

COLLEGE OF NURSING

Student Handbook & Course Catalog

2024-2025

**THOMAS JEFFERSON UNIVERSITY
JEFFERSON COLLEGE OF NURSING**

This student handbook and course catalog is property of: _____

Student Name: _____

Student Email Address: _____

Program/Option: _____

Faculty Advisor: _____

Advisor Email Address: _____

Advisor Telephone Number: _____

The Jefferson College of Nursing reserves the right to amend any regulations, fees, conditions, and courses described herein as circumstances may require without prior notice to persons who might thereby be affected. Amendments to the Jefferson College of Nursing Student Handbook and Course Catalog will be available in the online version of this document. Students will be notified of changes through their course boards and through the Jefferson email system.

THOMAS JEFFERSON UNIVERSITY

JEFFERSON COLLEGE OF NURSING

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FOREWORD

Since 1891, when nursing education began at Thomas Jefferson University, graduates of Jefferson College of Nursing (JCN) programs have been leaders in education, research, health care delivery, and community service. The faculty and leadership of JCN are committed to **facilitating students' learning and competency development** by working with you, our students, to continue this rich tradition.

JCN continues its commitment to be responsive to the changing needs of the healthcare system and society. JCN continually makes innovative curricular changes aimed at preparing you to function as an outstanding nurse professional in this dynamic environment. A crucial characteristic of today's healthcare system is the interprofessional nature of practice as an integral part of a major academic health center, JCN affords our students the opportunity to interact with other students in an array of healthcare professions. The entire curriculum is based on a set of core competencies that your faculty and future employers believe are essential to effective practice.

The vision statement of the College's Strategic Plan commits to maintaining JCN's status as a premier educational institution in the nation for the education and clinical preparation of outstanding nurse leaders and professionals. JCN can make this claim because it draws upon the rich array of resources within Thomas Jefferson University, Thomas Jefferson University Hospitals, and Jefferson Health. This means that JCN's faculty achieves superior quality scholarship in practice, research, and teaching, thereby providing the appropriate backdrop for excellent educational experiences for the student body. And for the student, it means an educational credential that opens exceptional access to employment in the healthcare practice setting. This fact is attested to by our graduates' success rates on required licensure and certification examinations, consistently above the national average. JCN's programs are designed not only to assist students to develop the knowledge, skills, and competencies necessary to enter or advance in the nursing profession but to help develop confidence in professional roles, positive attitudes, critical thinking, problem solving strategies, and strong professional ethics. **The expectation is to have students leave JCN as proud and confident graduates who will bring credit to our profession and alma mater.**

HISTORY

The roots of nursing education at Jefferson date back to 1891 when the Jefferson Hospital Training School for Nurses was established as a diploma program. Later renamed as the Jefferson Medical College Hospital School of Nursing, the School became a part of the newly organized School of Allied Health Sciences in 1968. On July 1, 1969, Thomas Jefferson University was established and was comprised of Jefferson Medical College, the College of Graduate Studies, and the College of Allied Health Sciences. The Department of Baccalaureate Nursing was opened in 1972, and the Diploma School of Nursing closed operations in 1982. When graduate degree programs were added in 1986, the name was changed to the Department of Nursing. The College of Allied Sciences was renamed the College of Health Professions on December 2, 1996. On February 2, 2002, the College name was changed to the Jefferson College of Health Professions. On July 24, 2006, the College was reorganized to include three schools: the Jefferson School of Health Professions, the Jefferson School of Nursing, and the Jefferson School of Pharmacy. The University reorganization on July 1, 2009 dissolved the Jefferson College of Health Professions resulting in the creation of the Jefferson School of Nursing. On July 1, 2015, the Jefferson School of Nursing became the Jefferson College of Nursing.

The Jefferson College of Nursing maintains a strong relationship with the Jefferson College of Biomedical Sciences, Jefferson College of Health Professions, Jefferson College of Pharmacy, Jefferson College of Population Health, Sidney Kimmel Medical College, and other units of Thomas Jefferson University. The Jefferson College of Nursing is distinct from these entities in administration and responsibilities.

ACCREDITATION

Jefferson is proud of its academic accreditations:

- Thomas Jefferson University is accredited by the [Middle States Association of Colleges and Schools](#).
- The Baccalaureate Degree Program in Nursing, the Master's Degree Program in Nursing, and the Doctor of Nursing Practice Program at Thomas Jefferson University are accredited by the [Commission on Collegiate Nursing Education](#), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.
- The Nurse Anesthesia DNP program was awarded a maximum re-accreditation of 10 years, through 2029, by the [Council on Accreditation of Nurse Anesthesia Programs](#).
- Our college's primary educational partner in clinical skills and patient care, [Thomas Jefferson University Hospital](#) is designated as a [Magnet® for Nursing Excellence](#) by the [American Nurses Credentialing Center](#). The ANCC is the world's largest and most prestigious nurse credentialing organization and a subsidiary of the American Nurses Association.

Graduates are prepared to apply for the licensing examinations of the state and/or national licensing or registry bodies and to become members of the appropriate professional organizations.

**THOMAS JEFFERSON UNIVERSITY
JEFFERSON COLLEGE OF NURSING
ACKNOWLEDGEMENT OF RECEIPT OF STUDENT HANDBOOK &
COURSE CATALOG
All Students**

The Jefferson College of Nursing (JCN) Student Handbook and Course Catalog provides information on academic policies and procedures, accreditation, credit hour assignment, academic standing, technical standards required for nursing students, and nursing course descriptions within the Jefferson College of Nursing, but it does not stand alone. Important university-wide policies, including the [Community Standards](#), are found on the Thomas Jefferson University (TJU) Student Handbook website at Jefferson.edu/Handbook.

My signature* below confirms I have been informed of the TJU Student Handbook website located at Jefferson.edu/Handbook and acknowledges receipt of the JCN Student Handbook and Course Catalog. I understand that I am responsible for reading and abiding by the materials contained within the TJU Student Handbook website and the JCN Student Handbook and Course Catalog, both of which contain important information needed during my student experience here.

Signature

Date

Printed Name: _____

*Signatures will be collected electronically in Canvas courses.

**THOMAS JEFFERSON UNIVERSITY
JEFFERSON COLLEGE OF NURSING
ACADEMIC RESPONSIBILITY CONTRACT**

This contract is designed to promote a positive educational environment that facilitates learning.

Students have a right to expect:

- A complete syllabus on the first day of class which clearly states student learning outcomes, a topic schedule for the semester, a fair grading policy, and a well-defined attendance policy.
- That classes start and end on time.
- The opportunity to make an appointment to discuss the course content outside of class with the professor.
- The return of examinations and assignments in approximately two weeks.
- The opportunity to review examination content with the faculty within two weeks.

The faculty has the right to expect that students will:

- Arrive on time and be prepared for class/clinical and stay for the entire class/clinical or until assignments are completed.
- Inform the professor of any extenuating circumstances affecting attendance.
- Be actively involved in creating a successful course/clinical experience.
- Ask for clarification or assistance when needed.
- Turn in assignments on time.
- At all times observe the community standards as outlined in the University [Community Standards](#) policy and the JCN Student Handbook & Course Catalog.
- Share any concerns about the class/clinical in a timely fashion.
- Conduct themselves in a professional manner.

Human Rights and Responsibilities:

- I will listen to others respectfully and not speak while others are speaking.
- When I disagree with someone, I will critique their ideas in a respectful and constructive manner.
- I will try to understand other people's behavior and perspectives rather than simply criticizing them.
- I will respect other people's desire to learn and not interfere with the learning process.
- I will ensure that my cell phone and other electronic devices do not interfere with the classroom, clinical or testing processes.

Student

Date

**THOMAS JEFFERSON UNIVERSITY
JEFFERSON COLLEGE OF NURSING
ACKNOWLEDGEMENT OF RECEIPT OF NURSING ACADEMIC
INTEGRITY POLICY AND EXAMINATION POLICY**

Name (print)

My signature* below acknowledges receipt of the Thomas Jefferson University and Jefferson College of Nursing Academic Integrity Policy and Examination Policies. I understand that I am responsible for reading and abiding by the policies. I understand that failure to abide by the Academic Integrity Policy and Examination Policies can result in academic sanctions or adjudication by a panel established through the Community Standards Board.

Signature

Date

*Signatures will be collected electronically in Canvas courses.

MESSAGE TO INCOMING STUDENTS FROM THE DEAN

Dear New and Returning Students:

For more than 132 years, the College of Nursing at Thomas Jefferson University has established itself as an outstanding academic institution and a vital contributor to building a better Philadelphia and beyond. Our future-focused strategic plan is propelling us to new heights, directing the course of 21st century nursing. We are aspiring to a new vision - to reimagine and disrupt the way nurses lead and impact society. The College of Nursing has been a pacesetter in preparing nurses to lead and positively impact society in innovative ways. Not just by delivering high-quality academic programming and providing cutting-edge clinical experiences, but also by nurturing nurses to be empathic and compassionate to make a real difference in the communities they serve, and to lead from day one.

The global COVID-19 pandemic has highlighted our ability to quickly adopt unprecedented ways of teaching, learning, and practicing nursing. Two major factors were responsible for us thriving: our interface with technology and our relationship with Jefferson Health. Technology is driving everything, and we are embracing new and emerging technologies and exploring fresh approaches to teaching that are aligned with the diverse needs of our learners. To us, it is critical to prepare nurses at all levels to excel in highly technological environments. The Jefferson College of Nursing has been designated as an Apple Distinguished School providing us with expanded opportunities for our world-class faculty to engage learners, infuse the curriculum with academic technologies, and simulate the technology demands of real-world settings. This has and will continue to serve us well as we continue to meet the unfolding challenges being placed upon us now and in the future.

Our enhanced partnerships with our clinical partners, particularly Jefferson Health, will continue to bring the assets and talents of the college to bear on the transformation of health care for individuals, families, and populations. Our faculty and students are influencing tomorrow by pushing the notion of community engagement to even greater heights. More than ever before, we are diving into even deeper trenches, gaining expanded access to the most difficult to reach communities, and expanding our impact so that Jefferson Nursing's influence can be felt by all who need it. At Jefferson, we recognize our responsibility as a College of Nursing in this city and in every city where our students live, study, and work.

Thank you for selecting the Jefferson College of Nursing as your academic program of choice. You are the most important part of our academic community. I look forward to getting to know you over the course of your program and hearing about your accomplishments and contributions.

Until next time,

A handwritten signature in dark ink, reading "Marie Ann Marino". The signature is fluid and cursive, with a long horizontal stroke at the end.

Marie Ann Marino, EdD, RN, FAAN
Dean and Professor

College of Nursing Leadership Team



Marie Ann Marino
EdD, RN, FAAN
Dean & Professor, Jefferson College of Nursing
Vice President of Nursing Academic Partnerships & Innovation, Jefferson Health
Executive Assistant, Molly Waldeck

System Jefferson Health Partners



Kate FitzPatrick
DNP, RN, NEA-BC, FAAN
Executive Vice President, Jefferson Health
Associate Dean & Professor, Jefferson College of Nursing
Executive Assistant, Kathleen McGuire

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	Mary Hanson-Zalot EdD, MSN, RN, CNE Associate Dean of Academic Affairs
	Joanne Robinson PhD, RN, CNE, FAAN Associate Dean of Research & Global Engagement
	Jennifer Bellot PhD, RN, MHSA Associate Dean of Academic Practice Integration
	Mary Lou Manning PhD, CRNP, CIC, FAPIC, FSHEA, FNAP, FAAN Senior Associate to the Dean for Strategic Initiatives
	Lisa Whitfield-Harris PhD, MBA, RN Assistant Dean of Academic Support & Services
	Hannah Smith PhD Assistant Dean of Academic Strategy & Operations
	Katherine White MBA Senior Director of Business Planning
	Gabrielle Santulli MBA Senior Director of Strategy & Innovation
	Dennis Hand PhD Executive Director, Jefferson Center for MATER
	Kimberly McLaughlin PhD, LPC Executive Director, MATER

Program Chairs

	Mariann Kerr PhD, MSN, RN, PCCN-K, CNE Undergraduate Chair, Dixon
	Susan Egger PhD, MSN, RN Undergraduate Chair, Center City
	Ksenia Zukowsky PhD, CRNP, NNP-BC Graduate Chair
	Nicole Cavaliere DNP, CRNP, AGACNP-BC Vice Graduate Chair

Simulation & Clinical Skills

	Maryanne Halligan DNP, RN, CHSE, CNE Director of Sim. & Clinical Skills
	Marilynn Murphy DNP, RN, CCRN-K, CHSE, CNML Program Coordinator, Dixon
	Marybeth Pavlik DNP, MSN, RN Program Coordinator, Center City
	Samuel Mathias Technology Systems Specialist

Academic Practice & Integration

	[NAME] [CREDENTIALS] Clinical Adjunct Education Coordinator
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Raynier Center for
Innovation & Technology

Center for Infection Prevention
& Antibiotic Stewardship

Jefferson Center for
Maternal Addiction Treatment,
Education & Research

Undergraduate Programs

Center City

ABS+ 1-Year Pathway		Mary Bouchard PhD, CNS, RN, CRRN Program Director
Trad & ABS+ 2-Year Pathway		Valerie Clary-Muronda PhD, MSN-Ed, RNC-OB Program Director

Dixon

Trad, ABS+ 1-Year & 2-Year Pathways		Jennifer King MSN, RN, CBC Program Director
--	--	--

Graduate Programs

Academic Nursing		Maureen Fitzgerald EdD, MSN, RNC-NIC Program Director	Nurse Anesthesia		Bebe Adenusi PhD, CRNA, ARRN, CNE, FAANA, FNAP Division Chief/Program Admin.
Adult Gerontology- Acute Care Nurse Practitioner		Cary Heck PhD, CRNP Program Director			Lauren Brown DNP, CRNA Program Director
Adult Gerontology- Primary Care Nurse Practitioner		[NAME] [CREDENTIALS] Program Director	Pediatric Primary Care Nurse Practitioner		Laura Roettger PhD, MSN, CPNP Program Director
Doctor of Nursing Practice		[Name] [CREDENTIALS] Program Director	PhD		Anne Teitelman PhD, FNP-BC, FAANP, FAAN Program Director
Doctor of Nursing Practice Executive Leadership		Kathy Gray DNP, MSN, CRNP, FNP-C Program Director	Emergency & Psychiatric Mental Health Nurse Practitioner		Sharon Rainer PhD, RN, APN, CEN, CCRN Program Director
Family-Individual Across the Lifespan Nurse Practitioner		Lynda Peoples DNP, FNP-BC Program Director	Transformative Systems Leadership		Catherine Harris PhD, RN, MBA Program Director
Neonatal Nurse Practitioner		Michele Savin DNP, APRN, NNP-BC Program Director	Women's Health- Gender Related Nurse Practitioner		Jennifer Shiroff PhD, RN, APN-C Program Director

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MISSION OF THE JEFFERSON COLLEGE OF NURSING

As an integral component of the Thomas Jefferson University (TJU), the Jefferson College of Nursing (JCN) shares the institutional mission and vision of Jefferson.

