical ability, coordination, dexterity	Gross & fine motor abilities sufficient to provide safe & effective nursing care.

Application Process to the Graduate Nursing Programs

The Office of Admissions administers the application process for the Department of Nursing. The Department of Nursing graduate faculty determine eligibility and acceptance for the program. When the Office of Admissions has received all required application documents, the file is submitted to the Graduate Nursing Program Director who reviews the file with the graduate faculty. Applications are due February 15th (soft deadline) and March 15th (hard deadline).

MSN Program

Before a decision is made regarding admission to the MSN program, the following must be received by the Office of Admissions:

- One copy of the formal **application for admission**.
- A minimum cumulative grade point average (GPA) of 3.0 (on a 4-point scale) from the undergraduate program from which they received their bachelor's degree in nursing.
- An official transcript from all prior undergraduate and graduate study documenting a baccalaureate degree in nursing from a CCNE, CNEA or ACEN accredited program, with an upper division major in nursing including the following courses:
  - Physical Assessment
  - Nursing Research
  - Ethics
  - Statistics
- Evidence of a minimum of 2000 hours of clinical nursing practice as a registered nurse within the two years prior to enrollment in the first nursing specialty course. Employment must be verified by the employer.
- Curriculum vita or resume
- Demonstrate logical thinking and writing skills in the preparation of a goal statement. This statement must:
  - Include the applicant's short-term and long-term professional goals in nursing (maximum 250 words)
  - Include the applicant's professional leadership and work experience in relation to practice setting, client population served, number of years of experience, and how the experiences prepared he/she for graduate education (Maximum 250 words)
  - Include areas of inquiry where the applicant would like to pursue in the graduate studies (maximum 100 words)
  - Signature of the applicant and date the statement was written.
- Evidence of Licensure as an RN in Iowa or a state participating in the licensure compact prior to enrollment in the first graduate nursing core course.
- Computer proficiency in email, Word, Excel, and PowerPoint. Access to and ability to utilize a functional webcam and microphone are required for the application process and online course participation.
- Two letters of reference/recommendation from individuals within the profession.
- Submission of the YouseeU interview.

*__A non-refundable $250.00 matriculation fee__ will be required to hold the applicant's place in the cohort. This fee is not due until after the applicant is accepted to the program and will be applied to the first semester tuition.

Post-graduate APRN Certificate Program
Before a decision is made regarding admission to the MSN program, the following must be received by the Office of Admissions:

- One copy of the formal application for admission.
- A minimum cumulative grade point average (GPA) of 3.0 (on a 4-point scale) from the undergraduate program from which they received their bachelor's degree in nursing.
- An official transcript from all prior undergraduate and graduate study documenting a baccalaureate degree in nursing from a CCNE, CNEA or ACEN accredited program.
- Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment must have been completed within the past 6 years. Advanced Physical Assessment requires evidence of laboratory content. *The 3Ps requirement is waived for practicing nurse practitioners.
- Current resume and/or curriculum vitae
- Evidence of a minimum of 2000 hours of clinical nursing practice as a registered nurse within the two years prior to enrollment in the first nursing specialty course. Employment must be verified by the employer.
- Demonstrate logical thinking and writing skills in the preparation of a goal statement. This statement must:
  - Include the applicant's short-term and long-term professional goals in nursing (maximum 250 words)
  - Include the applicant's professional leadership and work experience in relation to practice setting, client population served, number of years of experience, and how the experiences prepared he/she for graduate education (Maximum 250 words)
  - Include areas of inquiry where the applicant would like to pursue in the graduate studies (maximum 100 words)
  - Signature of the applicant and date the statement was written.
- Evidence of Licensure as an RN in Iowa or a state participating in the licensure compact prior to enrollment in the first graduate nursing core course.
- Computer proficiency in email, Word, Excel, and PowerPoint. Access to and ability to utilize a functional webcam and microphone are required for the application process and online course participation.
- Two letters of reference/recommendation from individuals within the profession.
- Submission of the YouseeU interview.

*A non-refundable $250.00 matriculation fee will be required to hold the applicant's place in the cohort. This fee is not due until after the applicant is accepted to the program and will be applied to the first semester tuition.

Post-master's DNP Program

Before a decision is made regarding admission to the DNP program, the following must be received by the Office of Admissions:

- One copy of the formal application for admission.
- An official transcript from all prior undergraduate and graduate study documenting a baccalaureate and master's degrees from accredited programs.
- Curriculum vita or resume.
- Demonstrate logical thinking and writing skills in the preparation of a goal statement. This statement must:
    - Include the applicant's short-term and long-term professional goals in nursing (maximum 250 words)
    - Include the applicant's professional leadership and work experience in relation to practice setting, client population served, number of years of experience, and how the experiences prepared he/she for graduate education (maximum 250 words)
    - Include areas of inquiry where the applicant would like to pursue in the graduate studies (maximum 100 words)
    - For DNP students, the statement should include a desired potential topic for the Practice Innovation Project.
    - Signature of the applicant and date the statement was written.
- Submit evidence of National Certification as a nurse practitioner and State Licensure as an APRN.
- Submit verification of post-Baccalaureate clinical practice hours from your MSN program.
- Computer proficiency in email, Word, Excel, and PowerPoint. Access to and ability to utilize a functional webcam and microphone are required for the application process and online course participation.
- Two letters of reference/recommendation from individuals within the profession.

*A non-refundable $250.00 matriculation fee** will be required to hold the applicant's place in the cohort. This fee is not due until after the applicant is accepted to the program and will be applied to the first semester tuition.

TRANSFERABLE CREDITS

Nine credit hours of graduate course work with a minimum grade of 3.0 on a 4.0 scale in each course may be transferred into the graduate program from another accredited institution if they meet the requirements of the program and have been completed within six years of acceptance into the program.

Courses taken from a non-accredited institution will not be accepted.

ADMISSION PROCESS

1. Once an applicant's application folder is complete, the file will be transferred to the office of the Graduate Program Director.
2. The Graduate Program Director, along with the graduate nursing faculty, will evaluate the application.
3. Applicants who meet the admission criteria and who complete the admission process will be approved for the graduate program and admitted to the program on a space available basis. The maximum number admitted is evaluated annually based on the resources of the Department and available clinical experiences.

CONDITIONAL ACCEPTANCE

If the applicant does not meet the minimum grade point average (GPA) requirements, but meets all other requirements, the applicant may be conditionally approved for admission to the program.

In order to continue enrollment, the student must achieve a 3.0 grade point average on a 4.0 scale for the first semester of courses. The student will then change to regular acceptance status and be allowed to register for additional courses in the program.

Notification of admission to the graduate nursing programs is made by the Department of Nursing. After the Nursing Department notifies the applicant of admission to the graduate program, the student will receive a Verification of Acceptance form that must be filled out and returned to the Department of Nursing. This form must be received before the student will be registered for any courses.

HEALTH STATUS/CLINICAL DOCUMENTATION

A health appraisal is required for all students. A completed Briar Cliff University medical history and health form must be on file at the Castle Branch website prior to beginning the first clinical nursing course. It is the policy of Briar Cliff University not to admit to its nursing program any applicant whose health, in the judgment of the University, might impair the ability to render safe nursing care.

A signed FERPA permissions form is required for all students participating in clinical experiences in the nursing program. This permission form must be on file in the business office before participating in a clinical experience.

The following medical information and certification must be uploaded into the Castle Branch website prior to beginning the first clinical nursing course. This information includes:

1. Briar Cliff University Medical History and Physical Health form completed, signed and dated by a licensed health care provider.
2. Proof of current RN and ARNP licenses where applicable.
3. Official documentation of two doses of the MMR vaccine.
4. Documentation of negative TB testing as described below:
     i. Documentation of an annual TB test performed within the previous 12 months. A Quantiferon Gold test performed within the previous 12 months is also acceptable.
     If the individual has had a previous positive TST, then a chest x-ray completed within the last twelve months prior to clinical start is needed along with a Tuberculin Assessment Form that has been completed no earlier than three weeks before starting. Completion of the annual screening form with appropriate follow-up testing if applicable.
5. Documentation of immunity to Chickenpox, including lab testing results for Varicella IgG which documents immunity; or official copy of two doses of Varicella vaccine (Varivax) received since 1995, when vaccine first became available. A history of having chickenpox, even if documented by a health care provider, will not be accepted.
6. Validation of Hepatitis B vaccine series or a signed waiver releasing the agency and Briar Cliff University of responsibility prior to beginning clinical experience.
7. Proof of receiving an annual seasonal influenza vaccination. Documentation is due by October 31st of each year.
8. Documentation of a single dose of Tdap given at age 11 or older and additional documentation of a Td booster received in the last 10 years.
9. Child and Dependent Adult Abuse Mandatory Reporting completed and current as applicable by state.

10. Current Basic Life Support Cardiopulmonary Resuscitation (CPR) certification at a provider level completed prior to beginning clinical experiences. CPR certification must be maintained for all clinical experiences.
11. Evidence of a minimum of 2000 clinical nursing practice as a registered nurse within the two years prior to enrollment in the first nursing clinical course. Employment must be verified by the employer.
12. Documentation of current health insurance, including a copy of the current health insurance card (front & back).

Documentation of Clinical Health Requirements are subject to additional site-specific requirements, including but not limited to drug testing, registry checks, and orientation/training.

BACKGROUND CHECK POLICY

All nursing students entering the graduate program will be required to submit data for a certified background check at their expense. The current cost of the background check and document tracker is $105.75 and is subject to change. Background checks need to be completed online at http://www.Castlebranch.com prior to beginning clinical rotations. Students may be required to complete provide additional documentation or drug screens based on the individual requirements of specific clinical placement sites. Any criminal offenses on current record may affect the student's ability to be licensed. Students are required to notify the nursing department of any changes in criminal offenses.

Students each have confidential access to the results of their own background check status. All background check results will be reviewed by the Graduate Nursing Faculty Organization (GNFO) of the Department of Nursing. Should there be a negative background check finding, the GNFO will determine if a student is eligible to participate in clinical courses. Eligibility is based on the nature of the finding, clinical site requirements, and the Iowa Board of Nursing administrative rules. Students may submit an appeal to the GNFO if additional data may be of benefit. Appeal decisions will be judged on documented factual issues. If a student is unable to complete the program clinical requirements due to background check results, students may be dismissed from the program in which they are enrolled.

Students are expected to have current training in HIPAA, OSHA, and Mandatory Reporter as required for state licensure.

RELOCATION/CHANGES IN LICENSURE

Relocating during the course of a program to another state may impact if the student can remain in the program, meet the state licensure requirements, and/or continue to receive financial aid funding. Prior to considering relocation, please contact your program to discuss authorization and licensure

It is the responsibility of the student to notify the Department of Nursing on any changes in the status of an RN or APRN license immediately. It is the student's responsibility to ensure that a current copy of RN and APRN licensure is on file with the Nursing office. Failure to provide this information may result in the inability to progress in the program.

STATE LICENSURE

Students should review the specific academic requirements for the program in which they are enrolling, including those related to practicum/internship as well as pre-qualifications for licensure such as the need for a criminal background check. We highly recommend that students contact the applicable licensure board(s) in their state of residence or in the state where they intend to obtain a license before beginning an academic program that results in licensure and prior to beginning any internship/practicum. Many licensure boards require more than successful degree completion to obtain a license. Please be advised that state laws, regulations, and policies may change at any time. Changes in requirements can impact the program's ability to meet educational requirements for licensure. It is the responsibility of the student completing the licensure program to check with the licensing board(s) in their state of residence or in the state in which they intend to obtain a license for the most recent information and requirements. BCU shall not be held liable if the student is unable to qualify for licensure or certification in any jurisdiction or cannot obtain a practicum/internship location.

PROGRAM LENGTH/TIME LIMITS

Once admitted, graduate students have 6 years in which to complete the MSN program and 6 years to complete the DNP program. Should the completion be delayed beyond this time, initial coursework will be outdated and will require update in order to apply towards fulfilling degree - requirements.

REGISTRATION PROCESS

COURSE SEQUENCE

MSN Nurse Practitioner Program
Core Courses
      NURS 501, 510, 520, 529, 550, 570, 631, 632 (FNP/AGNP ONLY), 675, and 760
Family Nurse Practitioner Courses
      NURS 621, 622, 624, 711, 712, 715, 730, 746, 747
Adult/Gerontology Nurse Practitioner Courses
      NURS 621, 622, 624, 715, 730, 756, 758, 759
Psychiatric Mental Health Courses
      NURS 621, 622, 624, 647, 617, 717, 727, 767

Post-graduate APRN Certificate Program
Core Courses
      NURS 631 & 632 if needed
      NURS 570 & 550 if needed
Family Nurse Practitioner Courses
      NURS 711, 712, 715, 730, 744, 746, 747
Adult/Gerontology Nurse Practitioner Courses
      NURS 715, 730, 756, 758, 759
Psychiatric Mental Health Nurse Practitioner Courses
      NURS 647, 617, 717, 727, 767

Post-master's DNP Program
NURS 675, 800, 810, 820, 840, 846, 856, 866, 876, 880, 890

GRADING

Students participating in a graduate program must display an academic aptitude of superior achievement and motivation.

All written work will follow the standard set in the *Publication Manual of the American Psychological Association* (APA) latest edition.

Benchmark assignments are identified in courses to measure achievement of program outcomes. Benchmark assignments are required for successful course completion. If a student fails to submit a benchmark assignment, the highest overall grade attainable is C+ in the course.

The quality of the student's work is indicated by the following grades and quality points:

Grade Rating		Quality Points
A	Superior	4.00
A-		3.67
B+		3.33
B	Above Average	3.00
B-		2.67
C+		2.33
C	Average	2.00
C-		1.67
D+		1.33
D	Below Average	1.00
F	Failure	0.00

The mark "I" signifies that work in a course is incomplete because of illness or circumstances beyond the control of the student or because an instructor feels further evaluation is needed before the grade can be determined. A student who receives an "I" at the end of a course must complete the necessary work within three weeks, or the "I" will automatically become an "F."

The mark "N" signifies that a student's grade has been delayed, not because the work is incomplete, but because the learning experience extends beyond the end of the term. The grade is typically used for internships and field experiences. The "N" grade will not affect placement on the dean's list or the probationary status of a student. Students may carry an "N" grade (delayed grade) for one semester. If a final grade has not been submitted, the "N" grade will convert to an "F."

The mark "W" signifies withdrawal from a course and is given when a student officially withdraws from a course in the Office of the Registrar. After the end of the tenth week, students may withdraw from a course, but the designation is either "Withdraw passing" or "Withdraw failing". The WP designation is treated the same way as a W in the calculation of grade-point averages. However, the WF designation is treated the same way as the F in calculating grade-point averages. Students may withdraw from courses through the final day of instruction of the term. For classes that are abbreviated in duration, the withdrawal deadline is the 70% mark in the class.

The mark "X" signifies that a student has audited a class. No credit is earned when a class is audited. Students should check with faculty members before registering to audit a class in order to determine the expectation a faculty member may have of an auditing student. Full-time students may audit a course without additional charge. A student must register to audit prior to attending the course. A student may repeat a course at any time. The transcript will record all courses taken;

however, only the higher grade will be used in computing the GPA. Application for repetition of a course must be made in the Office of the Registrar to assure correct grade recording. Departments may limit the application of this policy as it relates to courses in the student's major program.

Grades are available through the BCYOU Student Portal on the Briar Cliff University web page (www.briarcliff.edu).

STUDENT POLICIES AND PROCEDURES

Development of Plan of Study

At the time of admission, the nursing graduate student is assigned an academic advisor. The student should contact the academic advisor to discuss the student's plan of study if questions arise.

Academic Advising

Once admitted, the graduate student will communicate with their assigned academic advisor who will serve as the academic advisor until graduation or until the time the Practice Innovation Committee (for DNP students) is formed.

Each student's Plan of Study will be provided by the Graduate Program Director upon admission to the graduate program. Academic advisors will register students each semester for the upcoming semester's courses.

Plan of Study Changes

Any change in an approved Plan of Study is to be initiated by the student in consultation with the academic advisor. The student and the academic advisor will submit the request to change the plan of study to the Graduate Nursing Program. The Graduate Program Director will review the request and inform the student and the advisor of its acceptance or rejection. This must be adhered to even in the substitution of courses. MSN students that are interested in changing tracks from their original application must notify advisor. The Change of Track form must be filled out and sent to advisor, Graduate Program Director, Graduate Clinical Coordinator, and Registrar.

Outdated Courses on Plan of Study

Courses on the Plan of Study taken 6 years prior to the completion of the graduate degree are considered outdated unless they have been used for another degree. Students may petition to update courses but may only update 50% of the total coursework. Such petitions begin with the department in which the course is now being offered. The student must obtain documentation from that department verifying that her/his knowledge is current. If the course is to appear on the Plan of Study for the student, approval from the Graduate Nursing Program is necessary. This includes pre-requisite courses for the post-graduate APRN certificate program admission. *This requirement may be waived for practicing nurse practitioners.

Procedure for Updating Outdated Course Work

The following guidelines are designed to assist the student, advisor, and instructor in completing the update process:

1. During the semester preceding the semester of the update, the student initiates the process with her/his academic advisor. The advisor will notify the current instructor of the course needing updating at the student's request.
2. The advisor will notify the student of the name of the instructor who has agreed to complete the update. It is the student's responsibility to contact the instructor. The student must complete arrangements the semester preceding the update. Delay in arrangements may result in delaying the updating process, as the agreement is based on time and faculty assignment in that particular semester.

It is the responsibility of the instructor to determine the requirements for a successful update, based on the current course requirements.

Degree and Progression Requirements

It is the intent of the Department of Nursing to offer graduate program courses as adequate enrollment, faculty, and available resources permit. Due to conditions beyond the control of Briar Cliff University, the Department of Nursing reserves the right to modify, consolidate, or cancel courses. Graduate study may include required activities on campus and in off-campus locations for degree completion.

A grade of "B-" or higher is required in all graduate nursing courses. To pass a clinical course, a student must earn a grade of B- or higher in the didactic portion and pass the clinical component. If a "C+" or lower is earned in a graduate nursing course, the course must be repeated.
** If clinical is tied to a course, students must pass the clinical practicum in order to pass the course**

Students may repeat one failed graduate nursing course with permission. Upon failing a second graduate nursing course or failing a graduate nursing course twice, the student is dismissed from the program. A student who needs to retake a failed course is re-enrolled in the course on a space available basis.

A student who fails a course due to unsafe practice in a clinical experience will not be eligible for readmission to the nursing practicum courses unless evidence is submitted that the unsafe behavior has been corrected.

All APEA exams (3Ps, Pre and Post Predictors) will consist of 10% of overall grade in the course that the exam is offered. If students do not achieve a 67% on the 3Ps exam they will be required to take the exam within 1 month after remediation. Students are responsible for the testing fee for all re-take exams. Failure to re-test may result in delayed progression or dismissal from program.

All undergraduate and graduate nursing students are expected to adhere to the principles of the *Code of Ethics for Nurses* (American Nurses Association, 2015). The full code can be found on page 14 of this handbook. The *Code of Ethics for Nurses* communicates a standard of professional behavior expected throughout the total program and in each individual nursing course. Therefore, in addition to the dismissal for academic failure, the faculty and administration of the Department

of Nursing reserved the right to dismiss any student enrolled in either the undergraduate or graduate nursing programs for unethical, dishonest, illegal, or other conduct that is inconsistent with the *Code of Ethics for Nurses.*

Repeated Courses

All courses taken appear on the student's academic record, but when a course is repeated, only the most recent grade is calculated into the cumulative GPA. Relative to the number of repeats allowed:

- A student may enroll in a graduate nursing course (for which credit is granted only once) no more than two times without permission of the Graduate Program Director.

Dropping a Course

Students may drop classes in their schedules with the help of faculty advisors. Students may withdraw from classes through the "last day to withdraw" date in a term. To withdraw from classes, students need written consent both from their faculty advisor and from the instructor of the class from which they wish to withdraw and the last date of attendance or class participation. When the deadline for withdrawing from a course has expired, students may withdraw but will receive a grade of 'WP' for withdraw passing or 'WF' for withdraw failing. 'WP' grades do not impact cumulative GPA. 'WF' grades calculate into cumulative GPA the same as an 'F' grade. Withdrawing from a course that is not the entire length of the semester will switch to the penalty grading at the 70% mark in the course duration. Financial aid will NOT be adjusted after the first week of the semester regardless of changes in registration.

Student Behavior During a Course

Classroom/Lab

If a student's behavior in a course is considered to be unsafe or disruptive by the faculty member, it is the responsibility of the faculty member to inform the student of the unsafe or disruptive behavior as soon as possible and provide guidance and direction for improvement. Should a student's behavior continue to be unsafe or disruptive, the faculty member has the right to remove the student from the course. The student must be informed of reason for removal and must be presented with a written learning contract within two working days. The written learning contract must include:

1. A description of the unsafe behavior.
2. The criteria that must be met for return to the classroom/lab area
3. The date by which the criteria must be met
4. The consequences of not meeting the criteria by the due date.

The written learning contract is signed by the faculty member and the student, and a copy is forwarded to the Graduate Program Director. The student is accountable for the terms of the contract.

<u>Unsafe or Unacceptable Behavior during Clinical Courses</u>

If a student's behavior is considered to be unsafe in the clinical setting, it is the responsibility of the faculty to talk with the student about the behavior and to provide guidance and direction for improvement. The guidance may include a learning contract. The following are examples of unsafe or unacceptable performance. However, this is not an inclusive list, and the final determination of unsafe behavior is based on the faculty member's professional judgment:

- Inability to complete care within the established time frame.
- Inappropriate or untimely communication.
- Evidence of behaviors that reflect an impaired state.
- Evidence of inadequate preparation for clinical activities.
- Incorrect or inadequate assessment or intervention.
- Failure to follow dress code guidelines.
- Dishonesty.

In consideration of faculty guidance, should a student's behavior continue to be unsafe in a clinical course and the student has chosen not to drop the course, the faculty member can choose to remove the student from the clinical area. The faculty should advise the student that they will fail the course; however, the student has ultimate responsibility to drop the course.

Administrative Withdrawal

Briar Cliff University reserves the right to withdraw any student from classes at any time during the semester or term for reasons such as (but not limited to):
• Disruptive behavior.
• Unable or unwilling to initiate the withdrawal due to extraordinary circumstances such as serious illness, accidental, etc.
• Lack of course prerequisites(s).
• Lack of instructor or departmental approval for a course.
• Academic dishonesty.

The administrative withdrawal grade of "AW" is used to withdraw a student from one or more courses or all courses. This withdrawal can be done up until the last business day of the semester. An "AW" will not affect the GPA. Once registered, the student retains responsibility and financial liability for all registered courses. Tuition refunds will not be granted when students are withdrawn by the institution for cause.