OUR MISSION

We improve lives through academic programs of excellence, exceptional clinical practice and community engagement, transformative research and inquiry, and far-reaching philanthropy.

OUR VISION

Reimagining, transforming, and disrupting the way nurses lead and impact society.

OUR VALUES

Put People First: Service-minded, Respectful, Embraces Diversity

Be Bold and Think Differently: Innovative, Courageous, & Solution-Oriented

Do the Right Thing: Safety-Focused, Integrity, & Accountability

The Jefferson College of Nursing educates qualified, diverse individuals at the baccalaureate, master's, and doctoral levels of nursing practice. The faculty is dedicated to educating professional nurses who will form and lead integrated health care delivery and research teams of tomorrow; to discovering new knowledge that will define the future of clinical care through investigation from the laboratory to the

bedside and into the community; and to setting the standard for quality, compassionate and efficient education and patient care for our community and for the nation.

The mission is carried out in an atmosphere of teaching excellence, scholarship and community service. The College's mission is supported through collaboration with the Jefferson College of Biomedical Sciences, Jefferson College of Health Professions, Jefferson College of Pharmacy, Jefferson College of Population Health, Sidney Kimmel Medical College, Thomas Jefferson University Hospitals, Jefferson Health, and other regional state affiliates.

PROGRAM PURPOSES

The purposes of the academic programs are consistent with those of the Jefferson College of Nursing and Thomas Jefferson University. They also reflect the standards for nursing education established by the nursing profession.

The purposes of the Baccalaureate Program are consistent with those of the Jefferson College of Nursing and Thomas Jefferson University. They also reflect the standard for baccalaureate nursing education established by the nursing profession.

The purposes of the Baccalaureate Program are to:

- develop entry-level professional nurses for present and emerging nursing roles;
- develop advanced practice nurses; and
- prepare students to enter graduate study in nursing

The purposes of the Master of Science in Nursing Degree Program are consistent with those of the Jefferson College of Nursing and Thomas Jefferson University. They also reflect the standards for graduate education and for professional nursing established by the nursing profession.

The purposes of the Master's Program are to:

- prepare advanced practice nurses who anticipate and respond to changing societal, health care, and professional needs;
- develop advanced practice nurses who use advanced skills and knowledge in implementing their professional roles; and
- foster continuing development of nursing science, professional foundations, and nursing roles.

The purposes of the Doctor of Nursing Practice Program are consistent with those of the Jefferson College of Nursing and Thomas Jefferson University. They also reflect the standards for graduate education and for professional nursing established by the nursing profession.

The purposes of the Doctor of Nursing Practice Program are to:

- prepare professional nurses who will practice at the most advanced level of nursing to anticipate and respond to changing societal, technological, health care, and professional needs;
- develop advanced knowledge and enhanced leadership skills to strengthen practice and health care delivery; and
- foster continuing development of nursing science, professional foundations, and nursing roles.

The purposes of the PhD in Nursing Program are consistent with those of the Jefferson College of Nursing and Thomas Jefferson University. They also reflect the standards for graduate education and for professional nursing established by the nursing profession. The purposes of the PhD in Nursing program are to:

- Prepare nurse scientists and educators to make substantive contributions to the body of nursing knowledge that improve the lives of diverse individuals, families, communities, and populations.
- Collaborate with other disciplines, professions, and community stakeholders to inform innovative and technology-forward solutions to new and emerging health care challenges.
- Lead efforts to achieve health equity by applying knowledge from determinant models of health and evidence of health disparities in scientific inquiry.

ACADEMIC POLICIES AND PROCEDURES

It is the responsibility of the student to be familiar with and observe the academic regulations of the College in all matters of course registration, dropping and adding courses, withdrawal from courses and/or the College.

ACADEMIC ADVISING

Each student will be assigned an academic advisor. It is the student's responsibility to communicate at least twice during the academic year with the advisor and to keep them apprised about issues related to academic progress and/or other issues of concern.

ADVISOR RESPONSIBILITIES

Conduct an initial meeting with advisees at the beginning of the academic program and as needed in subsequent semesters, offering students a clear description of the advisor role to:

- Review university procedures;
- Review guidance available as academic issues arise;
- Serve as potential reference source;
- Provide access for communication with the student
- Develop an academically oriented relationship;
- Act as student advocate/mentor;
- Assist with test-taking skills or refer appropriately;
- Offer career counseling and advice; and
- Have regularly posted office hours and a means for scheduling appointments.

ADVISEE RESPONSIBILITIES

- Seek out advisor to develop an academically oriented relationship;
- Seek out advisor regularly, not just in crisis;
- Alert advisor of academic progress and issues;
- Provide advisor at least two weeks to complete request for references; and
- Make and keep appointments with advisor outside of class hours.

ACADEMIC CALENDAR 2024-2025

The academic calendar can be accessed using the following link:

[Undergraduate and Graduate Calendar](#)

ACADEMIC CREDIT

Academic credits are awarded on the semester-hour basis. The primary College calendar consists of three semesters starting at different dates, including final examinations, as well as a pre-fall session and multiple summer sessions of variable length. On this calendar, a lecture course normally meets for the equivalent of one 55-minute class period per credit hour each week. While the distribution of time varies from course to course, a three-credit lecture course typically meets for the equivalent of three 55-minute periods each week. Credit hour definitions for clinical/practicum, simulation, and lab credits are reflected in the chart below. These ratios are typically followed for curricular courses unless otherwise noted.

Credit Hour Definition	Program Level	Delivery Method
1 Didactic Credit = 15 Hours	Undergraduate, Graduate	Didactic
1 Clinical Credit = 30 Hours	Undergraduate	Clinical
1 Clinical Credit = 74.6 Hours for NP Tracks	Graduate	Clinical
1 Simulation Credit* = 15 Hours	Undergraduate, Graduate	Simulation
1 Lab Credit = 25 Hours	Undergraduate, Graduate	Lab

*1 hour simulation = 2 hours clinical.

ACADEMIC INTEGRITY POLICY

The leadership and faculty of the Jefferson College of Nursing believe that academic integrity is one of the most important values and behaviors that should be practiced by students during their academic and clinical education. Integrity and honesty are especially valued in the healthcare professions because accurate diagnosis and treatment of patients are greatly dependent upon a health practitioner's honest and capable assessment of symptoms and diagnostic tests. This assessment can be rendered only by the practitioner who has "real" knowledge obtained as a student who answered examination questions independently, thereby identifying and correcting mistakes.

The successful practitioner can communicate important diagnostic and therapeutic information in writing because, as a student, such skills were developed and/or enhanced by completing writing assignments independently. The practitioner who was dishonest in educational pursuits is at great risk for making diagnostic and therapeutic mistakes and such errors can mean that someone's health care is mismanaged.

Because we are committed to educating practitioners who provide the highest quality of health care, the College leadership and faculty are equally committed to mandating and enforcing the practice of academic integrity by all students. The University policy on Academic Integrity defines and describes the procedures for responding to charges of violations of the [University Policy of Academic Integrity](#).

COLLEGE SANCTIONS FOR ACADEMIC DISHONESTY/PROFESSIONAL MISCONDUCT

Two possible forms of sanctions exist for cases involving academic dishonesty or professional misconduct. Option A outlines adjudication of cases at the discretion of the faculty. Cases may alternatively be referred directly to the Community Standards Board for adjudication under Option B of these guidelines.

- a. The faculty member will submit a written incident narrative and action taken to the appropriate Program Director or Department Chair and Dean or designee. The faculty member will make one or more of the following action decisions:
 - Verbal reprimand
 - Written reprimand
 - A grade of zero for an assignment or examination
 - A requirement that the student repeat the work affected by the academic dishonesty
 - A statement concerning the action to be sent to the appropriate JCN Associate Dean and the College Dean, by the faculty

The faculty member will share the incident narrative with the student and inform the student of the decision and the student's right to appeal. No notation of faculty action will appear on the student's transcript. However, for JCN recommendation(s), the original narrative and record of this meeting will be placed in the student's JCN file. The information may be taken into account if the student is involved in another incident of academic dishonesty.

When the faculty chooses to have the student repeat the assignment, the faculty will tell the student the maximum grade that may be assigned for the repeated assignment. For example, it is acceptable for the faculty to assign no more than a minimal passing grade to a repeated assignment, if successfully repeated by the student.

- b. The student may appeal sanctions within the College by writing a letter of appeal to the Dean and/or designee. Please refer to the Appeals section of the [University Academic Integrity Policy](#) for guidance.

ACADEMIC PROBATION AND DISMISSAL

Students enrolled in Jefferson College of Nursing program who do not maintain a minimum 2.30 cumulative grade point average in any BSN program will be placed on academic probation.

Students enrolled in the Jefferson College of Nursing graduate, DNP, and PhD programs who do not maintain a minimum 3.0 cumulative grade point average will be placed on academic probation for one semester. If a student is enrolled in courses totaling fewer than 9 graduate credits during the subsequent semester, the probationary period will be extended to two semesters.

At the end of the probationary period (for Undergraduate, Graduate, DNP, and PhD students):

- The student achieves the minimum cumulative grade point average and is reinstated in good standing, or
- The student fails to achieve the minimum grade point average at the end of the probationary period and is dismissed from the College for academic underachievement, or

- In extraordinary cases, where the student has made significant progress toward achieving the minimum grade point average, the Associate Dean of Academic Affairs may recommend granting one additional probationary semester. If, at the conclusion of the extended probationary semester, the cumulative grade point average is still below the minimum (3.00 in graduate programs and 2.30 in undergraduate programs), the student is dismissed for academic underachievement.

Actions related to college academic probation and dismissal must be reviewed by both the JCN Committee on Student Promotions and the Associate Dean of Academic Affairs before action can be taken.

Students who fail to meet college regulations pertaining to academic standing are subject to policies regarding progression within the College.

ACADEMIC PROGRESSION

To be considered in good academic standing, a BSN student must maintain a minimum cumulative grade point average (GPA) of no less than 2.30 (C+) and satisfy the special program requirements of Jefferson College of Nursing. Graduate nursing students are required to maintain a cumulative grade point average (GPA) of no less than 3.00 (B) and satisfy the special program requirements of Jefferson College of Nursing to be considered in good academic standing.

Bachelor of Science in Nursing (BSN) Programs [Traditional BSN, Accelerated BSN Plus (ABSN+) - 1 Year Pathway, Accelerated BSN Plus (ABSN+) - 2 Year Pathway]

Students must successfully satisfy all prerequisite courses before progressing in the nursing major. Students must complete all requirements before graduation.

Students enrolled in the BSN program follow a prescribed full-time course of study. Following matriculation, all BSN program courses must be completed at Thomas Jefferson University. Students must have a weighted average of 77% or above to pass a nursing course. Nursing courses with didactic, clinical, lab, and/or simulation components must be taken as a unit, and students must pass all components of the course to progress in the curriculum.

Students enrolled in the Accelerated BSN Plus (ABSN+) - 1 Year Pathway or Accelerated BSN Plus (ABSN+) - 2 Year Pathway program must successfully complete MSN level courses with a grade of B- (80) or above to meet program requirements.

Progression in the sequence of nursing courses is established in accordance with the program plan of study and requires successful completion of all prior sequenced coursework. If a student is unsuccessful in any nursing course, that course must be repeated through the College of Nursing at Thomas Jefferson University. At the time of course failure, the student will be placed on academic probation. Students who earn a grade below C+ in a second nursing course or who earn a grade below C+ twice for the same course will be dismissed from the program.

If a course failure occurs, the student must meet with the program director to request a leave of absence until re-enrollment can occur. A revised program plan of study will be designed for the student.

Accelerated BSN Plus (ABSN+) - 1 Year Pathway and Accelerated BSN Plus (ABSN+) - 2 Year Pathway Programs (MSN Component)

Master of Science (MSN) and Doctor of Nursing Practice (DNP) Students

Students who are awarded a Baccalaureate degree after completion of the Accelerated BSN Plus (ABSN+) - 1 Year Pathway or Accelerated BSN Plus (ABSN+) - 2 Year Pathway program may continue to take up to a maximum of 6 credits of non-clinical graduate coursework prior to taking their Next Generation NCLEX (NGN) examination. Continued progression in graduate coursework thereafter is contingent upon RN licensure. In the event a student elects to take a temporary pause from study between completion of the Accelerated BSN Plus (ABSN+) - 1 Year Pathway or Accelerated BSN Plus (ABSN+) - 2 Year Pathway program and transition to graduate study, the student must request a Leave of Absence (LOA), in writing, for a period of up to two years. This leave must be approved by the JCN Chair, Graduate Programs or Associate Dean of Academic Affairs. The student on LOA may elect to change their status at any time within the two years and re-enroll as either a part-time or a full-time student in the MSN component. Following enrollment in the MSN nursing courses at the University, all subsequent program courses must be completed at Thomas Jefferson University. If a student does not return from a LOA within the two-year period the student will be administratively withdrawn from JCN.

Students actively continuing in graduate coursework must submit a copy of a current RN license and American Heart Association Cardiopulmonary Resuscitation (CPR) completion card or an Resuscitation Quality Improvement (RQI)-Healthcare Provider Quarterly (BLS), (a program of the American Heart Association) for Health Care Providers to the Graduate Education Coordinator for inclusion in the student file. Active RN licensure and a CPR completion card must be maintained throughout the course of enrollment in the program.

- Students in all Master of Science and Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration for NU 673. Students must maintain these licenses throughout the course of enrollment in the program.
- Students enrolled in the Adult-Gerontology: Acute Care NP Program must also submit proof of current Advanced Cardiovascular Life Support (ACLS) completion card prior to registration in NU 631 and maintain said completion card throughout the course of enrollment in the program.
- Students enrolled in the Master of Science Degree program in Neonatal Nurse Practitioner must also submit proof of current Neonatal Resuscitation Program (NRP) completion card prior to registration in NU 662 and maintain said certification throughout the course of enrollment in the program.
- Students enrolled in the DNP Nurse Anesthesia Program must submit proof of current American Heart Association cardiopulmonary resuscitation (CPR) completion card for Health Providers, or an RQI-Healthcare Provider Quarterly (BLS) (a program of the American Heart Association), Advanced Cardiovascular Life Support (ACLS) completion card and Pediatric Advanced Life Support (PALS) at the start of the program and maintain said completion cards throughout the course of enrollment in the program.