Steps:
1. Faculty, administrators, or staff will gather the documentation to support the withdrawal.
2. They will give the documentation to the Registrar who will initiate the withdrawal form.
3. The Registrar will give the form and documentation to the appropriate Vice President who will authorize the withdrawal. When necessary, the Vice President will designate someone in their absence to handle an administrative withdrawal. The Registrar's Office will notify Financial Aid, Business Office, Academic Advisor, and Student Achievement Office

Grievance Procedure

DISMISSAL FROM THE PROGRAM
A student may be dismissed from the program at any time for failure to meet the program's standards of academic performance and progress. A student may be denied admission or be dismissed from the program for such things as:
1.   poor academic performance,
2.   conduct which violates the ethical or professional standards of the program.

APPEALING GRADES AND OTHER MATTERS
A student has the right of appeal for any decision in academic study which is believed to have been arbitrary, capricious, or prejudiced. The appeal will be in accord with the following guidelines.

1.   Discuss the grievance with the faculty member involved.

IF THERE IS NO RESOLUTION:

2.   Appeal to the Graduate Program Director in writing within three working days of discussing the grievance with the faculty member involved. Include in the written document circumstances of the grievance, specific concerns, and a possible appropriate remedy. The student will make an appointment and meet with the Graduate Program Director. The student will be notified in writing of the Graduate Program Director's decision.

3.   Appeal to the Department of Nursing Chairperson in writing within three working days of notification by the Graduate Program Director. Include in the written document circumstances of the grievance, specific concerns, and a possible appropriate remedy. The student will make an appointment and meet with the Chairperson. The student will be notified in writing of the Chairperson's decision.

IF THERE IS NO RESOLUTION:

4.   Appeal to the Vice President for Academic Affairs in writing within three working days of notification by the Department of Nursing Chairperson. Include in the written document circumstances of the grievance, specific concerns, and a possible appropriate remedy. The student will make an appointment and meet with the Vice President for Academic Affairs. The student will be notified in writing of the decision.

5.   In all cases, the decision of the Vice President for Academic Affairs is final.

Technology Requirements

Students are expected to have access to and ability to utilize a functional webcam and microphone are required for the application process and online course participation.

Grade Point Average

Students must earn a cumulative grade point average of at least 3.0 on a 4.0 scale. Students whose GPA falls below 3.0 at any time during the program will be placed on academic probation and are subject to dismissal from the program if the GPA does not return to a 3.0 at the end of the next semester of coursework.

Incomplete Grades

The Department of Nursing complies with all policies related to incomplete grades.

Class Absences

Participation in all courses is a university expectation. All students are held accountable for attaining the course outcome criteria despite absences. Students are required to notify the course professor of all absences prior to the absence or immediately thereafter in the case of an emergency. Online course expectations will be set out in the syllabi. Students are required to attend six on-site lab days at Briar Cliff University's Sioux City campus as part of NURS 631-Advanced Health Assessment and NURS 632-Advanced Practice Skills Lab. These on-site lab days occur during the summer semester.

Excused Absences

There are activities that are regarded as Department of Nursing approved events for excused absences from nursing labs or practicum. In order to be an excused absence, students must be attending these events either in conjunction with their participation in a professional organization, as a class assignment, or as a professional board or committee member. Students must arrange in advance with the clinical preceptor to request an excused absence from lab or practicum experience to attend approved events. The student is responsible for any missed course content.

Human Subjects Protection

All MSN students, as a required assignment for NURS 621, will prepare a BCU Institutional Review Board (IRB) Proposal for their Evidence Based Practice Project.

All DNP students, as a required assignment for NURS856, NURS866 & NRUS876, will prepare a BCU IRB Proposal for their Practice Innovation Project. The proposal will include tools, consent forms, cover letters, and answers to the points in the BCU IRB application.

In Progress DNP Practice Innovation Project

There are 4 PIP courses within the DNP curriculum. The student will receive a pass/fail grade for the project in each of the 4 courses. Students must successfully complete the PIP benchmarks for each course in sequence in order to move to the next PIP course. If the benchmark is not achieved, the student must repeat that PIP course the following semester. If the project is delayed due to circumstances beyond the student's control, an N will be given until the project is completed and defended. An N will automatically be converted to an F if not changed by the project advisor at the completion of the following semester.

Briar Cliff University
Department of Nursing
Academic Integrity Policy

Academic integrity is expected of all students at Briar Cliff University. The university policy on "Integrity" is located in the BCU Catalog. According to this policy, "any attempt to misrepresent someone else's work as one's own, receive credit for assignments one did not do, obtain an unfair advantage over other students in the completion of work, or aid another student to do the above is considered a breach of academic integrity" (BCU Catalog 2017-2018, p. 46). A breach of integrity among nursing students is particularly concerning because of the potential transference of this behavior into the practice setting (Lynch, et al., 2017).

Plagiarism is one breach of academic integrity that carries serious consequences. Plagiarism involves borrowing another speaker's or writer's words, ideas, or arrangement of ideas without giving credit to the source of those words, ideas, or arrangements (Duff, Rogers, & Harris, 2006; Mundava & Chaudhuri, 2007). Plagiarism can be intentional or unintentional. Intentional plagiarism is considered cheating; when one deliberately copies another person's words or ideas without acknowledgment in an attempt to deceive the assessor and gain advantage by doing so (Wilkinson 2009; Park, Park, & Jang, 2013). Unintentional plagiarism might occur due to naivety or lack of knowledge.

Unintentional plagiarism occurs most frequently, usually due to improper citation of reference sources. The best way to avoid this is to learn how to cite sources correctly. The best way to learn how to cite sources correctly is to purchase and utilize the most recent edition of the Publication Manual of the American Psychological Association (APA), now in its 7th edition. The APA manual provides the guidelines for writing and formatting all required formal papers in nursing and is a required text for all nursing courses. Students are expected to follow the APA manual for all formal papers in order to prevent unintentional plagiarism. A properly cited reference allows the reader to retrieve your reference in order to learn more about the content of the reference. Being naïve or unfamiliar with proper APA formatting does not excuse unintentional plagiarism.

Self-plagiarism (also referred to as *recycling fraud*) "refers to the practice of presenting one's own previously published work as though it were new" (APA, 2020, p. 256). It is important to know how to cite one's previous work in order to prevent this breach of academic integrity.

Examples of plagiarism, self-plagiarism, and cheating include, but may not be limited to the following:

- Using a direct quote from a source without giving credit to the source
- Paraphrasing a source without giving credit to the source
- Presenting any ideas of others (obtained via the internet, through publications, speeches, etc.) as your own.
- Downloading and submitting work from electronic databases without proper citation
- Copying from another's exam, homework, or lab work
- Submitting the same paper or coursework in two or more courses at BCU without the knowledge and approval of the instructor
- Submitting a paper or coursework you had previously submitted for a class at a different institution without the knowledge and approval of the instructor
- Participating in group activity where plagiarized materials are discovered

- Giving permission to another student to use one of your papers as their own
- Willfully fabricating quotations or resources.

Steps to address breaches of academic integrity
At any time that academic dishonest is detected in the nursing program, the following **steps** will be taken:
1. When an instructor suspects a student has plagiarized or cheated, he/she will contact the student in writing of their suspicions as soon as the discovery is made.
2. The instructor will complete the "Academic Dishonesty Form" and send the form to the student to be signed and dated.
3. The student will complete the form and return the signed and dated form to the instructor, who will in turn forward the form to the student's advisor to be placed in the student's folder.
4. All acts of plagiarism or cheating are discussed with the Nursing Department Chair (hereafter referred to as "chair") who will assist the instructor in identifying the appropriate penalty.

Penalties for breaches of academic integrity. The penalties for "academic dishonesty" are serious. Penalties may include an "F" for the assignment, an "F" for the course, dismissal from the nursing program, or dismissal from the university.

<u>**Unintentional offenses:**</u>

- For a first offense, the instructor and chair will reduce the student's assignment grade by 1 letter grade or require the student to resubmit the assignment with an accompanied grade penalty. The student's advisor will be informed of this occurrence and documentation will be placed in the student's permanent file.
- For a second offense, the instructor and chair will reduce the student's assignment grade by 2 letter grades or require the student to resubmit the assignment with an accompanied grade penalty. The student's advisor will be informed of this occurrence and documentation will be placed in the student's permanent file. The student may be placed on academic probation for a period of up to one year.
- For a third offense, the student will receive an "F" in the course, with possible dismissal from the nursing program.

<u>**Intentional offenses:**</u>

- For a first offense, the instructor and chair will determine the appropriate penalty, with the possibility of receiving an "F" for the assignment or exam, and an "F" for the course. The student's advisor will be informed of this occurrence and documentation will be placed in the student's permanent file.
- For a second offense, the student will be dismissed from the nursing program and the instructor and/or chair will discuss the situation with the VP of Academic Affairs regarding dismissal from the university.

  Appeal process: If a student wishes to deny the allegations or appeal the penalty, he/she must, within 10 working days, file with the chair a written intent to appeal. If the chair is also the instructor of record, the denial or appeal must be sent to the VP for Academic Affairs. The person to whom the appeal is made will weigh the evidence by both the student and the instructor and make a judgement. If the matter is not resolved to the satisfaction of the student or instructor, the appeal process will continue to the VP for Academic Affairs, whose decision is final. Additional information regarding the appeals process is located in the BCU Catalog. **This appeal process is specific to academic dishonesty.**

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Park, E. J., Park, S., Jang, I.S. (2013). Academic cheating among nursing students. *Nurse Education Today*, *33*(4), 346-352.

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COMMUNICATION POLICY

Communication between students and instructors takes place by e-mail. Faculty will answer emails within 24 hours on weekdays. Communication during weekends and holidays may require longer response times. **Timely and effective communication is an expectation of all didactic and clinical courses. When a reply is requested, students must reply to faculty emails within 48 hours.** Each failure to do so may result in receiving a deduction in the overall course grade. A minimum of 5% of the final grade may be deducted for failure to comply with the communication expectation. For courses that are pass/fail, failing to comply with the communication expectation could result in failing the course.

Graduate Student Participation in Faculty Research

Faculty members are encouraged to make learning opportunities in research or service available to graduate students outside of class. DNP or MSN students may work with faculty members conducting research in a variety of roles. The student's involvement must be clearly outlined prior to the student being involved.

Travel

Graduate students are responsible for their own transportation to class, labs and practicum placements. Unique assignments that involve group arrangements may be negotiated with the course professor. ***Travel time does not count as clinical time.*** In order to obtain specific clinical experiences to meet course objectives, students may be required to travel to clinical settings in a variety of geographic settings. Students should be aware of the possibility of direct and the indirect expenses associated with such travel. Student refusal to accept a clinical site may result in the student's inability to complete the clinical hours requirement- which may delay and/or impede progress in the program plan of study.

Clinical/Practicum Setting Selection for NP and DNP Courses

1. The Graduate Clinical Coordinator or DNP Practicum coordinator will approve practicum sites and preceptors based on feasibility of achieving specified learning outcomes.