MSN and DNP students must successfully complete all MSN and DNP courses with a grade of B- (80) or above to progress in the curriculum. If a student is unsuccessful in any nursing course, the student will be placed on academic probation and must repeat the course through Jefferson College of Nursing.

DNP nurse anesthesia students must successfully complete all nurse-anesthesia-specific courses (non-clinical) with a grade of B (83) or above to progress in the curriculum. If a nurse anesthesia student is unsuccessful in an anesthesia-specific course, they will be placed on academic probation and must repeat the course the next time it is offered through Jefferson College of Nursing. Nurse anesthesia students who earn a failing final grade in any nurse-anesthesia-specific clinical course, are dismissed from the DNP – Nurse Anesthesia Program.

Students who are eligible to repeat coursework as defined by this academic progression policy and earn a second failing grade in the program of study will be dismissed from the College.

MSN and DNP students are required to maintain a cumulative grade point average (GPA) of no less than B (3.0). A student whose cumulative GPA falls below B will be placed on academic probation. Students on academic probation have the following two semesters to make up for the deficiency.

Students on academic probation who have not been able to obtain a cumulative GPA of 3.0 or better after two consecutive probationary semesters must submit a Request to Continue as a JCN Student to the Committee on Student Promotions or be dismissed from the College. The student must also submit a typed letter to the Committee which outlines the factors which contributed to the previous poor academic performance and the steps and behaviors that were taken to resolve these factors. If the Committee deems this letter acceptable, the student and program Chair will create and sign an acceptable Academic Performance Agreement outlining classes to be taken and a completion time frame. This form must also be presented to the Associate Dean of Academic Affairs for final review and approval. If the student does not maintain continuous enrollment from this point on until graduation, the student will be dismissed from the program with no appeal. The Request to Continue as a JCN Student and Academic Performance Agreement forms are available from the program Chair.

Master of Science in Nursing (MSN) Program

Students accepted to the MSN program may pursue a full-time or part-time course of study to complete the program. In the event that a student matriculated in a degree or Post-Graduate certificate program elects to take a temporary pause from study, a leave of absence may be requested in writing to the Chair, Graduate Programs or Associate Dean of Academic Affairs. If permission for the leave is granted, the student must file the Change of Status form available in the University Office of the Registrar. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reasons are not eligible for a leave of absence. Students who fail to return to the College at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal, and they will have to reapply for admission to the College of Nursing. Following enrollment in the MSN nursing courses at the University, all subsequent program courses must be completed at Thomas Jefferson University.

Students must successfully complete all graduate nursing courses with a grade of B- (80) or above to progress in the curriculum. If a student is unsuccessful in any nursing course, that course must be repeated the next time it is offered, and the course must be repeated through the College at Thomas Jefferson University. Students who earn a grade of C+ or below in a second nursing course, or who earn C+ or below twice for the same course will be dismissed from the College.

Nurse anesthesia students must successfully complete all nurse-anesthesia-specific courses with a grade of B (83) or above to progress in the curriculum. If a student is unsuccessful in any nursing course, that course must be repeated the next time it is offered, and the course must be repeated through the College of Nursing at Thomas Jefferson University. Nurse anesthesia students who earn a grade of B- or below in a second nurse-anesthesia-specific course, or who earn B- or below twice for the same course will be dismissed from the College.

Doctor of Nursing Practice (DNP) Program (Post-MSN Entry)

Students accepted to the post MSN to DNP program may pursue a full-time or part-time course of study to complete the program. In the event that a student elects to take temporary pause from study, a leave of absence may be requested in writing to the Chair, Graduate Programs or Associate Dean of Academic Affairs. If permission for the leave is granted, the student must file the Change of Status form available in the University Office of the Registrar. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reasons are not eligible for a leave of absence. Students who fail to return to the College at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal, and they will have to reapply for admission to the College of Nursing. Following enrollment in the DNP nursing courses at the University all subsequent program courses must be completed at Thomas Jefferson University.

Students must successfully complete all doctoral nursing courses with a grade of B- (80) or above in order to progress in the curriculum. If a student is unsuccessful in any nursing course, that course must be repeated the next time it is offered, and the course must be repeated through Jefferson College of Nursing. Students who earn a grade of C+ or below in a second nursing course, or who earn C+ or below twice for the same course will be dismissed from the College.

Doctor of Nursing Practice (DNP) Program (Post-Baccalaureate Entry)

Students accepted to the post-BSN to DNP program may pursue a full-time or part-time course of study to complete the program. In the event that a student elects to take temporary pause from study, a leave of absence may be requested in writing to the Chair, Graduate Programs or Associate Dean of Academic Affairs. If permission for the leave is granted, the student must file the Change of Status form available in the University Office of the Registrar. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reasons are not eligible for a leave of absence. Students who fail to return to the College at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal, and they will have to reapply for admission to the College of Nursing. Following enrollment in the DNP nursing courses at the University, all subsequent program courses must be completed at Thomas Jefferson University.

The MSN degree will be conferred at the point students complete the American Association of Colleges of Nursing (AACN) Essentials of Master's Education in Nursing (2011). Students enrolled in a post-BSN to DNP Nurse Practitioner Track are required to achieve national certification as a Nurse Practitioner within 12 weeks of completing the MSN-level curriculum component to continue and progress in the program.

Students must successfully complete all doctoral nursing courses with a grade of B- (80) or above to progress in the curriculum. If a student is unsuccessful in any nursing course, that course must be repeated the next time it is offered, and the course must be repeated through Jefferson College of Nursing. Students who earn a grade of C+ or below in a second nursing course, or who earn C+ or below twice for the same course will be dismissed from the College.

Doctor of Nursing Practice (DNP) Program: Nurse Anesthesia Program

Students accepted to the DNP Nurse Anesthesia program pursue a full-time course of study to complete the program. In the event that a student elects to take a temporary pause from study, a leave of absence may be requested in writing to the Chair, Graduate Program or Associate Dean of Academic Affairs. If the leave is granted, the student must file the Change of Status form available in the University Office of the Registrar's website. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reasons are not eligible for a leave of absence. Students who fail to return to the College at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal, and they will have to reapply for admission to the College of Nursing. Following enrollment in the DNP nursing courses at the University, all subsequent program courses must be completed at Thomas Jefferson University.

Nurse anesthesia students must successfully complete all doctoral nursing courses with a grade of B- (80) or above to progress in the curriculum. If a student is unsuccessful in any nursing course, that course must be repeated the next time it is offered, and the course must be repeated through the Jefferson College of Nursing. Students who earn a grade of C+ or below in a second nursing course, or who earn C+ below twice for the same course will be dismissed from the College.

Nurse anesthesia students must successfully complete all nurse-anesthesia-specific courses (non-clinical) with a grade B (83) or above to progress in the curriculum. If a student is unsuccessful in any nurse-anesthesia-specific course (non-clinical), that course must be repeated the next time it is offered through the Jefferson College of Nursing. Students who earn a grade of B- or below in a second nurse-anesthesia-

specific course (non-clinical), or who earn B- or below twice for the same course will be dismissed from the College. Clinical courses are graded as pass/fail. Nurse anesthesia students who earn a final failing grade in any clinical course, are dismissed from the DNP – Nurse Anesthesia Program.

DNP students are required to maintain a cumulative grade point average (GPA) of no less than B (3.00). A student whose cumulative GPA falls below B (3.00) will be placed on academic probation. Students on academic probation have the following two semesters to make up for the deficiency. Students on academic probation who have not been able to obtain a cumulative GPA of (B) 3.0 or better after two consecutive probationary semesters must submit a Request to Continue as a JCN Student to the Committee on Student Promotions or be dismissed from the College. The student must also submit a typed letter to the Committee which outlines the factors which contributed to the previous poor academic performance and the steps and behaviors that were taken to resolve these factors. If the Committee deems this letter acceptable, the student and program Chair will create and sign an acceptable Academic Performance Agreement outlining classes to be taken and a completion time frame. This form must also be presented to the Associate Dean of Academic Affairs for final review and approval. If the student does not maintain continuous enrollment from this point on until graduation, the student will be dismissed from the program with no appeal. The Request to Continue as a JCN Student and Academic Performance Agreement forms are available from the program Chair.

PhD in Nursing Program

Academic progression policies pertaining to PhD students may be found in the Jefferson College of Nursing PhD Student Handbook.

ACADEMIC STANDING

To be considered in good academic standing, the student must maintain a minimum cumulative grade point average of 2.30 in undergraduate programs and 3.00 in graduate programs, and satisfy the special program requirements of the College.

ATTENDANCE REGULATIONS

Attendance is required for all classes for which a student is registered. Attendance requirements are defined by the academic program/department. These requirements along with the student learning outcomes of the course shall be clearly outlined by the faculty at the beginning of each course. Please see the University [Undergraduate Attendance Policy](#) and [Graduate Attendance Policy](#) for further information.

CARDIOPULMONARY RESUSCITATION COURSE COMPLETION

Proof of completion of the American Heart Association cardiopulmonary resuscitation (CPR) course is a requirement for students in all degree and Post-Graduate Certificate programs in the Jefferson College of Nursing. A current American Heart Association CPR completion card or an RQI-Healthcare Provider Quarterly (BLS) (a program of the American Heart Association) must be maintained throughout the program.

CHANGE OF GRADE

To change a student's grade, the faculty must complete and **submit** a change of grade report, which may be obtained in the University Office of the Registrar. For grade changes other than "I" (Incomplete) or correction of a miscalculated grade, the faculty must submit to the appropriate JCN Chair for approval indicating the reason for the change together with the signed endorsement. A student who believes that they have received an inappropriate grade should contact the course faculty lead. A change of grade may be made within six weeks from the last day or final examination of the course.

CHANGE OF INFORMATION

Any change of student information with regard to name, address, marital status, etc., must be reported immediately to the University Office of the Registrar. All name changes are also to be reported to the appropriate program education coordinator (undergraduate or graduate). In order for the University to mail pertinent information to students, the most current address must be available. Other information, such as course schedules and final grades are available on the BANNER Student Website.

Students are required to update their mailing addresses and telephone numbers directly on the website by visiting [Banner](#). To change a name on a student's academic record, the University Office of the Registrar must have proper documentation, such as a copy of a marriage certificate or a court order.

CHANGES OF SCHEDULE: DROPPING OR ADDING COURSES

Students who wish to revise their schedules after registration must contact their Education Coordinator and complete a Schedule Change Form (Drop/Add) and return it with the appropriate signatures to the University Office of the Registrar based on the deadline published in the Academic Calendar.

Prior to changing their schedules, students receiving financial assistance should consult with the University Office of Financial Aid to determine what effect the change may have on their eligibility for aid or deferments on payment of student loans.

Students who are matriculated in a baccalaureate, master's, doctoral or post-graduate certificate program are not permitted to drop all courses in a term without obtaining an approved Leave of Absence or withdrawing from the College, and they will be subject to the refund policy as described below.

Students who stop attending classes without filing the required Course Drop form will be responsible for the full payment of tuition and will receive a grade of "F" for the course. Verbal notification to the course faculty does not constitute an official course drop.

CHANGE OF STATUS FORM

Students must complete a Change of Status form for the following: Change in status from full-time to part-time or part-time to full-time; change in program track, request for leave of absence; or withdrawal from the College/University. This form is available from the University Office of the Registrar and/or the appropriate Chair.

CLINICAL REMEDIATION, PROBATION, AND FAILURE

All Jefferson nursing students are subject to the College's specific regulations governing clinical practice. Clinical Remediation, Clinical Probation and/or Clinical Failure may apply to a student who does not meet the clinical student learning outcomes within a course.

Clinical Remediation

Students who are performing below the expected clinical student learning outcomes will be placed on Clinical Remediation.

Procedure:

1. A meeting will be scheduled between the student and course faculty to review the expected student learning outcomes and the level of observed student performance.
2. A remediation plan, with expected student learning outcomes and a timeline for demonstrated progression will be provided to the student.
3. The student will be informed that failure to follow the remediation plan and/or meet expected progression to attainment of student learning outcomes, will result in Clinical Probation and/or be

addressed through the Community Standards depending on the type of clinical practice deficiency demonstrated by the student.

4. Course faculty will share the remediation plan with expected student learning outcomes and timelines with the student, Director of Simulation and Clinical Skills and the Program Director.
5. Clinical remediation must be resolved before the end of the semester in order to successfully meet the student learning outcomes. If the remediation cannot be resolved, the student will be unable to progress to the next semester.

Unsafe Clinical Practice – Probation and Failure

Students who exhibit unsafe clinical practice with the potential to impact patient health, welfare, and/or safety will be placed on Clinical Probation or immediately recommended for Clinical Failure. Unsafe clinical practice is defined as an action or potential threat by a student that endangers patient health, welfare, and/or safety. Additional factors contributing to an assessment of unsafe practice may include, but are not limited to, false documentation, failure to communicate truthfully, and inappropriate interpersonal communication patterns, among others. The decision whether a given incident or pattern warrants assignment of Clinical Probation or Clinical Failure is the sole discretion of Jefferson College of Nursing faculty. In either the case of Clinical Probation or Clinical Failure, the Committee on Student Promotions will define the conditions under which the student may or may not be allowed to progress to further clinical courses.

A. Procedure for Clinical Probation:

1. Course faculty are responsible for placing a student on Clinical Probation when a student poses a potential threat to patient health, welfare, and/or safety.
2. When a student is placed on Clinical Probation, a meeting will be scheduled between the student, program director and course faculty to review the remediation plan, with expected student learning outcomes and a timeline for progression. The meeting will typically take place within one week of course faculty receiving notice of the concern.
3. A letter notifying the student of Clinical Probation status will be sent to the student and placed in the student's file.
4. As per the timeline indicated on the remediation plan, the course faculty will complete the remediation plan with outcomes and send a copy to the student, the student's file, the program director, and the Committee on Student Promotions.
5. Students who successfully complete the remediation plan and meet all expected student learning outcomes of the course will be removed from Clinical Probation.
6. Students failing to remediate satisfactorily and unable to meet the expected student learning outcomes, will receive a Clinical Failure. Students can appeal their clinical failure through the Grade Appeal process outlined in the JCN Student Handbook & Course Catalog.

B. Procedure for Clinical Failure

Clinical failures can be the result of unsafe clinical practice as defined by the College, either in one event or a pattern of events. Students wishing to appeal a Clinical Failure decision may do so by following the steps outlined in the Grade Appeal Protocol. The decision whether a given incident or pattern warrants Clinical Failure is the sole discretion of Jefferson College of Nursing.

CLINICAL PRACTICE MAKE-UP FEE

It is the policy of Jefferson College of Nursing that undergraduate students who are absent from clinical practice must make up the clinical practice and pay a clinical make-up fee. The clinical make-up fee, payable to Jefferson College of Nursing, is \$250.00 per absence. A money order for the clinical practice make-up fee is to be submitted to the BSN Education Coordinator of the student's program a minimum of five (5) days prior to the scheduled clinical practice make-up date. Personal checks will not be accepted.

Students who request a waiver of the clinical practice make-up fee should be directed to the appropriate Program Director or Program Chair.

CLINICAL PERFORMANCE EXPECTATIONS

Student Unable to Meet Expectation for Clinical Performance

In the event a student has been injured, requires assistive devices, or is unable to meet the physical/mental expectations for clinical performance, as defined by Jefferson Occupational Health Network for Employee & Students, the student will:

1. Notify the clinical course faculty.
2. Notify the appropriate Program Director.
3. Submit documentation by a health professional to the Jefferson Occupational Health Network indicating that the student is unable to attend clinical.
4. Provide ongoing documentation as directed by the Program Director.

Student Able to Meet Expectation for Clinical Performance

If a student is able to meet the physical/mental expectations for clinical performance, as defined by Jefferson Occupational Health Network and is able to return to clinical, the student will:

1. Notify the clinical course faculty.
2. Notify the appropriate Program Director.
3. Submit documentation to Jefferson Occupational Health Network by a health professional indicating that the student is able to attend clinical.
4. In the event an extremity is immobilized or assistive devices are required, the student must be cleared by the Jefferson Occupational Health Network prior to returning to clinical.

Jefferson Occupational Health Network for Employee & Students has many office locations available. To make an appointment visit [Jefferson Health/Jefferson Occupational Health Network for Employees & Students](#).

CONFIDENTIALITY OF STUDENT RECORDS

Student records are held by the University in joint agreement with the student and the University for the benefit of the student. In such an agreement, the student's records are the property of the University but may be released upon the written request of the student. The records of the student are held in trust by the University and are maintained in a confidential manner.

For more information about students' rights regarding education records, please visit the [University Office of the Registrar](#) webpage and click [FERPA](#).

COURSE WITHDRAWAL

During the Drop/Add period, a student may withdraw from a course by contacting their Education Coordinator and completing a [Schedule Change Form \(Drop/Add\)](#). A student who withdraws from a course prior to the deadline published in the college's academic calendar will receive a grade of "W."

A student who withdraws from the class after the deadline published in the University's academic calendar will receive a grade of "WP" (Withdrew Passing) or "WF" (Withdrew Failing), depending upon the level of work at the time of withdrawal. A grade of "WF" is calculated in the grade point average in the same manner as a failing grade.

NOTE: Students who do not officially drop or withdraw from the course according to the procedures described above will be responsible for the full payment of tuition and will receive a grade of "F" for the course. Verbal notification to the course faculty does not constitute an official course drop or withdrawal.

CREDIT HOUR ASSIGNMENT IN ONLINE COURSES

The number of credit hours for courses that meet face-to-face with faculty or remotely is defined by the number of hours spent in classroom; credit hours in synchronous online environments are recorded in the same manner as for traditional classes.

The definition of credit hours in asynchronous learning environments is based on the following guidelines:

1. The course syllabus clearly documents that the course covers the same material of course content that is expected if the class were a traditional campus-based course. Clear documentation includes the student learning outcomes, the course topics, and the stated expectations for readings, projects, and other assignments.
2. In 1998 faculty teaching campus-based core courses in the MSN/DNP program developed each of the campus-based core courses as asynchronous online courses and determined that the course content delivered in the asynchronous environment was of sufficient scope and rigor to ensure the amount of material delivered was comparable to the same campus-based course. Faculty worked with an instructional designer in developing each asynchronous course. Each MSN/DNP campus-based core course was 3 credits, each asynchronous online MSN/DNP core course was 3 credits, and each asynchronous online MSN/DNP core course was 3 credits.
3. During the development and planning of these courses for the asynchronous learning environment, faculty estimated the time a typical student would take interacting with the course content. This was equivalent to the number of credit hours expected in the campus-based courses and was documented in each course syllabus. Hours for completing homework assignments, working on projects, studying for examinations, etc., was considered outside the credit hour requirements for the course.
4. Faculty determine class attendance by the evaluation of student participation in scheduled online discussions, required interaction with the faculty, as well as other classmates, and the timely submission of class assignments rather than simply by the number of logins provided in the statistics measured by the course management system. Quality and quantity of work demonstrated the rigor and time on task assignments was equal to those of the traditional course delivery.
5. Courses taught in the online format are equivalent to the same courses taught in the traditional campus-based format.
6. Courses developed specifically for online delivery must be approved through the College Curriculum Committee in the same way as new traditional campus-based courses.
7. The process and procedures for offering online courses are the same as all other Jefferson College of Nursing courses.

RUBRIC FOR ASYNCHRONOUS ONLINE CREDIT HOUR ESTIMATES

In asynchronous learning environments, the traditional face-to-face contact time is redefined as the time a typical student spends interacting with course content. This definition excludes student work traditionally done outside of class such as preparation, studying, reading, and writing papers.

When faculty plan and develop asynchronous courses, they account for 12.5 hours of contact time for each credit hour (compared to 55 minutes per credit hour in class for fifteen weeks). They also account for two hours of outside student work per credit hour.

The following rubric is used to estimate asynchronous contact hours in the absence of data. Outside student work must be accounted for in the traditional manner.

Interactions with Course Content	Time on Task Estimates	Examples
Startup Preparations	10 minutes per preparation item.	Software Downloads, & Installations, Computer Preparations, Orientation to Course Management Items.
Reading (descriptive and technical text)	3 minutes per page	Textbooks and reference materials, both online and traditional.
Reading (online screens with no interactivity)	2 minutes per screen	PowerPoint Slide Shows, Syllabus, Announcements, Case Studies, Journals.
Reading (online screens with interactivity)	4 minutes per screen	Multimedia. Tutorial.
Video	5 minutes per video	Faculty Brief. YouTube. Demonstrations.
Lecture Capture	30 minutes per lecture	Staged or Classroom Capture.
Audio	5 minutes per audio presentation	Music, Medical, History, Speeches, Radio, Nature.
Podcasts. Phone Apps	5 minutes per Podcast	Mobile Learning.
Simulations and Gaming	15 minutes per simulation	Virtual Laboratories, Hands-on learning, Mock Criminal Trial, Virtual Field Trips.
Practice Problems (not homework)	20 minutes per problem	Math, Computer Science, Case Studies, Surveys.
Outside Online Short Training Courses	50 minutes per page (including prep)	Courses taken, usually from Government sources (e.g., FEMA Online Training Courses) as one requirement in an online course.
Writing Assignments	1.5 hours per page (including prep)	
Discussion Forum	60 minutes per session	Discussion, Remote Conferencing Chats, Group Collaboration, Wikis, Blogs, Social Learning, Online Office Hours.
Quizzes	20 minutes per quiz	

CRIMINAL BACKGROUND CHECK, CHILD ABUSE CLEARANCE, DRUG TESTING AND FBI FINGERPRINTING FOR THOMAS JEFFERSON UNIVERSITY NURSING STUDENTS

In response to the national trend requiring criminal background checks, child abuse clearances, drug testing and FBI fingerprinting for students placed in healthcare settings, all nursing students are required to complete this process as part of the admitted student requirements and while enrolled in clinical coursework in the Jefferson College of Nursing. Students are required to report any additional violations, arrests, or convictions that occur at any time during enrollment in the Jefferson College of Nursing, including during a leave of absence.

The student must complete the process even if a criminal background check, child abuse clearance, drug test or FBI fingerprinting with another agency or for other purposes had been previously completed.

To assist the student in completing this requirement, JCN uses Exxat APPROVE. Exxat APPROVE provides an online service that allows the process to be completed expeditiously and works closely with students should follow-up questions arise. Exxat APPROVE houses all student clearance requirements and partners with Universal Background Screening, Inc. and Identego to manage background screening and fingerprints.

Students will each have a personal account with Exxat APPROVE and they should upload results and/or reports directly to this account. Do not send any results to Jefferson. Exxat APPROVE notifies Jefferson whether clearance requirements have been completed and whether the results require further action. The student should retain a copy of each report as the clinical site may request that a copy be submitted at the time of placement.

An adverse Child Abuse Clearance will prevent the student from being placed at a clinical site and consequently the student will be unable to meet program requirements for graduation. Thus, if a student receives an adverse result on the Child Abuse Clearance, the offer of acceptance to Jefferson College of Nursing will be rescinded.

An adverse criminal background check, drug test result and/or FBI fingerprinting report may result in the offer of acceptance to Jefferson College of Nursing being rescinded or the inability to place the student at a clinical site. Additionally, clinical practice or fieldwork placements may be denied due to incomplete medical clearances. Students who are unable to be placed at a clinical site will be unable to meet program requirements for graduation. In these situations, the offer of acceptance to Jefferson College of Nursing may be rescinded. Students may NOT attend clinical rotations until they have been fully cleared by Exxat APPROVE.

Students with questions regarding Exxat APPROVE should contact approve@exxat.com.

All students requesting a religious or medical exemption must email jcnexemptions@jefferson.edu at least one month prior to clinical rotations beginning.

DISABILITY ACCOMMODATIONS

Thomas Jefferson University is committed to providing equal educational opportunities to all students, including student with disabilities. Under the law, a person with a disability is defined as an individual who (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a history or record of such impairment, or (3) is regarded as having such impairment.

A student requesting accommodation for a disability must contact the Associate Provost of Student Affairs (215-503-6335, Edison Building, 18th floor, room 1810G) and submit documentation of that disability. See the University policy on [Disability Accommodations](#) for further information.

DISTANCE LEARNING

Students engaged in distance learning are directed to the [Distance Learning Support](#) Website.

What are the requirements for a JCN distance learning course?

JCN courses (on campus and online) use Canvas as the learning management system. Most documents and files are distributed this way. Lectures may be offered synchronously, using various webcasting applications, or asynchronously as a recorded presentation that may be viewed on demand. Below are the

general hardware and software requirements. If you do not already have the necessary viewer applications, the system will generally prompt you to download the free player.

For synchronous courses, the University uses Blackboard Collaborate Ultra and Zoom, which require the use of a web cam and headset (audio, microphone, and camera).

Hardware

- [Blackboard Collaborate Ultra System Requirements](#)
- [Zoom System Requirements](#)

For audio communication, you must use a headset or earbuds and microphone instead of using the computer speakers. The recommended hardware is a headset with microphone that utilizes 2 mini jacks (3.5 mm jacks).

It is strongly recommended that your computer have a wired high-speed internet connection (i.e., no dial-up or air cards). A wireless connection may work but may not supply you with adequate connection speed for your entire session.

You will have to use a wired connection to participate if your wireless speed is not fast enough. Students are strongly encouraged to test their equipment before the first class session by scheduling a test session with Educational Technology Support. Call 215-503-2830 or email EdTech.Support@lists.jefferson.edu.

Software

Jefferson uses MS Office for documents (MS Word); spreadsheet (MS Excel); and presentations (MS PowerPoint). You do not need to use MS Office if you normally use a different suite of tools, but you will need to save your files in that format.

Internet Access and Email

Jefferson will issue each student a campus-key (your campus username to access-restricted content) and an email account. The campus-key will be used to access course content (on Canvas), library resources, Banner (registration), and email. Thomas Jefferson University and Jefferson College of Nursing will ONLY contact students via the official jefferson.edu email account. Students may forward emails to another account, but it is the student's responsibility to monitor email quota and remove old messages if the auto-forward function is used.

Skills Requirements

In general students should be comfortable with computers, be familiar with uploading documents to a system, internet searching, word processing, email and know how to send attachments with email.

Frequently Asked Distance Learning Questions:

- *How much time will I need to spend on course content each week?*
The amount of time you spend on the course content will depend to a certain degree on the particular courses, your own background and knowledge, your learning style, your computer, even the speed and reliability of your online connection. However, you should know that online courses generally take more time than anticipated, not less. An online course is just as demanding as a traditional one. You should expect to spend between 6 and 10 hours per week on the course work.
- *If I don't see the course faculty every week, how will I interact with my faculty?*
Most interaction will be electronic (i.e., via email and electronic bulletin boards). Faculty will respond Monday to Friday, during business hours, to email and voicemail. Appointments (e.g. conference calls) may also be arranged.

Each course will give specifics on how you will get feedback from the faculty and how to contact the faculty.

- *Is help available when I have questions? From whom?*
 - Questions about the content of your course will be referred to the course faculty.
 - Questions about campus wireless, changing your password, should be referred to IS&T. You can contact IS&T at 215-955-7975 (24 hours/day and 7days/ week).
 - Support for the Exemplify testing software is available through the vendor at 866-429-8889 ext. 3
 - Questions about library services and literature searching should be referred to the library. You can contact the library at 215-503-6994 or go in person to the 2nd floor of the Scott Library to the Service Desk or email: AskLibrarian@jefferson.edu
 - Questions about educational technologies (Canvas, Nearpod, VoiceThread, etc.) should be referred to Educational Technology Support. You can contact EdTech Support at 215-503-2830. Or email: EdTech.Support@lists.jefferson.edu
- *I'm not sure if I have the correct equipment and software. Whom should I contact?*

Please review the [Canvas System Requirements](#). Remember that you can also complete your course work using the computers in the Library or in any of the computer classrooms on campus.
- *Is distance learning right for me?*

Students enrolled in online courses, one of many types of distance learning, complete the course content via computer and modem at times and places convenient for them. There is no need to come to campus at a set time each week to attend a lecture. For this reason, online learning obviously has tremendous appeal for students who live far from campus or who have work or family schedules that preclude them from taking a traditional lecture course.

However, there are issues other than convenience and flexibility to think about when considering this type of learning. The most successful distant students are independent, organized, and well-disciplined. They are also good time-managers and are comfortable with computers, internet searching, and electronic communication, particularly email. Of course, this is not to say you should steer clear of an online course if you don't possess each of these qualities or skills. But you should consider how you best learn, how independently you can work, how self-disciplined you are, and how comfortable you are with computer technology.

DISTANCE LEARNING INTEGRITY STATEMENT

The Distance Education Integrity Policy was established to ensure documentation of the processes through which JCN verifies that the student who registers in a distance education course is the same student who participates in, completes and receives credit for that course. This policy will be upheld for each course that has an online component. Students are required to acknowledge the Distance Education Integrity Statement electronically at the beginning of every course by following the instructions provided.