Specific Policies for Students during Clinical Experiences in Clinical Facilities

1. Specific Behaviors- Students are expected to arrange dates and times for clinical experiences with the preceptor or designated office staff member. Students are expected to do their first 180 hours of clinical in a primary care setting. Students will then be allowed to make clinical arrangements with specialties after the completion of the first 180 primary care hours. Students are to be timely and courteous. If they need to be absent from a scheduled clinical day, due to illness or emergency, they are responsible for notifying the preceptor before the start of the clinical day.
    Students are guests of the preceptor and clinical site. They are to use proper introductions of self to patients and staff. Patients must be asked if they want a student to conduct their visit. If this request has not been made prior to a student assignment with a particular patient, the student should proceed with the request and obtain permission.
2. Professional Dress- Student dress code is a business casual unless a specific dress code is designated by the clinical site. They must wear a name badge with their designation as a student. The following are not to be worn during clinical practicums: excessive jewelry, jeans, revealing blouses or tops, open toe shoes, exposed body piercings (with the exception of one piercing in each ear), long fingernails, exposed tattoos. <u>Lab coats with the BCU patch on the left arm sleeve three inches below the seam are to be worn unless not consistent with preceptor or clinical site preference.</u>
3. Preparation- Read and review the Graduate Clinical Handbook. Students should be prepared for clinical practicums. This preparation includes developing individual learning objectives, conferring with the preceptor on specific learning needs, and seeking independent learning experiences to improve autonomy and self-confidence. Students are expected to fill out a clinical goal sheet for each rotation in the semester. The goal sheets will be reviewed with faculty oversight and with the preceptor prior to the start of the clinical rotation. At the completion of the clinical experience, the clinical goals will be evaluated by the student, preceptor, and faculty oversight.

4. End of Day Debriefing- If not initiated by preceptor, student should request feedback on what went well, what they need to improve upon, and what types of experiences they would like to have during subsequent clinical days.
5. Clinical Logs- Students are required to enter HIPAA compliant data into a web-based clinical tracking system for each patient they are involved with during their clinical practicum experiences. They are also required to record the dates and times of their experiences onto a time log within this system. Students document completion of clinical procedures (observed, assisted, or performed) in this manner. All documentation is expected to be in the clinical tracking system within 2 weeks of the clinical date. Faculty will be reviewing these systems regularly.
6. Costs Related to Clinical Experiences- The student is responsible for his or her individual costs related to clinical experiences. This includes transportation and may also include overnight hotel and meal costs.
7. Please see the Graduate Clinical Handbook for more specific information related to clinical.

Faculty Site Visits and Additional Charges

- Selected courses will require a faculty member visit to the student's practicum site.
- Site visits will be made in person for clinical sites within a 100-mile radius of Briar Cliff Campus. Students whose practicum site(s) are within 100 miles of Briar Cliff University **will not** be required to pay additional charges.
- Clinical sites >100 miles from Briar Cliff's campus will require a virtual site visit. Access to a computer and patient consent are required for these virtual visits. If a site/student is unable to accommodate or refuses virtual technology, a site visit will be made in person or the student will be required to travel to Sioux City, Iowa for a 2 day evaluation by our BCU Master Teacher at the Siouxland Community Health Center. The student **will be** required to pay for faculty travel to the site(s) if online technology is unavailable or if graduate faculty have determined that a person visits is required. Travel expenses may include:
  - Mileage/Air Travel
  - Motel for the number of nights required
  - Rental car fees

Should a student fail a site visit (virtual or in person) requiring additional follow-up visits by faculty, the student will be responsible for all associated travel expenses for repeat visits, etc.

Student Information

Photocopying Services

Students are responsible for expenses of photocopying related to class presentations and other course assignments.

Library Services

The Bishop Mueller Library is available for students on campus and online.

Opportunities for Student Participation in Decision Making

The BCU Nursing faculty will select a graduate liaison who will communicate with the Graduate Program Director. These liaisons may attend the GNFO meetings monthly. Additionally, students are encouraged to provide input related to program effectiveness and suggestions for change and improvement.

Students are asked to evaluate each course at its completion and to the program overall. Student input is vital to continual quality improvement of the program. The feedback provided is utilized by faculty in an ongoing process of curriculum development and revision.

Graduation Process

MSN Nurse Practitioner

INTENT TO GRADUATE
The student must file an "Application for Graduation" form online with the Registrar's Office in the fall semester prior to the graduation deadline.

GRADUATION REQUIREMENTS
1. The 51 graduate credits hours for the FNP or 52 credits hours for the PMHNP students or the 49 graduate credit hours for the AGNP student must be completed within six years of the student's initial admission into the program.
2. Completion of the program with a CGPA of 3.0 or above.
   a. A grade of "B-" or higher is required in all graduate nursing courses. To pass a clinical course, a student must earn a grade of B- or higher in the didactic portion and pass the clinical component. If a "C+" or lower is earned in a graduate nursing course, the course must be repeated.
   b. A student who fails to attain a "B-" in a nursing course is permitted to repeat that course only one time.
3. Exhibit competency in oral and written English:
   a. Written competency will be determined by the submission of the evidence-based practice project completed during the program. This project must have received a letter grade of A or B and have been written in the APA style.
   b. Oral competency will be determined at the time of the oral comprehensive. Oral competency will be evaluated on the student's ability to organize and articulate what was learned in project. In addition, the student's delivery will be evaluated for professional appearance, the ability to persuade the listener(s), and the effective use of voice.
4. Final Assessment of MSN student learning:
   a. Successfully complete NURS624 in the spring of year three.
   b. Successfully complete the oral comprehensive in the spring semester of year three.

Post-master's APRN Certificate Programs

INTENT TO GRADUATE
The student must file an "Application for Graduation" form online with the Registrar's Office in the fall semester prior to the graduation deadline.

GRADUATION REQUIREMENTS
1. The 25 graduate credit hours for the post- graduate FNP program or the 22 graduate credit hours for the post-graduate AGPCNP program or 23 graduate credit hours for the post-graduate PMHNP program must be completed within six years of the student's initial admission into the program.
2. Completion of the program with a CGPA of 3.0 or above.
   a. A grade of "B-" or higher is required in all graduate nursing courses. To pass a clinical course, a student must earn a grade of B- or higher in the didactic portion and pass the clinical component. If a "C+" or lower is earned in a graduate nursing course, the course must be repeated.
   b. A student who fails to attain a "B-" in a nursing course is permitted to repeat that course only one time.

<p style="text-align:center">Post-master's DNP Program</p>

INTENT TO GRADUATE
The student must file an "Application for Graduation" form online with the Registrar's Office in the fall semester prior to the graduation deadline.

FINAL ASSESSMENT OF STUDENT LEARNING
FINAL ASSESSMENT OF STUDENT LEARNING
Final assessment of student learning will occur in the following way:
1. Students are required to provide an oral presentation of their completed Practice Innovation Project to the graduate nursing faculty. In addition, students are expected to present their projects to their institution/agency sponsors.
2. Students must submit a scholarly paper, which includes the background and significance of the project, a comprehensive review of the literature, a detailed description of the project and outcomes, to their project advisor.
3. Students must provide evidence of submitting the paper for publication in a peer-reviewed journal or a peer-reviewed abstract for a presentation at a professional conference.

GRADUATION REQUIREMENTS:
1. The 36 graduate credit hours for the post master's DNP program must be completed within six years of the student's initial admission into the program.
2. Completion of the program with a CGPA of 3.0 or above.
   a. A grade of "B-" or higher is required in all graduate nursing courses. To pass a clinical course, a student must earn a grade of B- or higher in the didactic portion and pass the clinical component. If a "C+" or lower is earned in a graduate nursing course, the course must be repeated.
   b. A student who fails to attain a "B-" in a nursing course is permitted to repeat that course only one time.
3. Exhibit proficiency in oral and written English:
   a. Written competency will be determined by the submission of the Practice Innovation Project final scholarly paper. This project must complete the requirements for the Practice Innovation Project and have been written in the APA style.
   b. Oral competency will be determined at the time of the oral presentation of the Practice Innovation Project to the graduate faculty. Oral competency will be evaluated on the student's ability to organize and articulate what was learned in project. In addition, the student's delivery will be evaluated for professional appearance, the ability to persuade the listener(s), and the effective use of voice.

UNIVERSITY ASSESSMENT AND EVALUATION
In order to evaluate the on-going effectiveness of teaching and learning in the graduate program, students are invited to participate in the assessment process at the end of each course, at the end of the program, and as alumni.

<p style="text-align:center">Statement of Student Rights and Responsibilities</p>

STUDENTS HAVE A RIGHT TO:

Expect faculty to demonstrate the stated ethical principles established for the program which are based upon belief in the dignity, worth, and potentialities of each student.

Access to the course and program requirements and policies governing student admission, progression, and graduation.

Channels for administrative decision-making in the Department of Nursing and the university and to participate in decision making which affects students.

Democratically elect representatives to the Nursing Faculty Organization for the purpose of representation of the student constituency in the decision-making process.

Participate in curriculum development.

Curriculum and teaching strategies which facilitate learning.

Accurate information about course and program requirements at the onset of enrollment.

Opportunity to explore topics of special interest within program and course objectives.

Faculty facilitation of opportunity for involvement in professional organizations and activities

Fair and impartial evaluation by faculty based on the stated objectives of the course, level, and the total program.

Participate in program evaluation.

A grievance procedure for adjudication of individual student grievances.

Scheduling of courses, within the resources of the program, which facilitates progression through the program of study for the majority of students.

Participate in university-wide activities – student government, cultural, social, religious, scholarly, recreational, and professional.

Access to student support services offered by the university.

STUDENTS HAVE A RESPONSIBILITY TO:

Demonstrate ethical principles in meeting course or program requirements, in professional relationships, and in peer and faculty relationships.

Be knowledgeable about program requirements and policies, assume responsibility for meeting the requirements, and abide by the policies.

Utilize appropriate channels for participation in decision-making and in the resolution of issues or problems.

Participate in the elective process and assist in bringing concerns of the student constituency to the attention of the faculty and to report discussion/action taken.

Constructively share ideas and reactions to the curriculum in formal meetings or less formal deliberation.

Maximize learning opportunities provided, transfer previous learning, and consider new ideas or relationships.

Actively participate in class discussion and other learning experiences, follow through with assignments, and share experiences with peers.

Conduct independent study and research in a way which maximizes the learning opportunity.

Participate, to the extent life circumstance permits, in professional organizations and activities.

Evaluate self in relation to course, level, program objectives, and the American Nurses' Association Standards of Practice.

Be fair and impartial in evaluating peers in relation to learning experience or course objectives and in evaluating faculty and courses.

Follow the grievance procedure as published.

Undertake a realistic class load in view of work and family responsibilities, and reasonably adjust individual schedules to meet the needs of the majority.

Read student publications and posted notices in order to be aware of opportunities for involvement in university activities and to participate to the extent life circumstance permits.

Be knowledgeable, through the catalog and student handbook, of the resources available within the university.

General Information

TUITION
Tuition for the graduate program Fall 2020 is $525 per credit hour for matriculated and non-matriculated students. In every case, all fees apply. Tuition and fees are subject to annual change.

FEES

MSN and Post-master's APRN Certificate Programs
$60.00   Per credit hour student fee for MSN program
$60.00   Per credit hour student fee for DNP program
$105.75 Castle Branch background check and document manager
$98.00   Typhon Clinical Tracking
$75.00   Per clinical credit hour clinical lab fee

DNP program
$105.75 Castle Branch background check and document manager

Other fees may be applicable, e.g., books, other required materials, placement bureau service, transcripts, clinical/practicum, and other services. Listed fees are for the 2020-2021 academic year.

PAYMENT
Briar Cliff's payment policy requires all charges to be paid by the date shown on the billing statement. Checks and money orders should be made payable to Briar Cliff University. To assist students in meeting their financial obligations, a wide range of financial aid options are available.