DOCUMENTATION FOR JCN STUDENT FILES

Exxat APPROVE for Compliance and Tracking

For your compliance tracking at Jefferson College of Nursing, you will be using Exxat APPROVE (<https://login.exxat.com>). You will receive an email invitation from Exxat to create your account and start your compliance processes.

In Exxat APPROVE, you will upload health/immunization and background clearances and initiate screenings for your background check, drug screening, and Pennsylvania Access to Criminal History (PATCH) clearances in Exxat APPROVE. Additional guidelines regarding these clearances will be available in Exxat APPROVE.

In order for students to comply with academic/clinical clearance procedures, all documentation required for a clearance review must be uploaded to Exxat APPROVE by program-specific deadlines. There will be no exceptions to this policy. Uncleared students will not be permitted in academic/clinical areas that require clearances.

Clearance requirements are a critical part of clinical readiness. Students must be completely cleared by the first day of classes. If students are not fully cleared, they will be dropped from the course at the drop/add deadline each semester."

EMAIL

Each student will be assigned an email account. Email is one of the primary means available to faculty to communicate with students easily and quickly. Consequently, it is imperative that students frequently check for messages. There will be no latitude allowed for students who claim that information was not communicated when faculty transmitted it electronically. Email communication will be conducted through students' Jefferson accounts ONLY. Student email accounts will be designated as such by FIRSTNAME.LASTNAME@students.jefferson.edu.

FAILURE TO COMPLETE A COURSE

A student who has not met all requirements of a course, may be given the grade of "I" (Incomplete). A grade of "I" indicates that the student has not completed all the course requirements. The grade is given only when the work already completed has been of quality acceptable to the faculty. For students in undergraduate programs, this grade automatically becomes an "F" if the work is not completed and the faculty does not submit a grade within four weeks after the end of the course or the final examination. For students in graduate programs, this grade automatically becomes an "F" if the work is not completed and the faculty does not submit a grade within six weeks after the end of the course or the final examination.

GRADE APPEAL PROTOCOL

The grade appeal policy and procedure affords recourse to a student who believes evidence exists that an inaccurate final grade has been awarded. For more information about the grade appeal policy and procedure, please review the [University Grade Appeal Protocol](#).

A student whose basis for dissatisfaction with a grade does not fall within this grade appeal policy may wish to review the [University Grievance Procedure](#).

GRADING SYSTEM

The following is the grading system used in the Jefferson College of Nursing, including the quality points assigned for use in the calculation of the grade point average (GPA). Note that the minimum grades required for satisfactory performance in each course and for progression in the program are determined by the academic policies governing the particular program. Students should consult the appropriate section in this handbook for specific criteria and policies governing progression in the academic program in which they are enrolled.

GRADE		QUALITY POINTS
A+	= 98-100	4.0
A	= 93-97	4.0

A-

= 90-92

3.7

B+	= 87-89	3.3
B	= 83-86	3.0
B-	= 80-82	2.7
C+	= 77-79	2.3
C	= 73-76	2.0
C-	= 70-72	1.7
D+	= 67-69	1.3
D	= 63-66	1.0
D-	= 60-62	0.7
F	= Below 60	0.0
WF		0.0

A minimum of 77.0 is required for passing in all BSN courses.

A minimum of 80.0 is required for passing in all MSN and DNP courses.

A minimum of 83.0 is required for passing in all nurse-anesthesia-specific courses.

A minimum of 84.0 is required for passing in all PhD courses.

Only final grades will be rounded. At the close of an academic term, each course faculty assigns a letter grade indicating the quality of a student's work in the course.

GRADES NOT CALCULATED IN THE GRADE POINT AVERAGE (GPA)

AU	Audit: Instructor permission required; no credit awarded. Please refer to " Auditing a Course " policy.
CR	Credit: Awarded for successful completion of a course labeled credit/no credit, or challenge examination. Minimum threshold numerical/letter grades to achieve a "CR" grade are determined at a program level.
I	Incomplete: Awarded only when the student has done course work at a satisfactory level. For students in undergraduate programs, failure to remove an incomplete grade prior to the end of the 4 th week following the conclusion of THE FINAL EXAM (OR AS DETERMINED BY THE PROGRAM IF THE COURSE IS A PRE-REQUISITE) WILL RESULT IN A GRADE OF "F." For students in graduate programs, failure to remove an incomplete grade prior to the end of the 6 th week following the conclusion of THE FINAL EXAM (OR AS DETERMINED BY THE PROGRAM IF THE COURSE IS A PRE-REQUISITE) WILL RESULT IN A GRADE OF "F."
IP	In Progress: Applicable to JCN, JCLS, and JCPH only. Assigned when course work is scheduled on a continuous basis over more than academic term (e.g., thesis/dissertation). The final course grade and credit are awarded in the term of completion.
NC	No Credit: Assigned when a student has not successfully achieved a passing score on a challenge examination, or passed a course labeled CR/NC. Minimum threshold numerical/letter grades to achieve a CR grade are determined at a program level.
P	Pass: Awarded when a student successfully passes a course labeled Pass/Fail. Minimum threshold numerical/letter grades to achieve a "P" grade are determined at a program level.
T	Transfer Credit: Transfer credit awarded.
UP	Unsatisfactory Progress: Provides an opportunity for students who have experienced late improvement in a clinical affiliation and may need extra time in the clinic to fine-tune their skills. UP is not calculated in the student's GPA. Failure to remove the grade prior to the designated time frame determined by the College/Department will result in a grade of "F."
W	Withdrawal: Students who complete an authorized withdrawal by the deadline published in the Academic Calendar receive a grade of W. After the deadline, a student

who withdraws will receive a grade of WF (Withdrew Failing). WF is calculated in the student's GPA as 0.00 quality points. See "Course Withdrawal Policy" for information on requesting permission for late withdrawal and receiving a W grade.

WP Withdrew Passing: Used in extraordinary cases determined at the college level. Please refer to your college/program handbook.

WF* Withdrew Failing: WF is calculated in the student's GPA.

GRADE POINT AVERAGE CALCULATION

The grade point average (GPA) is computed in the following manner:

1. Multiply the number of Quality Points for each grade by the Credit Hour value assigned to each course attempted.
2. Divide the sum of these products by the total number of credits attempted.

The cumulative GPA is based on the grades earned in all courses taken in the Jefferson College of Nursing, except for the following circumstances.

ADMISSION TO A SECOND PROGRAM

A graduate of one program of the University who is admitted to a second program has a cumulative GPA for the second program based only on the grades earned in courses taken after completion of the first program.

ACADEMIC HONORS (BSN PROGRAMS ONLY)

Dean's List – At the end of each academic term, recognition on the Dean's List for Distinguished Academic Achievement is awarded to those students enrolled in undergraduate programs with no fewer than 12 credit hours per semester who have achieved a minimum grade point average of at least 3.50 for the term.

ACADEMIC HONORS (LATIN HONORS) AT GRADUATION (BSN PROGRAMS)

To graduate with honors, a student must:

- Complete at the College a minimum of 60 credits in a bachelor's degree program
- Earn at least 50% of these credits in graded (non-Pass/Fail) courses
- Achieve a cumulative grade point average as follows:
 - Cum Laude 3.50-3.64
 - Magna Cum Laude 3.65-3.79
 - Summa Cum Laude 3.80 or above

The cumulative GPA is calculated on grades earned in Jefferson College of Nursing courses only. Transfer courses are not included.

GRADUATION POLICY

BSN students must complete the specific total credits and course requirements in the major program of study and achieve a cumulative grade point average of at least 2.30 (C+) on all attempted work to qualify for graduation from the University.

Graduate students must complete the specific total credits and course requirements in the major program of study and achieve a cumulative grade point average of at least 3.00 (B) on all attempted work to qualify for graduation from the University.

Full-time students are required to complete their course of study within three (3) years of the date of matriculation. Part-time students are required to complete their course of study within five (5) years of the date of matriculation. An extension may be granted in the event of extenuating circumstances, such as a documented serious illness.

Residence Requirements for Graduation

A student must earn a minimum of thirty (30) semester credits on campus immediately preceding graduation for a degree to be conferred.

Application for Graduation

The official awarding of degrees takes place three times each year: at the Commencement Exercises following the conclusion of the spring semester, in August at the conclusion of the summer semester, and in December at the conclusion of the fall semester. Students who expect to meet the requirements for graduation in a given year must file an online application with the [University Office of the Registrar](#) no later than the published date in the [Academic Calendar](#).

The University Office of the Registrar will email eligible students instructions for completing the Application for Graduation and ordering of cap and gown to their Jefferson email account.

A student who applies for graduation and then fails to qualify must reapply, indicating the revised date of completion of graduation requirements. A student who does not qualify for graduation in time for Commencement exercises may participate in the next academic year's graduation program.

STUDENT GRIEVANCE PROCEDURE

All members of the Thomas Jefferson University community have the right to express concerns when they perceive that they have been treated in a manner not consistent with the standards of conduct at the University. The student grievance procedure as described below is intended to allow students this mode of expression. However, the student grievance procedure is not intended for grade appeals or dismissal due to unsafe clinical practice. Please see the policy for grade appeals located on the university website or dismissal due to unsafe clinical practice in this handbook. The student grievance procedure includes the following steps:

- 1) Students are encouraged to address the problem at the point closest to the issue. In the Jefferson College of Nursing, the student is encouraged to attempt to resolve the dispute with the faculty or staff member involved with the issue.
- 2) If dissatisfied with the outcome after meeting with the person closest to the issue, the student may meet with the appropriate Program Director to reach a resolution.
- 3) If satisfactory resolution was not achieved in the student's meeting with the Program Director, the student may file an official complaint by completing the Student Grievance Form.
 - a. When the complaint information is received, the Dean or Dean's Designee will schedule a meeting with the student to discuss the complaint. Please note that the Dean/Dean's Designee may request additional information from the student who submitted the complaint, as well as from other individuals identified in the complaint. Every reasonable effort will be made to preserve an individual's privacy and protect the confidentiality of information connected with the complaint. The information will be shared only with individuals who assist or are otherwise involved in the investigation and/or resolution of the complaint, or who otherwise have a need to know about the complaint and/or its resolution.
 - b. The Dean is the final authority in hearing student grievances.

All parties are encouraged to address the issue promptly in writing (within three [3] class days whenever possible) so that resolution of the grievance should require no more than three weeks.

Records of the grievance are kept by the respective faculty and administrative personnel and do not become part of the student's permanent record. If an official complaint is filed with the Office of the Dean, the University will also track such complaints and maintain a record that includes a date the complaint was

received, the student(s) identified with the complaint, the nature of the complaint (including a copy of the written complaint), the University officials who were involved in addressing the complaint, the steps taken to resolve the complaint, and the final resolution/disposition of the complaint. This information may also be made available to regulatory agencies and accrediting bodies as required in accordance with applicable law, regulations, and policies.

GUIDELINES FOR INDEPENDENT STUDY (NU 499/NU 699)

Introduction: The opportunity to develop an “Independent Study” in nursing is provided for students to explore an area of interest while defining their own individualized program of study. During this experience, students will work closely with the faculty advisor(s) to complete the learning activities that have been established for them. The NU 499/NU 699 is designed for the independent and self-directed student. A maximum of six (6) credits can be taken via independent study. It is meant to be a meaningful and enjoyable experience. The following guidelines are offered to facilitate the development of the proposal.

- A. All proposals are to be typed.
- B. Student will define the topic for their study.
- C. Student will identify the faculty member best able to assist in accomplishing goal(s). If an independent study is planned in any clinical area, the student must identify a clinical facilitator/preceptor in addition to a faculty advisor.
- D. Determination of the appropriate credit allotment should be based on the expected outcome of the Independent Study. Keep in mind the following time frame :

DIDACTIC

One (1) credit: approximately 15 hours of work

Two (2) credits: approximately 30 hours of work

Three (3) credits: approximately 45 hours of work

CLINICAL

One (1) credit: approximately 30 hours of work

Two (2) credits: approximately 60 hours of work

Three (3) credits: approximately 90 hours of work

In considering credit allocation, allow time for the planning and implementation phases of the study. Since each study is highly individualized, the faculty advisor should be consulted to adjust the appropriate credit allotment for the student’s anticipated workload.

- E. The topic of the study should clearly reflect the “title” of the student’s study. For example, “A Cost Analysis of Home vs. Institutionally Administered Chemotherapy” or ‘Career Ladders: Do They Benefit Patient Care?’ would be appropriate topics. Keep the topics as concise and narrowly defined as possible.
- F. The purpose of the study should explain why the learner is studying the topic and how the end result will be applied. For example, “By undertaking this study, I intend to demonstrate that home chemotherapy is more cost-effective.”
- G. Objectives are not difficult to define; simply put, they break down the purpose of the study into easily measurable behaviors. They identify the knowledge the student plans to gain through accomplishing the study. For example, “identify” those chemotherapeutic agents approved for administration in the home and “investigate the cost of the third-party carriers when chemotherapy is given in the home vs. in the hospital.”
- H. The learning activities should be directly related to the objectives, e.g., library research, developing a teaching plan, interviewing clients, attending conferences, etc. The choice of learning activities can appropriately be didactic or clinical activities or a combination of both. Spell out the learning activities as clearly as possible. Delineating a period helps considerably.

- I. Methods of evaluation refer to how the grades will be assigned; paper, project, presentation, or poster. Be as specific as possible.
- J. The form must be signed by the student and the faculty advisor before pre-registering for the next semester.

FINAL NOTE: Each proposal must clearly spell out what the student individually hopes to accomplish by completing this study. Group proposals are not acceptable. Remember, the student is earning credit for this independent study. Each proposal should be carefully thought out and planned before submitting it for approval. Personal and professional growth will be rewarded.

**THOMAS JEFFERSON UNIVERSITY
JEFFERSON COLLEGE OF NURSING**

PROPOSAL FOR NURSING 499 AND NURSING 699

INDEPENDENT STUDY

STUDENT NAME: _____

FACULTY ADVISOR: _____

ACADEMIC TERM: _____

CREDITS: _____

TOPIC OF STUDY: _____

PURPOSE OF STUDY: _____

OBJECTIVES: _____

LEARNING ACTIVITIES: _____

METHOD(S) OF EVALUATION: _____

STUDENT SIGNATURE: _____

FACULTY ADVISOR SIGNATURE: _____

GUIDELINES FOR WRITTEN COURSE ASSIGNMENTS

- a. Students are required to use the APA Manual, 7th edition.
- b. All written work, unless otherwise specified, must be submitted in a Word document format, using the most recent APA style manual as a guide.
 - Non-typed work (unless otherwise specified) will NOT be accepted;
 - Papers not in current APA format will NOT be accepted; and
 - Papers with incorrect APA formatting will lose 1 point for each occurrence up to 5 points maximum.
- c. All work must be grammatically correct, properly referenced, and reflective of current nursing and other healthcare professional references.
 - Unless otherwise specified in the course syllabus papers with grammatical and spelling errors will lose 1 point for each incorrect occurrence up to 10 points maximum; and
 - Textbooks are not considered appropriate sole references for written work for Graduate (MSN, DNP, and PhD) level students.
 - Textbooks may be used by students in undergraduate (BSN) courses.
- d. Electronic submission for written course assignments must be submitted in Word document format. No photographs, PDFs, or JPEGs will be accepted unless otherwise specified within the course syllabus or assignment directions.
- e. Students may also access the Academic Commons and/or the Jefferson Student Writing Center for questions pertaining to the use of APA format.
- f. Any assignment not submitted by the specified due date and time will lose 5 points for the day it was submitted late and 5 points for each subsequent day that it is late. All required assignments MUST be submitted even if they are submitted too late to receive any points. Exceptions will be reviewed on an individual basis in advance of assignment due dates by course faculty.

HEALTH REQUIREMENTS

Thomas Jefferson University, Jefferson College of Nursing requires that all students meet their outstanding health requirements 30 days prior to matriculation. This includes immunizations and PPD screenings. In order for students to comply with academic/clinical clearance procedures, all documentation required for a clearance review must be uploaded to Exxat APPROVE by program-specific deadlines. There will be no exceptions to this policy. Uncleared students will not be permitted in academic/clinical areas that require clearances.

All students requesting a religious or medical exemption must email jcnexemptions@jefferson.edu at least one month prior to clinical rotations beginning.

IDENTIFICATION CARDS

All students in the Jefferson College of Nursing are issued photo identification cards to be carried at all times on campus and in clinical facilities.

The initial ID card is provided at no charge. If a student's identification card is lost or damaged, replacement cards can be obtained for a fee from the Photo ID Center located at 1100 Walnut Street, Suite 102 (to the left, before the lobby entrance). The Photo ID Center is open during store hours from 7:00 am to 4:00 pm Monday through Friday. For more information call (215) 955-7942.

INFORMATION SERVICES AND TECHNOLOGIES (IS&T) INFORMATION

In order to orient students to the computing environment at Jefferson, several areas of importance are summarized below. Incoming and current students may visit a specialized student information center on the Scott Memorial Library [Technology](#) page. The site contains up-to-date information on the computing environment at Jefferson; as well as links for student support. For those that require live IT assistance, you can call 215-955-7975 to talk to a member of the IS&T Solution Center.

The Campus Key is your universal login credential and personal identifier that allows access to information resources on campus. If you do not know your Campus Key, you can retrieve it one of two ways:

1. If you are on campus, visit: https://tjuh.jeffersonhospital.org/campuskey/campuskey_lookup.cfm
2. If you are off campus, call IS&T at 215-955-7975.

Your initial password is usually your first and last initial in lower case, last four digits of your social security number, and your first and last initial in upper case. You will be notified if a different password was created for you. Always change your initial password using the Campus Key Help under Quicklinks. The Campus Key is used to authenticate your identity and grant you access to TJU computing services, such as Canvas, the JeffMail email system, library systems, the Banner student information system, wireless network, public/lab computers and support services.

Please be advised: No University group, including IS&T will ever ask you for account information such as Username, Campus Key, or Password via email. If you receive an email requesting this information or that links to a website that requests this information, do not respond. If you reply to such an unauthorized email (known as “phishing”) your Jefferson accounts may need to be disabled. Please remember that IS&T will NEVER ask for your Social Security Number, password, or account data via email.

Canvas

Jefferson uses Canvas as its learning management system (canvas.jefferson.edu). Access to Canvas is made by using your Campus Key (format: campuskey@students.jefferson.edu) and password.

Canvas allows access to calendars, announcements, and links to all of your courses and student organizations in one convenient place. Please note: Canvas is also used as a tool for providing information to students, faculty, and staff. It is important that all students log in to Canvas regularly as numerous important notices are updated frequently.

Email

The student Jefferson email address is generally represented as FIRSTNAME.LASTNAME@students.jefferson.edu. This is the email address that students should provide to others as their official email address at TJU. While the Campus Key is used for authentication on campus systems, the email address is used for official communications. Email can be accessed by visiting [JeffMail](#), logging in with your Campus Key and password and choosing the link ‘Office 365 login for TJU students’. Access to this web-based email is available from any internet or campus connected computer using the Microsoft Edge browser. Other browsers may also work but are not generally supported by IS&T.

Please note: JeffMail is the University’s official correspondence method and is the only formal method of electronic communications between TJU and students, faculty and staff. It is also the primary way in which advisors, faculty, and other staff will communicate with students. It is very important that all students check their JeffMail email account at least once per day; this will ensure no important emails are overlooked. In addition, important information will be sent periodically leading up to orientation.

Banner Web

Banner Web is the student information system. Students can access grades, general financial aid information, unofficial transcripts, tuition information, class schedules, final grades and much more.

Library

Scott Memorial Library provides databases, full-text collections, and library services at library.jefferson.edu. The Dixon Library at the Horsham campus also serves as a resource for students.

Incoming and current students may visit a specialized student information center on the Scott Memorial Library Technology page.

Jeff Wireless Network

Jefferson maintains a wireless network providing connectivity in the residence halls (Barringer, Orlowitz and Martin buildings), Scott Memorial Library and Hamilton Building. The student wireless network name is: eduroam. The wireless network also covers most, if not all, the classroom areas in Edison, College, Curtis, Bluemle, and Jefferson Alumni Hall. The network provides students with high-speed network connectivity within these areas to academic resources and the Internet.

PC Network Registration

All students will need to register their PCs and laptop computers to access the TJU network. Student Wireless (eduroam) is available to all students. When connecting to eduroam, you will be prompted to enter your campus key and password. After you are connected, open a web browser and you will be automatically redirected to a Jefferson self-registration webpage. Log in to this page using your campus key and password to register your device. You will only be prompted with this page once per device.

If you are considering a computer purchase, Jefferson recommends a laptop, tablet or smartphone. These devices should be compatible with the 802.11 G and N standard necessary to use WPA2 ENTERPRISE authentication protocol as the personal WEP or WPA versions do not allow for user authentication.

If you experience issues connecting to Student Wireless (eduroam), please contact the IS&T Solution Center at 215-955-7975.

The East Falls Campus Store is located at Kanbar Campus Center, 4201 Henry Ave, Philadelphia, PA 19144. The Jefferson Campus Store can be found online at www.jeffersoncampusstore.com. To contact the Campus Store please call 215-955-7922 or email us at campusstore@jefferson.edu. The Campus Store is an Apple Authorized Campus Store and offers educational pricing on Apple notebooks, iPads, Apple Watches and peripherals. We have several demo units on display to consider and purchase.

If you decide to purchase a computer from us, we offer educational discounts on Apple, HP, Lenovo and Dell computers. We can special order most configurations from all of these vendors all at educational pricing. To access our in stock computer models, please go to www.jeffersoncampusstore.com and click on the [“Ram Tech” catalog](#).

Below are the minimum and the recommended laptop configurations for students to access the TJU wireless network and to provide adequate computing performance for software applications used on campus.

Recommended Minimum Configurations for New Computer Systems			
Hardware		Windows	Mac OS
	Processor	Dual Core i5 Processor	M2 or Intel Chipset
	Memory RAM	8.0 GB	8.0 GB
	Hard Drive	256 GB	256 GB
	Graphics	Built-in Video Card	Built-in Video Card
	Sound	Built-in Audio & Speaker	Built-in Audio & Speaker
	Network Connection	10/100/1000 Base-T Ethernet	10/100/1000 Base-T Ethernet
	Wireless Network	Built-in Wireless 5Ghz G/N Network Card (Intel Preferred)	Built-in Wireless 5Ghz G/N Network Card
Recommended Operating System		Windows 11	Monterey (12) or Newer

LATENESS

Classes will begin on time. Any student who arrives after class has begun should wait until the first break or until permission is received from the faculty to enter the classroom. The student is responsible for meeting student learning outcomes that were covered during the missed classroom time. Any materials that were handed out during this time are the students' responsibility to obtain.

LEAVE OF ABSENCE FOR BSN STUDENTS

In the event that an undergraduate student (BSN) requires a non-academic-related leave of absence, the student will have the opportunity to return to the BSN plan of study. Ability to progress in the BSN curriculum will occur as follows:

When personal circumstances make a temporary absence from the College advisable and when intent to return is evident, a leave of absence may be granted to a student matriculated in the BSN degree program who files the Change of Status Form available on the University Office of the Registrar's website. Permission of the College Chair of Undergraduate Programs or Associate Dean for Academic Affairs is required. A leave will be granted for a period of one semester, up to a full academic year. A student who is subject to dismissal for academic or disciplinary reasons is not eligible for a leave of absence. A student who has been placed on academic probation and is subsequently granted a leave must satisfy the terms of the probation upon returning.

If a leave is granted during an academic term, the same procedures and policies pertaining to grading of individual course withdrawals will be in effect. In the case that a student must take a medical leave of

absence, the [University Leave of Absence – Medical](#) Policy will be applied. Upon return from a medical leave of absence the student must visit Occupational Health Network for Employees & Students to determine their ability to return to class or clinical (see the Medical Leave of Absence and Mandatory Medical Leave of Absence sections below for further details).

A leave of absence should be arranged in advance. A student considering a leave should first consult with their program director regarding possible effects on their progress toward the degree. Students who have borrowed federal, institutional or private loans are required to complete a federally mandated Exit interview counseling session with the Financial Aid Office.

Prior to return from the approved leave of absence, the student will meet with the Director of the Program in which the student is matriculated to determine their individual plan of study. Individual plans will include student demonstration of competency consistent with student learning outcomes and clinical skills in the BSN plan of study that were completed at the time of the approved leave. Students are eligible for one leave of absence during the BSN program. Students who fail to return to the College at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal.

LEAVE OF ABSENCE FOR MSN AND DNP STUDENTS

When personal circumstances make a temporary absence from the academic program advisable and when an intent to return is evident, a leave of absence must be requested from the Chair, Graduate Programs. Students requesting a leave of absence must complete the Change of Status Form available on the University Office of the Registrar's website. Permission of the Chair of Graduate Programs or Associate Dean of Academic Affairs is required. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reason are not eligible for a leave of absence. A student who has been placed on academic probation and is subsequently granted a leave must satisfy the terms of the probation upon returning.

If a leave is granted during an academic term, the same procedures and policies pertaining to grading of individual course withdrawals will be in effect. In the case that a student must take a medical leave of

absence, the [University Leave of Absence – Medical](#) Policy will be applied. Upon return from a medical leave of absence the student must visit Occupational Health Network for Employees & Students to determine their ability to return to class or clinical (see the Medical Leave of Absence and Mandatory Medical Leave of Absence sections below for further details).

Students who fail to return to the program at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal, and they will have to apply for readmission in order to return.

Students considering a leave should first consult with their academic advisor and other appropriate advisors regarding possible effects on their progress toward the degree, financial aid and tuition charges. A leave of absence should be arranged in advance, and the student should follow the same procedure as for withdrawal from the College.

Students who have borrowed federal, institutional or private loans are required to complete a federally mandated Exit Interview counseling session. Besides being a federal requirement, it is a very helpful counseling process to ensure that students know the facts and repayment strategies that apply to student loans and to safeguard loans from becoming delinquent during a leave of absence, withdrawal or any other period of non-enrollment or drop in credits to below a half-time status level.

MEDICAL LEAVE OF ABSENCE

For a medical leave of absence, students must proceed through Occupational Health Network for Employee & Students, which will notify the Office of the Dean of its recommendation regarding a medical leave. No medical leaves will be reviewed or received without the endorsement of the Director of Jefferson Occupational Health Network, or other physicians designated by the Director of Jefferson Occupational Health Network.

A medical leave of absence will be for a period of up to one year. A leave of more than one year's duration will be granted only under the most extraordinary circumstances and only after review by the Office of the Dean. Prior to return, which may be applied for prior to the one year anniversary, appropriate medical screening will be arranged by the Director of Jefferson Occupational Health Network with consultation, if necessary, to provide assurance of the student's fitness to return to class.

MANDATORY MEDICAL LEAVE OF ABSENCE

The Jefferson College of Nursing has an obligation to protect patients, students, faculty, and employees from harm caused by the actions of any student. If remaining in a course or rotation or in the Jefferson College of Nursing is thought to be detrimental to the student, classmates, faculty, or to the delivery of patient care, the JCN Dean or the Dean's designee has the right to temporarily remove a student from JCN, a course, or a rotation, pending medical and/or psychiatric evaluation and review by the Director of Occupational Health Network for Employees & Students, or other physicians designated by the Director of Occupational Health Network for Employees & Students.

Removal from JCN, a course, or rotation, are all subject to review by the Committee on Student Promotions and the Associate Dean of Academic Affairs as appropriate.

The JCN Associate Dean for Academic Affairs or the Dean's designee will determine the length of the leave and will require the students to demonstrate fitness to return to the college. The JCN Associate Dean for Academic Affairs or the Dean's designee will alert the student, in writing, of any restrictions during their leave of absence.

Prior to return, appropriate medical screening will be arranged by the Director of Occupational Health Network for Employees & Students with consultation, if necessary, to provide assurance of the student's fitness to return to class.

Any financial costs that may be incurred are the responsibility of the student. Reentry after a leave for psychological /psychiatric reasons will include an interview by the psychiatrist designated by the Director of Occupational Health Network for Employees & Students. Should the JCN Committee on Student Promotions direct a mandatory leave of absence, the Committee will define the conditions of return, which may include restricting the scheduling of clinical or clinical practice rotations at away sites.

ONLINE EXAMINATION POLICY

Students taking examinations in an online course are expected to adhere to the academic integrity policy. It is expected that the examination reflects one's own independent and individual work. Failure to abide by the Academic Integrity Policy can result in academic sanctions up to and including dismissal from the program.

PERSONAL DIGITAL DEVICES IN THE CLINICAL SETTING

Personal Digital Devices (PDDs include but are not limited to smart phones, smart watches, laptops, cell phones, and iPads that are used for clinical, clinical practice, and graduate clinical practicums.

The PDD is loaded with required reference-based software. All students entering clinical areas have been advised of and are expected to comply with Health Insurance Portability and Accountability Act (HIPAA) regulations. All patient-related information is confidential. Patient-related information is defined as all information related to the health, business, or personal matters of the patient or patient's family. This includes but is not limited to Protected Health Information (PHI) that is based on a patient's diagnosis, examination, treatment, observation, or conversation, and information maintained in databases that contain diagnostic or treatment related information. To comply with current regulations, the following

protocol has been established for PDD use in the nursing programs.