Accounts not paid in full by the date shown on the billing statement will be assessed a late-payment charge. Unpaid account balances are subject to a one (1) percent per month late-payment charge. Before registering for a new semester students must have accounts current.

All charges are subject to change at the beginning of any semester or on 30 days' notice. Briar Cliff will not be responsible for money or valuables. Textbooks and other supplies are sold on a cash basis in the University bookstore.

REFUNDS
If a student totally withdraws from all classes before the end of the semester, charges for tuition are made on the following basis:
- Withdrawal during the first week of the semester for fall/spring and the first three days for summer will result in no charge for the student.
- Other fees, such as general, activity, or laboratory, are assessed and payable at registration; they are not refundable.

ONLINE COURSE WITHDRAWALS
Students who are considering withdrawing from Briar Cliff University are asked to contact their academic advisor who will put the student into contact with the Director of Academic Achievement. Once a decision is made to withdraw from the university, an official form needs to be completed. Especially important to students is a formal exit interview with the Financial Aid Office in order to prevent problems in applying for state or federal financial aid at another institution.

Off Campus (through email) Withdrawal Process-
The withdrawal process can occur if and when a student lives off-campus and/or is too far away to meet with Academic Achievement in person.

1. Student withdrawing from BCU must indicate his/her own intent to withdraw to the Office of Academic Achievement in writing
2. Academic Achievement (AA) sends email to student, who is planning to withdraw in full, from BCU. Email contains a soft copy of the Withdrawal Form (see below) and directions in completing it. **Email stresses the importance of returning the form in 5 days in order to process the withdrawal and cease future billing.**
   Withdrawal Form: Student fills out his/her demographics and
   a. confirms whether s/he plans to withdraw effective immediately
   b. plans to withdraw after the completion of the current semester/term
   c. whether or not s/he is registered for the next term, and
   d. whether or not s/he plans to attend for that next term
   e. reports a reason for withdrawal
   f. signs the form,
   g. scans and emails it to AA and advisor within 5 business days.

3. Upon the completion and return of the form, AA signs the Withdrawal Form. AA emails the student, confirming that the withdrawal is now official and complete.

4. AA then emails Student Accounts, Financial Aid, Assistant Vice President for Finance, Athletic Manager, Academic Advisor, Residence Life, Coach and current instructors (if the student is withdrawing with the intent not to complete the semester) to communicate that a student is withdrawing, when it is effective, and future or transfer plans. An attached scan of the withdrawal form with be included in the email. The Registrar will confirm and document the last date of attendance (through LMS or by instructor verification). This scanned form is to be printed and archived in the Registrar's office. The original will be archived in Academic Achievement.

FINANCIAL AID
Assistance may be applied for by completing the Free Application for Federal Student Aid (FAFSA) and listing Briar Cliff University's Title IV School Code 001846. This allows students the opportunity to be considered for federal financial aid. The federal financial aid programs BCU has available to students include:

  Federal Stafford Loan
  Federal Perkins Loan
  Federal Work Study

Guidance for applying for graduate-specific grants and scholarships is available from the Program Director or Advisor. Students who have questions regarding the financial aid process can contact the Department of Financial Aid at 1-800-662-3303, ext. 5239 or 712-279-5239 or email studentfinacialservices@briarcliff.edu

TRANSCRIPTS
Transcripts can be obtained from the Registrar's Office (provided all financial obligations to the university have been met) by completing the "Request for Transcript" form and paying the appropriate fee.

GRADUATE STUDENT SERVICES
Bishop Mueller Library
Office of Admissions
Office of the Registrar
University Bookstore (electronic and on-campus)
IT Support Services

HEALTH SERVICES
The Health and Counseling Center includes the services of licensed nursing staff and a mental health counselor. The center provides basic services at no cost, however, minimal charges maybe incurred for diagnostic testing, immunizations, and TB screenings. Students will be encouraged to become proactive and responsible for their health management. The center will assist them in developing a healthy lifestyle which will ultimately contribute to their personal success. Students needing the assistance of the Health and Counseling Center are encouraged to visit the walk-in clinic; however, students seeking the help of the counselor are encouraged to make an appointment.

IDENTIFICATION CARDS
Students enrolled at Briar Cliff University are expected to carry a current student identification card. The card is the official university identification and may be used to gain admission to Briar Cliff University activities and facilities.

Alteration of a Briar Cliff University identification card, except by university officials, is prohibited and will result in disciplinary action.

All students are held responsible for all uses of their card until its loss is reported in writing to the Registrar's office. There will be a charge for replacing the card.

Lending this card or failure to present it when requested by authorized university personnel, i.e., student leaders, faculty members, or official members of the university staff, is in violation of university regulations and will result in disciplinary or legal action.

PARKING
For safety and security reasons, all cars parked on Briar Cliff property must have a valid parking permit. This includes students, faculty, staff, and visitors. Parking permits must be obtained from the Security Office (Ground Floor, Heelan Hall, 279-5430) at the time of orientation.

The responsibility of finding authorized parking spaces rests with the motor vehicle operator. Lack of a parking space, mechanical problems, or other disabilities are not considered valid excuses for failure to comply with these regulations.
Continuous violations of parking regulations as well as student vehicles found unregistered may result in referral by campus security for university disciplinary action. Frequent parking violators will be subject to towing or the application of the Denver Lock (boot) to their vehicle. The Security Office reserves the right to utilize these measures when deemed appropriate.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974
The Family Education Rights and Privacy Act of 1974 (Buckley Amendment), a federal law, provides that students in post-secondary institutions be extended the right to inspect and review records, files, documents and other materials which contain information directly related to them. The law specifically denies access to such confidential records to all other parties without the written consent of the student, except under limited and specific circumstances.

Briar Cliff University is in full compliance with the federal law pertaining to student records. A complete statement of the Family Education Rights and Privacy Act of 1974 is available in the Office of Student Development.

TITLE IX EDUCATIONAL ACT:

Course faculty have a mandatory reporting responsibility under the Title IX Educational Act of 1972 which prohibits violence, harassment, and discrimination based on sex and gender. For the sake of Briar Cliff University's students' safety and welfare, faculty are required to share information regarding sexual misconduct or information about a crime that occurs on Briar Cliff University's campus or within online courses with the Title IX Coordinator or Deputy Title IX Coordinators.

The Briar Cliff University Sexual Violence and Harassment policy and information pertaining to on-campus confidential resources, reporting to University officials, and additional off-campus resources can be found at: http://www.briarcliff.edu/legal-and-consumer/sexual-abuse,-assault-and-title-ix-procedures/

If you or someone you know has been harassed, assaulted, or discriminated against because of sex or gender, the following resources are available:

On Campus Confidential Resources:
Director of Counseling Services: Therese Copple therese.copple@briarcliff.edu (712) 279-5433
Director of Health Services: Jo Morgan carlajo.morgan@briarcliff.edu (712) 279-5436
Director of Campus Ministry: Sr. Janet May janet.may@briarcliff.edu (712) 279-5227

Reporting to University Officials / Title IX Resources:
Title IX Coordinator: Beau Sudtelgte beau.sudtelgte@briarcliff.edu (712) 279-1633
Deputy Title IX Coordinator: Dave Arens david.arens@briarcliff.edu (712) 279-1715
Security Department: (712) 898-1888

INSTITUTIONAL REVIEW BOARD (IRB):

Graduate students may be required to participate in research involving human subjects, and faculty members are encouraged to make learning opportunities in research or service available to students outside of class. The student's involvement must be clearly outlined prior to the student being involved. Proposals should be submitted to the student's primary project advisor by a designated date. If human subjects are involved in the project, the application must be sent to the appropriate Human Subjects Committee for approval. Data collection using human subjects cannot be initiated until approval from the committee has been received in writing. The project advisor will also help the student determine whether or not other approval are necessary before data collection begins. Students who participate in any research involving human subjects are required to successfully complete CITI training and obtain informed consent from individuals (or their guardians) who participate as subjects in research.

Curriculum

MSN Curriculums – Nurse Practitioner

CORE COURSES

NURS 501	Theoretical Foundations for Advanced Nursing Practice	2 cr
NURS 510	Health Care Systems: Paradigms, Policy, and Ethics	3 cr
NURS 520	Foundations of Advanced Nursing Practice	2 cr
NURS 529	Nursing Research	3 cr
NURS 570	Advanced Pharmacology	3 cr
NURS 550	Advanced Pathophysiology for Advanced Practice Nursing	3 cr
NURS 631	Advanced Health Assessment	4 cr
NURS 632	Advanced Practice Skills Lab (Required for AGNP/FNP ONLY)	1 cr
NURS 621	Evidence Based Practice I	2 cr
NURS 622	Evidence Based Practice II	1 cr
NURS 624	Evidence Based Practice III	1 cr
NURS 675	Cultural Competence in Healthcare	3 cr
NURS 760	Health Promotion and Disease Prevention Across the Lifespan	2 cr

FNP COURSES

NURS 711	Pediatric Primary Care I	2 cr
NURS 712	Pediatric Primary Care II	4 cr
NURS 715	Primary Care of Adult/Gerontology Client I	5 cr
NURS 730	Primary Care of Adult/Gerontology Client II	5 cr
NURS 746	FNP Practicum I	4 cr
NURS 747	FNP Practicum II	4 cr

AGPCNP COURSES

NURS 715	Primary Care of Adult/Gerontology Client I	5 cr
NURS 730	Primary Care of Adult/Gerontology Client II	5 cr
NURS 756	AGNP Practicum I	4 cr
NURS 758	AGNP Practicum II	4 cr
NURS 759	Care of the Frail Elder	3 cr

PMHNP COURSES

NURS 617	Therapeutic Modalities for APNs	5 cr
NURS 647	Neuroscience of Psychopharmacology for APNs	3 cr
NURS 717	Adv. Psychiatric Mental Health (PMH) Nursing with Adult	5 cr
NURS 727	Adv. PMH Nursing with Children, Adolescents, and Older Adults	5 cr
NURS 767	Practicum in PMH Advanced Practice Nursing	5 cr

NOTE
- Practicum: 1 credit = 60 hours practicum
- Faculty/student ratio in practicum will not exceed 1:8 for clinical courses

Post-master's APRN Certificate Curriculums

CORE COURSES

NURS 570	Advanced Pharmacology (if needed)	3 cr
NURS 550	Advanced Pathophysiology for Advanced Practice Nursing (if needed)	3 cr
NURS 631	Advanced Health Assessment (if needed)	4 cr
NURS 632	Advanced Practice Skills Lab (if needed: AGNP/FNP Only)	1 cr

FNP COURSES

NURS 711	Pediatric Primary Care I	2 cr
NURS 712	Pediatric Primary Care II	4 cr
NURS 715	Primary Care of Adult/Gerontology Client I	5 cr
NURS 730	Primary Care of Adult/Gerontology Client II	5 cr
NURS 746	FNP Practicum I	4 cr
NURS 747	FNP Practicum II	4 cr

AGPCNP COURSES

NURS 715	Primary Care of Adult/Gerontology Client I	5 cr
NURS 730	Primary Care of Adult/Gerontology Client II	5 cr
NURS 756	AGNP Practicum I	4 cr
NURS 758	AGNP Practicum II	4 cr
NURS 759	Care of the Frail Elder	3 cr

PMHNP COURSES

NURS 617	Therapeutic Modalities for APNs	5 cr
NURS 647	Neuroscience of Psychopharmacology for APNs	3 cr
NURS 717	Adv. Psychiatric Mental Health (PMH) Nursing with Adult	5 cr
NURS 727	Adv. PMH Nursing with Children, Adolescents, and Older Adults	5 cr
NURS 767	Practicum in PMH Advanced Practice Nursing	5 cr

Post-master's DNP Program Curriculum

NURS 675: Cultural Competence in Health Care	3 cr
NURS 800: Epidemiology and Global Health	4 cr
NURS 820: Financial Management for Health Care Organizations	4 cr
NURS 810: Information Technology for EBP	4 cr
NURS 840: Philosophy and Theory for Advanced Practice Nursing	3 cr
NURS 880: Professional Ethics for Health Care Leaders	3 cr
NURS 846: Translational Research & Practice Innovation Project	5 cr
NURS 890: Leadership in Complex Health Care Organizations	4 cr
NURS 856: Practice Innovation Project II	2 cr
NURS 866: Practice Innovation Project III	2 cr
NURS 876: Practice Innovation Project IV	2 cr

Oral Comprehensive Policy

MSN ORAL COMPREHENSIVE EXAMINATION POLICY

The oral comprehensive examination is the final requirement for graduation in the MSN program. The oral comprehensive examination (hereafter referred to as the "Oral Comp") is an evaluation of the MSN student's knowledge and skills that are delineated in *The Essentials for Master's Education in Nursing* (AACN, 2011). Presentation of the process, structure, and outcome(s) of the Evidence Based Practice (EBP) project, which each student completes during the MSN program, is the mechanism by which attainment of *The Essentials* are demonstrated. The EBP project requires that students integrate theory and research into a practice-based project and includes the oral presentation of the project.

The Oral Comp is presented to an audience chosen by the student and evaluated by the project advisor, a nursing graduate faculty member who is randomly assigned, and/or a pre-approved third-party evaluator. Students are informed of the results of the evaluation of the oral comp upon completion of the evaluation, which takes place immediately after the presentation.

The Graduate Program Director provides students who are unsuccessful in meeting the expectations for the oral comp with a written summary of comments from the evaluators. Students who are unsuccessful on their initial attempt will have the opportunity to complete their presentation one time. Students who are unsuccessful on the second attempt will be dismissed from the program. Students who successfully pass the evaluation of their presentation will not receive a written summary.

INSTRUCTIONS

1. The oral presentation of the EBP will be scheduled as part of NURS 624 in the final semester of study to a pre-determined audience; either at the facility where the project was administered or at Briar Cliff University. Additional presentation sites need to be pre-approved by project advisor.
2. Evaluators must be identified and approved by the student's BCU project advisor prior to the oral comprehension presentation. Failure to obtain approval may result in subsequent presentations.
3. Students will prepare a professional poster presentation to illustrate their projects. In addition, students may elect to prepare a PowerPoint presentation to accompany his/her oral presentation.
4. If handouts are used, copies should be provided for both evaluators.
5. A maximum of 30 minutes will be allowed for the oral presentation followed by a question and answer session.
6. Evaluators will complete the Evaluation tool throughout and immediately following the presentation. Students will learn of the results of their evaluation upon completion of the evaluation process.
7. Completed evaluation tools must be sent to the Graduate Program Director within one week if presentations are performed with a third-party evaluator.
8. Students should dress, speak, and conduct themselves in a professional manner throughout the examination period.

EVALUATION OF ORAL COMPREHENSIVE EXAMINATION

Student: _____   Date: _____

Project Advisor: _____

Evaluator(s): _____

Location of Presentation: _____

Content Area	Exceptional _____ 4 points	Meets Expectation _____ 3 points	Below Expectations _____ 2 points	Unacceptable/ Not addressed _____ 0 points	Comments
Presentation of EBP Practice Project – 24 points • Discusses background/significance of project including stakeholders					

• Presents PICOT question
  Patient or Population
  Intervention
  Comparison Intervention
  Outcome
  Timeframe					

• Presents the evidence from student's review of literature					
• Discusses the evidence based practice model used with the project design and implementation strategies					
• Discusses results/findings					
• Describes the clinical implications of the findings and makes recommendations for practice change					

Content Area	Exceptional _____ 4 points	Meets Expectation _____ 3 points	Below Expectations _____ 2 points	Unacceptable/ Not addressed _____ 0 points	Comments
Presentation of Nursing Conceptual/Theoretical Framework – 8 points • Identifies and explains a nursing theoretical/conceptual framework					
• Describes the relationship of concepts to EBP project					
Presentation Delivery – 8 points • Dresses professionally, speaks clearly and uses time efficiently and effectively					
• Explains project in a clear and persuadable manner					
TOTAL POINTS IN EACH ROW					**TOTAL** **/40**

Evaluation Summary: Pass _____ (32 or more points)   Fail _____

Evaluator's Signature: _____

Advisor's Signature: _____ _____ _____

Additional Comments:

Project Innovation Project Guidelines

The DNP is a practice-focused doctoral program that is designed to prepare experts in advanced practice nursing (AACN, 2006). All DNP program coursework and clinical experiences are designed to prepare students to be leaders in healthcare delivery. The DNP project is the exemplar of students combined competencies toward achieving program outcomes. It focuses on translation of research into practice and improving practice through innovation. *The DNP project at BCU is a Practice Innovation Project (PIP).*

The PIP may take the form of a quality improvement project, program development, program evaluation, demonstration project, systems improvement, or generation of new evidence or knowledge. The process for identifying and completing the project is integrated into required courses throughout the curriculum.

There are 4 PIP courses within the DNP curriculum (NURS 846, 856, 866, 876). The student will receive a pass/fail grade for the project in each of the 4 courses. Students must successfully complete the PIP benchmarks for each course in sequence to move to the next PIP course. **If the benchmark is not achieved, the student must repeat the PIP course the following semester.** If the project progress is delayed due to circumstances beyond the student's control, the student will need to repeat the course until the benchmarks are achieved.

Selecting a Project
Students are encouraged to identify a project that is aligned with their area of interest and an identified need that impacts the delivery of healthcare for an underserved community, population, or health system. Faculty advisors assist students with refining their projects to assure their ability to complete the project in a defined period.

Selecting an Implementation Site
The PIP should be developed in response to a need that has been identified in a healthcare setting that the student has been affiliated with in some capacity. Examples of settings are employment or consultation sites, organizations that care for individuals aligned with the student's area of clinical expertise, organizations that students are interested in working with following completion of the DNP program. Students need to identify an administrative contact who will provide the necessary approval to conduct the project within the setting.

PIP Faculty Advisor
A faculty advisor, whose area of scholarship best matches that of the student (when possible), will be assigned to the student following the completion of NURS 846. The faculty advisor will then assist the student in identifying and approving a project mentor or content expert and a establishing a timeline for the project completion.

DNP Mentor
The DNP mentor is an individual who has expertise with the content of the PIP and who has agreed to serve in the capacity of mentor throughout the student's PIP. It is preferred that this individual is a DNP. This individual may be the administrative contact for the implementation site or may be an expert in a clinical practice area or setting. The DNP mentor provides additional support and serves as a role model for the DNP student.

Faculty Advisor as Co-Author on Publications/Presentations

The faculty advisor provides direction and support for completion of the PIP. It is expected that any publications or presentations that are based on the PIP will include the advisor as a co-author unless the advisor chooses not to be included. The student should be listed as first author and the faculty advisor is last.

PIP Proposal

Students will prepare an initial project proposal as a final assignment in *NURS 846 Translational Research and PIP I*. Proposals must be written in future tense and must be succinct. Proposals will include an introduction to the proposed project, the background and significance of the project, a preliminary literature review, and a description of the project design (methodology), evaluation plan, and dissemination plan. The evidence table that is completed in NURS 846 is to be attached as an appendix.

PIP Proposal Defense

Following completion of NURS 846, the revised proposal is submitted to the faculty project advisor who will work with the student on further revisions. Once finalized, the faculty advisor will forward the proposal to members of the Graduate Nursing Faculty Organization for their review. No sooner than 10 days after submission of the proposal, a date and time will be set for the student to present their proposal to the graduate faculty. Presentations should last no more than 30 minutes. (See attached PIP Proposal Guidelines). Immediately following the presentation, the faculty will meet without the student to discuss the merits and feasibility of the project and decide whether the project is: *approved unconditionally, approved with recommendations, or not approved and requiring major revisions*. In the latter case, a second proposal review and meeting is required before the project may be implemented.

IRB and PIP Implementation

Following final proposal approval, the PIP project must be submitted to the BCU IRB for review. In some cases, additional IRB review by institutional sponsors may be necessary. Once all institutional reviews have been obtained, students are permitted to proceed with project implementation.

Students will work with their faculty advisor throughout the completion of the project according to the established timeline for project completion. Students must complete the benchmark goals planned for each semester or revise their project timeline.

PIP Presentation/Defense

Students are required to provide an oral presentation of their completed project to the graduate faculty. The student and advisor will decide when the project meets the requirements for successful completion. The student prepares a written abstract of the project and disseminates it to the graduate faculty no less than 10 days prior to the scheduled date for the presentation. A presentation date and time, that is mutually agreed upon, will be set. Presentations may be completed using web-based technology.

The oral presentation of the project should last no longer than 1 hour. The student will begin with an introduction of the project, the project team members, and invited guests. A 30-minute PowerPoint presentation that captures the essence of the project development, implementation, and outcomes is then presented. The graduate faculty will ask the student questions about the project, coursework, knowledge of DNP essentials, and critical reasoning.

The student and guests are then asked to leave the meeting room while the graduate faculty and project team members determine whether the project meets the standards for successful completion and unconditional approval. The project advisor invites the student to return to the room to hear the decision.

Fulfillment of Graduation Requirements
Students are expected to disseminate their project outcomes. In addition to the presentation to the project team, students are expected to present their projects to their institutional/agency sponsors. As partial fulfillment of requirements for graduation, students must also submit a scholarly paper, which includes the background and significance of the project, a comprehensive review of the literature and a description of the project and outcomes, to their project advisor. Papers must be no longer than 20 pages, with a minimum of 15 references. (See attached PIP Final Paper Guidelines).

Evidence of submitting the paper for publication in a peer-reviewed journal or as a peer-reviewed abstract for a presentation at a professional conference is a requirement for graduation. The faculty advisor for the project is responsible for verifying student readiness to graduate.

Digital Repository for DNP Practice Innovation Projects
Final papers will be stored in a digital repository at BCU.

Course Descriptions

MSN COURSES

NURS 501 Theoretical Foundations for Advanced Nursing Practice
2 sem. hrs.
Focuses on philosophical and theoretical foundations of advanced nursing practice. An emphasis is placed on concepts, conceptual models, and theories as they have developed in nursing, as well as theoretical foundations from related disciplines. The relationships between theory, research and clinical practice is analyzed. Ethical, cultural, legal and political issues and their impact on the profession and the delivery of health care are discussed from a variety of perspectives. Graduates are prepared to holistically care for a variety of clients incorporating a theory basis for their practice.

NURS 510 Health Care Systems: Paradigms, Policy and Ethics
3 sem. hrs.
This course surveys the current health care milieu from both a national and global perspective. Particular consideration of governmental/legal, fiscal and society values and philosophies, spiritual, moral/ethical issues will unfold the current context of health care delivery. In depth analysis focuses on health care organizations, ethics, financing and public policy, and the associated role of the advanced practice nurse in light of the social contact with the public, and opportunities to advocate for social justice and healthy environments.