1. Students are not permitted to enter Protected Health Information (PHI) into their PDD or digital device. Students are not permitted to take pictures in a clinical setting. The use of PDD functions which include personal text messaging is prohibited during clinical hours.
2. Cleaning of PDDs must comply with the organization's infection control policy and procedures. If the device becomes contaminated it should be cleaned with the recommended disinfectant. If a patient is in isolation, the PDD cannot be taken into the patient's room. Hand hygiene is the best method of preventing transmission of disease.
3. iPads must be password protected.
4. iPads must be configured to erase data if the password is entered incorrectly 10 times.

POSTING OF EXAMINATION RESULTS AND GRADES

Faculty will post grades on Canvas.-

REGISTRATION

It is the student's responsibility to be familiar with and observe the academic regulations and requirements of Thomas Jefferson University and Jefferson College of Nursing in all matters of course registration, course completion, and requirements for graduation.

With assistance and guidance of a faculty advisor (if needed), students register each semester for classes to be taken the following semester via Banner Web for Students at <http://banner.jefferson.edu>. It is the student's responsibility to be aware of the registration dates, course requirements, drop/add policies, course withdrawal policy, withdrawal from the College policies, and other pertinent regulations for individual programs of study. Completion of registration in accordance with instructions issued by the University Office of the Registrar is a prerequisite to class attendance. A student is not considered registered for class until all appropriate forms have been completed and all fees have been paid.

Students must register for classes according to the schedule published in the Academic Calendar.

REQUEST FOR LETTERS OF RECOMMENDATION

It is the student's responsibility to request references or recommendations from faculty for such purposes as employment, application for membership in honor societies and petitions for financial support. If the Jefferson College of Nursing receives a request for a reference or recommendation and you have not indicated a specific faculty member to complete the reference or recommendation, your academic advisor will receive the request. Two weeks' advance notice for a reference or recommendation is required.

SAFE CLINICAL PRACTICE POLICY

Students who do not demonstrate safe clinical practice in the nursing program are subject to dismissal from the program. Dismissal may be immediate when related to a serious incident at any point during the course of study or may occur at the completion of a clinical experience as a result of cumulative unsafe performance. Safe clinical practice is defined as follows:

- Performs nursing actions and clinical expectations consistent with ANA Nursing: Scope and Standards of Practice, 4th Edition (2021) and when applicable, guidelines defined by specialty and governing bodies.
- Takes nursing actions to correct, minimize and/or prevent risk and/or harm to the patient.

SATISFACTORY ACADEMIC PROGRESS POLICY FEDERAL TITLE IV PROGRAMS

Policy Statement

In order to receive payment for any Title IV Financial Aid Program, students must maintain satisfactory progress in their chosen program of study. If a student transfers to another program of study in the College, academic work in the prior program will be considered in determining satisfactory progress.

Students receiving aid for the first time must have been making satisfactory progress prior to receiving Title IV aid. Students are considered to be maintaining satisfactory progress in their program of study if they successfully complete 70 percent of the credits attempted while receiving Title IV Funds.

The Satisfactory Academic Progress Policy will be applied at the end of each academic term. Students who do not demonstrate satisfactory progress are not eligible to receive further Title IV Funds until they have reestablished satisfactory progress.

To re-establish satisfactory progress, students must successfully complete, without receiving Title IV Funds, at least 70 percent of attempted credits which fulfill degree requirements during one academic term. When satisfactory progress is re-established, the Satisfactory Progress Policy will again be applied at the end of the semester. Application of the policy will continue until students complete or terminate their education.

Students who are placed on probation are permitted to continue on aid as long as they are making progress in accordance with College regulations. Students are required to complete their course of study in no more than 150% of the standard time frame required by the academic program. An extension may be granted by the Office of Financial Aid in the event of extenuating circumstances. The death of a family member or documented medical illness are examples of unusual and extenuating circumstances.

Students who are asked to withdraw from a major but who are permitted to remain in the College taking nonprofessional required courses and/or professional courses in the major with permission of the College may not continue on financial aid.

If students feel that they are not fairly judged or have extenuating circumstances, they may request a review of their individual circumstances by the Director of Financial Aid. If students are not satisfied with a decision made by the Director, they may appeal to the appropriate JCN Associate Dean or Dean. The decision of the College Dean is final.

In the event of highly unusual or extenuating circumstances which result in the student not maintaining satisfactory progress, the Director of Financial Aid may waive or adjust the Satisfactory Academic Progress Policy on an individual basis. The death of a family member or documented medical illness are examples of unusual and extenuating circumstances.

Financial Aid may be available to students for necessary repeat one time of a failed course. When repeated, courses for which a passing grade has been received are not eligible for financial aid funding.

Definitions

Title IV Programs: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans, Federal Work Study, Federal Direct Loan program (Stafford and PLUS).

Title IV Funds: Any payment originating from the Federal Title IV Financial Aid Programs.

Credits Attempted: a credit will be considered attempted only for those courses in which a student is enrolled and which fulfill degree requirements. Withdrawal from classes or the College after the specified

drop/add period does not exclude those credits from being considered as attempted. Required courses that are repeated will be considered in calculation of credits attempted for satisfactory progress. Non-credit, remedial courses or challenge examinations are not aided and are not considered as credits attempted.

Temporary letter grades such as I, IP or NR will be considered at the time the final grade is received. These credits will be evaluated with the other credits the student attempted during the academic term the course was originally intended to be completed.

Successful Completion: A credit will be considered successfully completed if the student receives a letter grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or P.

A credit for which a student receives the grade W, WP, WF, F, NC or N will not be considered successfully completed. Graduate students must maintain a minimum Grade Point Average of 3.00.

Satisfactory Progress Table

The following table will be used to measure satisfactory progress for the Federal Title IV Financial Aid Programs.

Number of Credits Attempted*	Number of Credits which must be successfully completed for satisfactory progress
1	1
2	2
3	3
4	3
5	4
6	4
7	5
8	6
9	6
10	7
11	8
12	8
13	9
14	10
15	11
16	11
17	12
18	13
19	13
20	14

**See definition of "Credits Attempted" above.*

FINANCIAL AID REFUND

Title IV Aid*

For each Title IV aid recipient who withdraws, the College must calculate the amount of Title IV assistance the student has earned. This amount is based upon the length of time the student was enrolled. The College must return any portion of unearned Title IV funds for which the College is responsible.

The College must also advise the student of the amount of unearned Title IV grant aid that they must return, if applicable. The student (or parent, in the case of a Parent PLUS Loan) must repay any unearned funds that the College did not return according to the normal terms of the loan.

If a student has completed more than 60% of the payment period, they are considered to have earned 100% of the Title IV grant and loan aid received for the payment period. In this case, no funds need to be returned to the Title IV aid programs.

However, if a student withdraws before completing more than 60% of the payment period or period of enrollment, the amount of any Title IV loan and grant aid that the student received for the payment period or period of enrollment must be recalculated to reflect the portion of the payment period that the student completed prior to withdrawal. The unearned Title IV loan and grant aid for the percentage of the payment period not completed must be returned to the applicable Title IV aid programs.

*Title IV programs of aid include Federal Pell, Federal SEOG, Federal Work Study Program, Federal Direct Graduate PLUS Loan, and Federal Direct Loan

State Grant

Refunds/prorations of state grant funds are calculated according to the specific regulations of the sponsoring state. Programs of financial aid described herein are subject to change due to federal, state, local or institutional regulations or funding.

SPECIAL STUDENT STATUS

Students may be afforded special student status under the provisions of the College. This status may be granted only with permission of the College Dean for those students who, due to unusual circumstances, are unable to meet the prescribed requirements of a program. Under these circumstances, a written agreement is developed outlining the provisions of the program. Specific College regulations may be modified or waived to permit these students to achieve the goals of that program, provided that the affected regulations are cited in the agreement.

TECHNICAL STANDARDS REQUIRED FOR NURSING STUDENTS

Competency

With reasonable accommodation, the student can meet the minimal level of required activity.

Performance Standards for Admission

The curriculum in the nursing programs requires students to practice essential nursing skills and functions, as deemed necessary in nursing practice. This includes cognitive, affective, psychomotor, physical and social skills. It is essential that one be able to perform skills in these domains in order to ensure the health and safety of patients, students, faculty, and health professionals.

The following skill domains describe the non-academic qualifications that are required in addition to academic qualifications that the Jefferson College of Nursing considers essential for entrance and graduation from the nursing degree programs. Candidates for nursing degrees must be able to meet these minimum standards with or without reasonable accommodation for successful completion of degree requirements.

Domains:

- A. Ability to see, hear, touch, smell and distinguish colors:
 - Ability to gather data independently from written reference materials, oral presentations, demonstrations and observations of a patient in their environment.

- Ability to perform health assessments and interventions independently; observe diagnostic specimens; and obtain information from digital and analog representations to determine patient status and condition.
Examples of essential functional ability:
 - Visual acuity sufficient to draw up the correct quantity of medication in a syringe and to be able to detect changes in condition, skin color and wound characteristics.
 - Auditory ability sufficient to detect sounds related to bodily functions using a stethoscope or to detect audible alarms generated by mechanical systems used to monitor patient status.
 - Tactile abilities sufficient to detect unsafe temperature levels in heat-producing devices or detect anatomical abnormalities, such as edema or small lumps.
- B. Ability to speak and write with accuracy, clarity and efficiency:
 - Ability to communicate with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communications, such as interpretation of facial expressions, affect and body language).
 - Ability to communicate via speech, hearing, reading, writing, and electronic modalities.
 - Abilities sufficient to give verbal directions to or follow verbal directions from other members of the health care team and to participate in health care team discussions of patient care.
 - Ability sufficient to elicit and record information about health history, current health state or responses to treatment from patients and others.
 - Ability sufficient to convey information to patients, members of the health care team and others as necessary to teach, direct and counsel individuals.
- C. Ability to demonstrate manual dexterity in gross and fine movements:
 - Sufficient motor function to execute movements required to provide safe general care and treatment to patients in all health care settings.
 - Motor functions include gross and fine motor skills, physical endurance, physical strength and mobility to carry out nursing care procedures, perform basic laboratory tests and provide routine and emergency care and treatment to patients
Examples of essential functional ability:
 - Fine motor skills sufficient to obtain assessment information by palpation, percussion, auscultation and other diagnostic maneuvers.
 - Physical endurance sufficient to complete assigned periods of clinical practice.
 - Mobility sufficient to carry out patient care procedures, such as tracheostomy care or performing emergency airway suctioning.
 - Strength sufficient to carry out patient care procedures such as CPR, and in the turning and lifting of patients.
- D. Ability to learn, think critically, analyze, assess, solve problems, reach judgements:
 - Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis of laboratory study results and diagnostic interpretations.
 - Ability to gather data, develop a plan of action, establish priorities and monitor treatment plans and modalities.
 - Ability to comprehend three-dimensional and spatial relationships.
Examples of essential functional ability:
 - Cognitive skills sufficient to calculate appropriate medication dosage given specific patient conditions.
 - Conceptual ability sufficient to analyze and synthesize data and develop an appropriate plan of care.
 - Quantitative ability sufficient to collect data, prioritize needs and anticipate reactions.

- Ability to comprehend spatial relationships adequate to properly administer IM injections or assess wounds of varying depths.
- E. Ability to demonstrate emotional stability and to accept responsibility and accountability:
- Ability to relate to colleagues, staff and patients with honesty, integrity and non-discrimination.
 - Capacity for the development of a compassionate and effective therapeutic relationship with patients.
 - Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.
 - Capacity to demonstrate ethical behavior, including adherence to the Nurse Practice Act.
- Examples of essential functional ability:
- Emotional skills sufficient to remain calm in an emergency situation.
 - Interpersonal skills sufficient to communicate effectively with patients and families of diverse religious, cultural or social backgrounds.

Once admitted to the Jefferson College of Nursing, all students will be measured by the same academic standards. Regardless of disability and reasonable accommodation, a student must pass all courses at an acceptable level and master all essential clinical competencies.

TRANSCRIPTS

At the end of each semester, active status students can view grades and their transcript (a copy of the student's complete academic record) on Banner Web.

Thomas Jefferson University has authorized the National Student Clearinghouse to provide transcript ordering privileges via the Web, using any major credit card. To order a transcript, please access: Jefferson.edu/Registrar and click on the "Order a Transcript" button. Charges apply to a request for transcripts.

Immediate need and special handling requests may incur additional fees. Although transcripts are normally processed within five working days, students should allow for a processing time of 10 working days, particularly during peak periods such as registration, drop-add, grade reporting and commencement. The University reserves the right to deny transcript requests of students who have not fully satisfied all financial obligations to the University.

TUITION REFUND POLICY

The [Tuition Refund Policy](#) is a university policy and can be found on the University Policies & Procedures Website.

OCCUPATIONAL HEALTH NETWORK FOR EMPLOYEES & STUDENTS

33 South 9th Street (215) 955-6835

HOURS

Monday – Friday 7:30 am – 4:30pm

Closed every Thursday from noon to 1:00 pm

Jefferson students can take advantage of a wide range of medical and health services on campus. The comprehensive fee covers basic health care. Laboratory, emergency room visits, X-ray and specialist referral charges are billed to your insurance. Students are responsible for fees not covered by their health

insurance. Jefferson's Emergency Department is available for urgent medical problems when our office is closed.

Below are some of the services provided by the [Jefferson Occupational Health Network for Employee & Students](#)

- General medical care and advice.
- Immunizations: free annual flu vaccine – required of all students with direct patient contact.
- Annual tuberculosis screening.
- Exposure protocol for students exposed to blood borne pathogens.
- Referrals to specialists.

Occupational Exposure to Blood and Body Fluids

Students who are exposed to another person's blood or bodily fluid during their clinical rotation should report to Jefferson Occupational Health Network as soon as possible after the exposure. If the exposure occurs after normal working hours, the student should report to Jefferson's Emergency Department. Occupational Health Network for Employees & Students follows the Public Health Service's Guidelines for Exposure to HIV, Hepatitis C and Hepatitis B. If a student is on a rotation outside of Jefferson, they are advised to contact the Jefferson Occupational Health Network offices. Students unable to return to a Jefferson Occupational Health Network office or Jefferson Emergency Department should be seen in the closest emergency department. Care for this visit is charged to the student's insurance. Further information regarding our exposure protocol may be viewed on the [Occupational Health Network for Employees & Students Website](#).