NURS 520 Foundations for Advanced Practice
2 sem. hrs.
Students have the opportunity to prepare for practice as an advanced practice registered nurse. Didactic experiences focus on the complex dynamics and issues encountered in clinical practice, education, and administration as well as the attendant ethical and legal issues. Students develop knowledge and competencies to practice collaboratively with other health care providers, assume leadership for holistic client care and advocacy for clients and the public. The practicum focuses on initial practice in the advanced practice roles as an educator, researcher, advocate, clinician, consultant, collaborator, and systems manager.

NURS 529 Research Methods for Advanced Practice
3 sem. hrs.
Focuses on methods of inquiry as a basis for the expansion of nursing knowledge and application of research in advanced clinical practice. Selection of research methods to identify client-focused clinical nursing problems and appropriate interventions in advanced practice are addressed within an ethical context. The course provides a basis for evaluation of published evidence and research, supports application of formalized quantitative and qualitative methods to practice, and prepares the graduate to practice evidence-based practice and conduct quantitative and qualitative research studies. Epidemiological trends will be addressed as one of the methods utilized for identification of client related problems. Analysis of research studies and the identification of a specific research problem in nursing, a specific research design, and the development of a research proposal are expected outcomes of this course.

NURS 550 Advanced Human Pathophysiology
3 sem. hrs.
Focuses on cellular physiological and pathophysiological processes through the lifespan, in order to provide a foundation for holistic clinical assessment, decision-making, and clinical management. Emphasis is on commonly found altered health states based on current epidemiological trends. Integration of current research from nursing and other disciplines is used to explore the pathophysiological processes, the compensatory mechanisms, and the rationales for clinical interventions. The advanced practice clinician will be able to utilize this knowledge as a basis for interpreting changes in normal physiologic function, and in prescribing appropriate treatment modalities.

NURS 570 Advanced Pharmacology
3 sem. hrs.
This course presents advanced principles of pharmacology, including both the pharmacotherapeutics and pharmacokinetics of selected drug groups and their clinical application. It is designed to build upon the understanding of pathophysiological mechanisms of disease processes and holistic health assessment, and to provide the foundation for clinical competency in therapeutic drug prescription and administration. Emphasis is placed on developing knowledge and aptitudes in safely and effectively assessing, diagnosing, and treating common health alterations, and the related professional, ethical, and legal issues in prescriptive practice. Synthesis and application of pharmacological principles will also be integrated within the clinical practice experience. Pre-requisite: BIOL 550 or NURS 560.

NURS 617 Therapeutic Modalities for APNs
5 sem. hrs.
This course introduces various therapuetic modalities for the treatment of individuals, groups, and families with psychiatric problems. Theoretical foundations of treatment modailities are emphasized. Further emphasis is placed on utilizing evidence-based practice strategies for selecting appropriate therapeutic modalities for patient or family-centered care. This course includes 120 hours of practicum experiences.

621 EBP I
2 sem. hrs.
This course offers the opportunity to develop and/or revise nursing clinical practice or protocols based on scientific rigorous empirical and qualitative evidence. Includes actual implementation of the proposed change.

NURS 622 EBP II
1 sem. hr.
A continuation of NURS 621.

NURS 624 EBP III
1 sem. hr.
A continuation of NURS 622.

NURS 631 Advanced Health Assessment
4 sem. hrs.
This course focuses on the expansion and refinement of the clinician's skills in collecting and integrating holistic data necessary for a comprehensive health assessment, including functional assessment, recognition of medical genetics conditions, health history, physical examination and indicated lab and diagnostic testing. It is designed to strengthen the physical, psychological, social-cultural, developmental, and spiritual assessment throughout the lifespan. Laboratory experiences in advanced practice skills are used to emphasize the differentiation between normal and abnormal findings. The enhancement of holistic assessment skills is intended to serve as the basis for ensuring appropriate and effective clinical decision-making in advanced practice. The course is offered as a hybrid, combing online instructions and mandatory on-site labs. Labs will be held on the BCU campus throughout the summer in which the course is offered.

NURS 632 Advanced Practice Skills
1 sem. hr.
This laboratory course focuses on the competencies of technical clinical skills for advanced practice. This course will take place on-site at the campus of Briar Cliff University.

NURS 647 Neuroscience of Psychopharmacology for APNs
3 sem. hrs.
This course presents advanced principles in pharmacology, including both the pharmakokinetics and pharmacodynamics of broad categories of medications, with a focus on psychotropic medications. It is designed to build upon an understanding of human pathophysiology, neurobiology, and neuroanatomy. Emphasis is placed on analyzing the relationship between phamacologic agents and physiologic/pathologic responses for general health problems. Special emphasis is placed on developing knowledge and aptitude in safely and effectively selecting psychopharmacologic agents for the management of psychiatric symptoms. Synthesis and application of pharmacologic principles will be further integrated within clinical practice experiences throughout the curriculum. Co-requisite: NURS 550, NURS 631.

NURS 675 Cultural Competence in Healthcare
3 sem. hrs.
This course will increase the student's awareness regarding the dimensions and complexities involved in caring for people from diverse cultural backgrounds. The issues of health care delivery will be explored and contrasted with the choices that people must make when attempting to deal with health care issues.

NURS 711 Primary Care in Pediatrics I
2 sem. hrs.
This course focuses on the growth and development of children and adolescents within the context of family and community. Emphasis is on developmental theories and concepts in primary health care delivery in the pediatric population. Students will apply theory and current research for the promotion of the client's holistic health. Exploration of the utilization of primary prevention: health promotion, risk screening, and disease prevention in the pediatric population. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of values and ethics, this course provides opportunity for discussion, differentiation, and application of the concepts related to the pediatric population.

NURS 712 Primary Care in Pediatrics II
4 sem. hrs.
This course explores the utilization of all levels of prevention with a focus on secondary prevention. Assessment and treatment of children and adolescents in ambulatory care settings will be highlighted within the course. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. This course will provide necessary knowledge and experience to assess and treat the most common health problems, including episodic illness as well as stable chronic disease. Within a context of values and ethics, this course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical experiences (120 hours) allow students to apply theory and research in diagnosing and treating common health concerns seen in primary care and emphasizes promotion of the client's holistic health.

NURS 715 Primary Care of Adult/Gerontology Client I
5 sem. hrs.
This course explores utilization of all levels of prevention with a focus on primary health care delivery and primary and secondary prevention with the mid-life family: health promotion, risk screening, disease prevention, and diagnosis and early treatment of health alterations. Theory and clinical experiences focus on students' use of diagnostic reasoning skills to diagnose and treat common health concerns seen in primary care. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of ethics and values from the Catholic perspective this course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical experiences allow students to apply theory and research in diagnosing and treating common health concerns seen in primary care and emphasize promotion and restoration of the client's holistic health. This course is offered online, but also required 60 hours in a clinical setting.

NURS 717 Adv. Psychiatric Mental Health (PMH) Nursing with Adults
5 sem. hrs.
This course incorporates the assessment, diagnosis, and treatment of adults with psychiatric problems. Evidence-based standards of care and clinical practice guidelines are emphasized.

NURS 727 Adv. PMH Nursing with Children, Adolescents, and Older Adults
5 sem. hrs.
This course incorporates the assessment, diagnosis, and treatment of children, adolescents, and older adults with psychiatric problems. Evidence-based standards of care and clinical practice guidelines are emphasized.

NURS 730 Primary Care of Adult/Gerontology Client II
5 sem. hrs.
This course explores utilization of all levels of prevention with a focus on primary health care delivery and secondary and tertiary prevention with the older-adult family: diagnosis and early treatment of health alterations and reduction of complications and health maintenance. Both theory and clinical experiences focus on students' use of diagnostic reasoning skills to diagnose and treat common health concerns seen in gerontologic-based primary care. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of values and ethics, this

course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Clinical experiences (60 hours) allow students to apply theory and research in diagnosing and treating common health concerns seen in primary care and emphasizes restoration and maintenance of the client's holistic health.

NURS 746 FNP Practicum I
4 sem. hrs.
This practicum is designed to provide 180 of the total 540 hours of practicum practice in order to meet eligibility for the certification examination.

NURS 747 FNP Practicum II
4 sem. hrs.
This practicum is designed to provide 180 of the total 540 hours of practicum practice in order to meet eligibility for the certification examination.

NURS 756 AGNP Practicum I
4 sem. hrs.
This course sequence is specific to the AGNP option. NURS 750-756 are designed to provide a minimum of 1000 hours of clinical practice in order to meet eligibility for the DNP certification examination (or the minimum 540 hours of clinical practice to meet the MSN certification exam requirement). Students enrolled in this clinical practicum will be expected to integrate values and ethics and apply the theories and concepts of the NP role in clinical practice with adults and gerontologic patients. Emphasis is placed on comprehensive assessment, management, and evaluation of health care needs of the adults and children within a family system. As the culminating course for the Family Nurse Practitioner Role Preparation, this seminar will ask students to examine their role as health care providers and show how they have been influenced by their course of studies.

NURS 759 Care of the Frail Elder
3 sem. hr.
This course focuses on providing care for the oldest of the old individual. Major foci of this course are: principles of gerontological care; common syndromes and disorders of the frail elder; economics and regulatory considerations; and ethical issues surrounding end of life care. The practicum component of this course focuses on increasing competency in holistic and comprehensive assessment skills, clinical decision-making, critical thinking, education, counseling, health promotion, and case management of the geriatric patient (120 hours of clinical practicum).

NURS 758   AGNP Practicum II
4 sem. hrs.
This course sequence is specific to the AGNP option. NURS 750-756 are designed to provide a minimum of 1000 hours of clinical practice in order to meet eligibility for the DNP certification examination (or the minimum 540 hours of clinical practice to meet the MSN certification exam requirement). Students enrolled in this clinical practicum will be expected to integrate values and ethics and apply the theories and concepts of the NP role in clinical practice with adults and gerontologic patients. Emphasis is placed on comprehensive assessment, management, and evaluation of health care needs of the adults and children within a family system. As the culminating course for the Family Nurse Practitioner Role Preparation, this seminar will ask

students to examine their role as health care providers and show how they have been influenced by their course of studies.

NURS 760 Health Promotion and Disease Prevention across the Lifespan
2 sem. hrs.
Provides a basis for advanced practice nursing through the exploration of the human health experience of clients across healthcare settings. Emphasizes health promotion, acute episodic care, and chronic community-based care within a human caring framework. Focuses on the use of current research to direct advanced practice nursing skills and care. This class is 2 credits for those enrolled in the MSN: Nurse Practitioner program; but 3 credits (with an added practicum component) for those enrolled in the MSN: Nurse Educator program.

NURS 767 Practicum in PMH Advanced Practice Nursing
5 sem. hrs.
This final practicum course in the psychiatric mental health nurse practitioner track emphasizes the integration of the theoretical and practical content incorporated throughout the program and provides an opportunity to experience the role of an independent psychiatric mental health practitioner while in a supervised environment. Principles of interprofessional and intradisciplinary practice, patient advocacy and political activism are emphasized.

NURS 675: Cultural Competence in Health Care
3 sem. hrs.
This course will increase the student's awareness regarding the dimensions and complexities involved in caring for people from diverse cultural backgrounds. The issues of health care delivery will be explored and contrasted with the choices that people must make when attempting to deal with health care issues.

NURS 800 Epidemiology and Global Health
4 sem. hrs.
Epidemiology and global health provides basic concepts of epidemiology with a focus on global emerging and chronic diseases. In this course, students will develop the basic competencies to improve and sustain the health and well-being of the earth and its people. This course includes 60 hours of practicum hours at the DNP level. Clinical practicum hours should integrate values and ethics and apply the theories and concepts at the doctoral level. As one of the culminating courses for the DNP Program, this practicum will ask students to examine their role as health care providers and show how they have been influenced by their course of studies.

NURS 810 Information Technology for Evidence-based Practice
4 sem. hrs.
This course explores information technology and data management to support evidence-based decisions in nursing and healthcare. Emphasis is placed on the critical appraisal of standards for documentation, modeling, and transmission of high quality, reliable data for use in clinical care, healthcare administration, and quality improvement. This course includes 60 hours of practicum hours at the DNP level. Clinical practicum hours should integrate values and ethics and apply the theories and concepts at the doctoral level. As one of the culminating courses for the DNP Program, this practicum will ask students to examine their role as health care providers and show how they have been influenced by their course of studies.

NURS 820 Financial Management for Health Care Organizations
4 sem. hrs.
This course focuses on the nature of management and how it is applied in various health care settings. Contemporary theories, critical perspective, models, and best practices designed to foster performance excellence in the highly competitive health care environment are examined. The complexities and challenges of health care systems is also addressed. This course includes 60 hours of practicum hours at the DNP level. Clinical practicum hours should integrate values and ethics and apply the theories and concepts at the doctoral level. As one of the culminating courses for the DNP Program, this practicum will ask students to examine their role as health care providers and show how they have been influenced by their course of studies.

NURS 840: Philosophy and Theory for Advanced Practice Nursing
3 sem. hrs.
This course will offer an opportunity to analyze various philosophy of science traditions while building an understanding of the relationship between philosophical traditions and knowledge development in advanced practice nursing.

NURS 846 Translational Research and Practice Innovation Project I
5 sem. hrs.
This course provides students with the opportunity to analyze various translation frameworks and models while building an understanding of the relationship between philosophical traditions and knowledge development in advanced practice nursing. Students will learn about translating evidence for leadership and health policy, and to improve quality and safety in health care. Students will study change theories and models and begin the process of gathering and analyzing evidence that will inform their proposals for their Practice Innovation Projects. This course includes 60 practicum hours during which students will collaborate with inter-professional teams and evaluate organizational cultures for barriers and facilitators to practice innovation.

NURS 856-866-876 Practice Innovation Project II-IV
2 sem. hrs.
This Practice Innovation Project (PIP) course provides the DNP student with opportunities to apply theoretical concepts and research evidence to advanced nursing practice focused on quality healthcare. Students will compare and contrast models of care delivery and organizational systems. Literature and evidence will be synthesized to influence the development of an innovation project for a health organization, health system, or community. The advanced practice nursing student will develop a transformative Advanced Practice Nursing model or intervention that improves healthcare practice and quality of care. This course then requires the student to implement, analyze outcomes, and report the process of their theory and evidence-based intervention. This course includes 60 hours of practicum related to the time spent researching, planning, implementing, analyzing, and reporting the PIP.

NURS 880: Professional Ethics for Health Care Leaders
3 sem. hrs.
This course provides a review of the philosophical foundations of applied and professional ethics. The theoretical and empirical underpinnings of ethical issues throughout the lifespan and across a variety of health care settings are examined. Principles for the ethical provision of health care and conduct of research are featured. Professional ethics for health care leaders are addressed.

NURS 890 Leadership in Complex Healthcare Organizations
4 sem. hrs.
This course will study the interprofessional collaboration within complex health care environments to transform the delivery of health care by improving access, quality, and safety across diverse/underserved populations. Strategies to address organizational challenges and facilitate system wide changes important to the practice environment of the advanced practice nurse will be explored. Group dynamics within health care organizations and communities will be analyzed with an emphasis on communication patterns, resource allocation, strategic planning, program evaluation, and decision-making model to formulate policy. This course includes 60 hours of practicum hours at the DNP level. Clinical practicum hours should integrate values and ethics and apply the theories and concepts at the doctoral level. As one of the culminating courses for the DNP Program, this practicum will ask students to examine their role as health care providers and show how they have been influenced by their course of studies.

MSN FNP/AGPCNP Programs
Effective Fall 2020

Year		FALL					SPRING					SUMMER			
Year 1	501	Theoretical Foundations for Adv. Prac.	2	8 wk		529	Research Methods for APN	3	8 wk		631	Advanced Health Assessment + Lab (Hybrid)	4 (3:1)	12 wk	40*
	520	Foundations of Adv. Prac.	2	8 wk		570	Adv. Pharm	3	16 wk		675	Cultural Competence in Health Care	3 (3:0)	12 wk	
	550	Advanced Patho	3	16 wk		760	Health Promotion	2	8 wk						
		Credits	7				Credits	8				Credits	8		
Year 2	715	Primary Care Adult/Gero Client I	5 (4:1)	16 wk	60	730	Primary Care Adult/Gero Client II	5 (4:1)	16 wk	60	621	EBP I	2	12 wk	
	510	Health Care Systems	3	8 wk		711	Pediatric Primary Care I (FNP Only)	2	16 wk		712	Pediatric Primary Care II (FNP Only)	4 (2:2)	12 wk	120
											759	The Care of the Frail Elder (A/GNP only)	3 (1:2)	12 wk	120
											632	Advanced Practice Skills Lab (Hybrid)	1 (0:1)	12 wk	40*
		Credits	8				Credits	7 (FNP) 5 (AGNP)				Credits	7 (FNP) 6 (AGNP)		
Year 3	622	EBP II	1	16 wk		624	EBP III	1	16 wk						
	746	Practicum (FNP only)	4 (1:3)	16 wk	180	747	FNP Practicum (FNP only)	4 (1:3)	16 wk	180		**FNP –54 credits** **AGNP –51 credits** **Minimum Clinical hours –600** ***Indicated Onsite Lab Day Requirements**			
	756	A/GNP Practicum (A/GNP only)	4 (1:3)	16 wk	180	758	A/GNP Practicum (A/GNP only)	4 (1:3)	16 wk	180					
	Credits		5			Credits		5							

MSN PMHNP Program
Effective Fall 2020

Year	FALL					SPRING					SUMMER			
Year 1	501	Theoretical Foundations for Adv. Prac.	2	8 wk		529	Research Methods for APN	3	8 wk		631	Advanced Health Assessment + Lab (Hybrid)	4 (3:1)	12 wk	40*
	520	Foundations of Adv. Prac.	2	8 wk		570	Advanced Pharmacology	3	16 wk		675	Cultural Competence in Healthcare	3 (3:0)	12 wk	
	550	Advanced Patho	3	16 wk		760	Health Promotion	2	8 wk						
	Credits		7			Credits		8			Credits		7		
Year 2	647	Neuroscience of Psychopharma-cology for Advanced Practice Nursing	3	16 wk		617	Therapeutic Modalities for Advanced Practice Nursing	5 (3:2)	16 wk	120	717	Advanced Psychiatric Mental Health Nursing with Adults	5 (3:2)	12 wk	120
	510	Health Care Systems	3	8 wk							621	EBP I	2	12 wk	
	Credits		6			Credits		5			Credits		7		
Year 3	727	Advanced Psychiatric Mental Health Nursing with Children, Adolescents, and Older Adults	5 (3:2)	16 wk	120	767	Practicum in Psychiatric Mental Health Advanced Practice Nursing	5 (1:4)	16 wk	240					
	622	EBPII	1	16 wk		624	EBP III	1	16 wk						
	Credits		6			Credits		6							

PMHNP – 52
Clinical hours – 600
*Indicated Onsite Lab Day Requirements

Post-Graduate APRN FNP/AGPCNP- Certificate Programs
Effective Fall 2020

Year	FALL					SPRING					SUMMER				
Pre-Req	550	Advanced Patho	3	16 wk		570	Adv. Pharm	3	16 wk		631	Advanced Health Assessment + Lab (Hybrid)	4 (3:1)	12 wk	40*
		Credits	3				Credits	3				Credits	4		
Year 1	715	Primary Care Adult/Gero Client I	5 (4:1)	16	60	730	Primary Care Adult/Gero Client II	5 (4:1)	16 wk	60	712	Pediatric Primary Care II (FNP Only)	4 (2:2)	12 wk	120
						711	Pediatric Primary Care I (FNP Only)	2	16 wk		759	Care of the Frail Elder (A/GNP only)	3 (1:2)	12 wk	120
											632	Advanced Practice Skills Lab (Hybrid)	1 (0:1)	12 wk	40*
		Credits	5				Credits	7 (FNP) 5 (AGNP)				Credits	5 (FNP) 4 (AGNP)		
Year 2	746	Practicum (FNP only)	4 (1:3)	16 wk	180	747	FNP Practicum (FNP only)	4 (1:3)	16 wk	180					
	756	A/GNP Practicum (A/GNP only)	4 (1:3)	16 wk	180	758	A/GNP Practicum (A/GNP only)	4 (1:3)	16 wk	180	**FNP –25 credits + 3Ps courses if needed** **AGNP- 22 + 3Ps courses if needed** **Minimum Clinical hours –600** ***Indicated Onsite Lab Day Requirements**				
	Credits		4			Credits		4							

Post-Graduate APRN PMHNP - Certificate Program
Effective Fall 2020

Year	FALL					SPRING					SUMMER				
Pre-Req Courses	550	Advanced Patho	3	16 wk	**0**	570	Advanced Pharm	3	16 wk	**0**	631	Advanced Health Assessment (Hybrid)	4 (3:1)	12 wk	**40***
Year 1	657	Neuroscience of Psychopharmacology for Advanced Practice Nursing	3	16 wk	**0**	617	Therapeutic Modalities for Advanced Practice Nursing	5 (3:2)	16 wk	**120**	717	Advanced Psychiatric Mental Health Nursing with Adults	5 (3:2)	12 wk	**120**
	Credits		3			Credits		5			Credits		5		
Year 2	727	Advanced Psychiatric Mental Health Nursing with Children, Adolescents, and Older Adults	5 (3:2)	16 wk	**120**	767	Practicum in Psychiatric Mental Health Advanced Practice Nursing	5 (1:4)	16 wk	**240**	**PMHNP** **Total credits – 23** **Total Clinical Hours -600** ***Indicated Onsite Lab Day Requirements**				
	Credits		5			Credits		5							

Briar Cliff University
Department of Nursing
Doctor of Nursing Practice Curriculum
Starting Plan of Study Fall 2020- 2 Year Plan

Fall I	Spring I	Summer I
NURS 800 Epidemiology and Global Health (4 cr; 3:1)* NURS 840 Philosophy and Theory for Advanced Practice Nursing (3 cr; 3:0)	NURS 846 Translational Research and Practice Innovation Project I (5 cr; 4:1) NURS	NURS 880 Professional Ethics for Health Care Leaders (3 cr; 3:0)* NURS 675 Cultural Competence in Health Care (3 cr; 3:0)*

Fall II	Spring II	Summer II
NURS 810 Information Technology for EBP (4 cr; 3:1) NURS 866 Practice Innovation Project III (2 cr; 1:1)**	NURS 876 Practice Innovation Project IV (2 cr; 1:1) 890 Leadership in Complex Health Care Organizations (4 cr; 3:1)*	NURS 856 Practice Innovation Project II (2 cr; 1:1) NURS 820 Financial Management for Health Care Organizations (4 cr; 3:1)*
		Total Credits: 36 Total Practicum Hours: 480 hours

Approved GNFO: 5/2/2018
Curriculum Committee: 11/12/2018
Senate: 11/28/18
IBON Approval: 1/9/19