Illness/Injury

In the event of a serious illness, injury or hospitalization, that causes the student to miss clinical or class time, documentation of clearance through Occupational Health Network for Employees & Students is required. Students must report to Occupational Health Network for Employees & Students for an evaluation and may be required to present information from the treating provider. Dixon Campus students may seek clearance from Jefferson Abington Employee Health. For distance learners, the evaluation may be conducted by phone.

A student who has an illness that is potentially infectious should be seen in the Occupational Health Network for Employees & Students to determine if the student may care for patients. Students should call the Occupational Health Network office to report potentially infectious illness prior to coming to the office.

Kenneth M. Lankin MD, MBA, MPH

Enterprise Medical Director, Jefferson Occupational Health Network

CONTINUITY OF INSTRUCTION IN EVENT OF EMERGENCY

To ensure the continuation of student learning in time of emergencies, including severe weather, it is the policy of Thomas Jefferson University not to cancel classes. However, if on campus sessions are not possible, students will receive a JeffALERT or can check the university website confirming on campus sessions have been cancelled. In this situation students are responsible for checking their university email and/or Canvas for information advising them of any immediate impact on the students' preparation for the next class meeting.

In this event, faculty members have several options including:

1. Holding class through asynchronous electronic means such as emailing the students or posting to Canvas class lessons, discussion forums and/or additional assignments related to class content.
2. Holding class through synchronous online means.

3. Holding class at a rescheduled time acceptable to all class members. If there are students who are unable to attend a rescheduled class, the faculty should make reasonable accommodations for the student(s) to make up the work.

Clinical Learning Experiences

If a decision is made by JCN to cancel clinical learning experiences, students and faculty will be notified via email and/or posting to Canvas.

WITHDRAWAL FROM THE COLLEGE

A student may initiate withdrawal from the College by due notice if not subject to dismissal because of failure or disciplinary action. If a withdrawal is initiated, the same procedures and policies pertaining to grading of individual course withdrawals will be in effect.

In order to withdraw, the student must obtain a Change of Status Form from the University Office of the Registrar or the Program Chair. The date on which the form is filed, and not the date of the last class attendance, is considered the official day of withdrawal.

A student matriculated in a degree or certificate program who fails to enroll for more than two consecutive semesters without having been granted a leave of absence will be given an administrative withdrawal.

A student who withdraws voluntarily or who is administratively withdrawn from the College must reapply to the Office of Admissions to re-enroll. If readmitted, the student is subject to the academic and curricular requirements in place at the time of readmission.

STATEMENT OF PROFESSIONAL CONDUCT/HONOR CODE

Preamble

The faculty of Thomas Jefferson University affirms its deep commitment to the values and ethical standards of the health professions. These principles involve our conduct with patients and one another where honesty, morality, integrity, civility, altruism, and compassion are the rule. By embracing the values and standards of conduct of health professionals, we maintain our contract with society and the trust that grant us professional autonomy and the privilege of self-regulating our professions.

General Principles of Professionalism in the Health Professions

At this time when the health professions are beset by an explosion of technology, changes in market forces, serious problems in health care delivery, conflicts of interest, and the threat of bioterrorism, the Faculty of Thomas Jefferson University reaffirms its commitment to professionalism. Understanding that at their core, the health professions place the welfare of the patient above self-interest, we accept our responsibility to educate future health professionals in the values and ethical standards of medical professionalism. We acknowledge that we can best achieve this by serving as strong role models for respect and concern. We must promote an atmosphere of cooperation and learning, of intellectual openness, honesty, and sincerity in order to constantly protect and redefine and make meaningful our core values and covenant of trust with society.

The Core Values of Thomas Jefferson University

At Jefferson, we are committed to the highest principles of professionalism. We aspire to be a community that is not only academically and fiscally successful, but also a community of discovery, learning, caring, and sharing. The core values of professionalism guide our actions. At Jefferson:

- Our word is our bond (**Integrity**)
- We respect each other and all with whom we come into contact (**Respect**)

- We care about and attempt to ameliorate the suffering and pain of illness; we care about and attempt to ameliorate the trials and tribulations of the Jefferson family (**Compassion**)
- We are committed to excellence and the life-long pursuit of new knowledge and personal and professional growth (**Excellence**)
- We aspire to do the right thing, for the right reason, even if it does not serve our personal interests (**Altruism**)
- We are committed to each other and to those we serve. We work together to achieve our mission and goals (**Collaboration**)
- We are committed to the prudent use of the resources made available to us by the hard work of the faculty, the tuition of our learners, the support of the public, and the philanthropic giving that sustains us and helps us grow (**Stewardship**)

Professionalism in the Teacher-Student Relationship

The Faculty of Thomas Jefferson University is committed to principles of mutual respect and trust between teachers and students. Training future health professionals who are entrusted with the lives of others must be based on faculty members embodying the values of professionalism. A critical part of the values of professionalism in the teacher-student relationship is that faculty members should not use their professional position to engage in relationships outside the professional realm with students or patients. Faculty members should be role models and mentors in their interactions with each other, students, nursing staff, and other health professionals, as well as patients. In all these relationships, faculty members act to enhance the learning experience based on shared professional values.

Shared Professional Values of Thomas Jefferson University

In entering the health professions, and in the process of crafting future health professionals as students and educators, we recognize the implicit trust that patients and society have granted us. As such, we must commit to embodying the highest standards of civility, honesty, and integrity in all aspects of our personal and professional lives. This must include our interpersonal relationships, our academic pursuits, and our professional practices. We must treat everyone compassionately, and respect and protect their privacy, dignity, and individuality.

As part of the trust that society has placed in us, we must advocate for outstanding patient care for all people. Accordingly, we must always recognize those attitudes and values of ours that may limit our ability to do so.

As health professionals, we must also recognize limitations in our knowledge and skills, and accordingly, we must accept our duty to provide and receive constructive feedback with the goal of improving our ability to care for our patients. This eagerness to improve is central to our commitment to excellence, and will be the foundation upon which we build our practice of lifelong learning.

Faculty Self-Regulation

As part of their contract with society, the health professions are given the privilege of self-regulation. As part of self-regulation, faculty must contribute to the spirit and principles of the Thomas Jefferson University Honor Code. The faculty must have individual and corporate responsibility to uphold the Honor Code.

The Honor Code

As Jefferson students and faculty, we seek to establish a community based on honor, integrity and awareness of others. Our commitment to this community begins with our first day of professional or educational association with Thomas Jefferson University when we sign a pledge to uphold the values and rules of the Honor Code that follows:

As faculty members, residents, fellows, and students, we pledge to embrace the academic and social integrity on which Jefferson was founded, pursuing honesty, equality, and fairness in all aspects of our lives. This includes not seeking an unfair advantage over our peers, teachers, students, residents, fellows, or any other member of the Thomas Jefferson University community. These goals are dependent on our personal concern for ourselves and one another, as well as our collective concern for maintenance of the community standards that are reflected in the Code.

The Honor Code assumes that all faculty, residents, fellows, and students conduct themselves in an ethical and professional manner. Altruism, accountability, commitment to excellence, duty to serve, honor, integrity and respect for others are essential characteristics of a health professional. In addition, the code is dependent on the collective desire of all members of the academic community to prevent and deter violations, rather than on proceedings to impose penalties after violations have occurred. If violations do occur within this system, each member of the community is expected to support and uphold all aspects of the code.

Community – A goal of each member of the University is to foster an environment of trust and cooperation with respect for the work and efforts of others. When we speak of community, we imply the student body, the faculty, the staff, and administration, each of which contributes to the combined concept of community.

Academic Integrity – We seek to enhance our professional knowledge and achieve excellence in our time spent at Jefferson but not at the cost of honesty, integrity and trust, all integral aspects to the development of a health professional.

Social Integrity - Jefferson is dependent on equality among all its members, regardless of race, culture, religion, gender, age, disability, or sexual orientation. Every individual should be treated with equal respect by their peers, faculty, and staff.

Responsibility – All members of the University must be willing and encouraged to discuss with their peers and all members of the community any action or issue that appears to be unacceptable and take the necessary actions in a timely manner to address the situation. The failure to deal with the breach in professional conduct not only jeopardizes the strength of the code but also puts the observer in direct violation of the code.

Mediation – Resources exist for students, faculty members and staff to meet with other people in the Jefferson community to work out any differences and disagreements with the help of a third party. If these efforts fail to reach a resolution, further resources through official University channels can be used to review any disagreement and determine the appropriate course of action.

CODE OF CONDUCT

See Community Standards under University Policies at:

<https://www.jefferson.edu/life-at-jefferson/handbooks/rights-responsibilities/community-standards.html>

USE OF THE JEFFERSON COLLEGE OF NURSING NAME

No student organization or individual student may enter into any contractual agreement using the name of the organization or of the College without prior approval through the Dean of the College.

USE OF THE UNIVERSITY LOGO

Use of the University logo is dictated by University Policy. Guidelines regarding the logo's use are described on the Creative Services website – <http://creative.jefferson.edu/logos/>. Any variation from the standards in the policy requires approval according to the policy. Misuse of the University Logo may result in disciplinary action.

BACCALAUREATE PROGRAM

BACCALAUREATE PROGRAMS POLICIES AND PROCEDURES

BACHELOR OF SCIENCE PROGRAM ORGANIZING FRAMEWORK OF THE BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM

Thomas Jefferson University, Jefferson College of Nursing BSN Program has adopted the components of entry-level professional nursing education defined by the American Association of Colleges of Nursing (AACN, 2021) as the organizing framework of the BSN nursing program. Four (4) foundational elements support the organizing framework for the pre-licensure level curriculum. They are person-centered care, interprofessional partnerships, population health, and innovation.

The curriculum is consistent with the [American Association of Colleges of Nursing's \(AACN\)](#) document titled *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021), building upon the components of liberal arts education, professional values, core competencies, core knowledge, and role development.

Domain 1: Knowledge for Nursing Practice

Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care

Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health

Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes. (Kindig & Stoddart, 2003; Kindig, 2007; Swartout & Bishop, 2017; CDC, 2020).

Domain 4: Scholarship for the Nursing Discipline

Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (AACN, 2018).

Domain 5: Quality and Safety

Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships

Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7: Systems-Based Practice

Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies

Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision-making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism

Descriptor: Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development

Descriptor: Participation in activities and self-reflection that fosters personal health, resilience, and well-being; contributes to lifelong learning; and supports the acquisition of nursing expertise and the assertion of leadership.

BSN PROGRAM OUTCOMES *

Bachelor of Science Degree Program Outcomes

Upon completion of the program the student will be able to:

1. Apply knowledge and principles from the arts, sciences, and humanities to the developmental, psychosocial, spiritual, and physical care of individuals, families, communities, and populations. (Essential I)
2. Integrate knowledge and skills in leadership, quality, and patient safety into the provision of nursing care to individuals, families, communities, and populations across the care continuum. (Essential II)
3. Incorporate reflection, critical appraisal, clinical reasoning, and current best evidence into the delivery of nursing care to individuals, families, communities, and populations. (Essential III)
4. Utilize information management and emerging healthcare technologies in the delivery of quality nursing care. (Essentials II, IV)
5. Recognize the influence healthcare policies, including financial, legal and regulatory, have on health system functioning and the broader determinants of health. (Essential V)
6. Use open communication, shared decision making, creative problem solving, and mutual respect when collaborating with nursing and interprofessional teams. (Essential VI)
7. Utilize strategies of health promotion and disease prevention in addressing health outcomes and determinants in communities and populations. (Essential VII)
8. Demonstrate professionalism and the values of altruism, autonomy, human dignity, integrity, and social justice in the nursing care of individuals, families, communities, and populations. (Essential VIII, IX)

* Program outcomes are pending revision to align with The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)

BSN CURRICULUM PLANS OF STUDY

Accelerated BSN Plus (ABSN+) - 1 Year Pathway

BSN program includes the following required courses:

1st Semester		Credits
NU 315	Health Assessment Across the Lifespan	3
NU 340	Medication Calculations in Nursing	1
NU 341	Foundations in Nursing.....	4
NU 342	Health Promotion Applications Across the Lifespan I	7.5
NU 343	Pathophysiology.....	3
NU 346	Professional Practice in Nursing.....	2
NU 603	Research for Advanced Practice Nursing I.....	3
	Total Credits	23.5
2nd Semester		
NU 344	Health Promotion Applications Across the Lifespan II.....	10
NU 345	Pharmacology.....	3
NU 495	Health Promotion Applications Across the Lifespan III: Childbearing & Childrearing Families.....	9.5
NU 696	Leadership and Critical Decision Making.....	3
	Total Credits	25.5
3rd Semester		
NU 494	Population Health and Care Transition Management	4
NU 496	Clinical Judgement Applications.....	10
NU 497	Transitions to Professional Practice & Next Generation NCLEX (NGN) Prep	3
NU 605	Role of the Advanced Practice Nurse	3
	Total Credits	20
Prerequisite Credits.....		60
BSN Course Credits.....		60
BSN Degree.....		120
MSN Course Credits.....		9

The plan of study for Accelerated BSN Plus (ABSN+) - 2 Year Pathway BSN program

1st Semester		Credits
NU 315	Health Assessment Across the Lifespan	3
NU 340	Medication Calculations in Nursing.....	1
NU 341	Foundations in Nursing.....	4
NU 342	Health Promotion Applications Across the Lifespan I	7.5
NU 343	Pathophysiology.....	3
Total Credits		18.5
2nd Semester		
NU 345	Pharmacology.....	3
NU 346	Professional Practice in Nursing.....	2
NU 495	Health Promotion Applications Across the Lifespan III: Childbearing & Childrearing Families.....	9.5
NU 603	Research for Advanced Practice Nursing I.....	3
Total Credits		17.5
3rd Semester		
NU 344	Health Promotion Applications Across the Lifespan II.....	10
NU 494	Population Health and Care Transition Management	4
NU 696	Leadership and Critical Decision Making.....	3
Total Credits		17
4th Semester		
NU 496	Clinical Judgment Applications.....	10
NU 497	Transitions to Professional Practice & /Next Generation NCLEX (NGN) Prep	3
NU 605	Role of the Advanced Practice Nurse	3
Total Credits		16
Prerequisite Credits.....		60
BSN Course Credits.....		60
BSN Degree.....		120
MSN Course Credits.....		9

1st Semester		Credits
NU 315	Health Assessment Across the Lifespan	3
NU 340	Medication Calculations in Nursing.....	1
NU 341	Foundations in Nursing.....	4
NU 342	Health Promotion Applications Across the Lifespan I	7.5
NU 343	Pathophysiology.....	3
	Total Credits	18.5
2nd Semester		
NU 345	Pharmacology.....	3
NU 346	Professional Practice in Nursing.....	2
NU 347	Discovery and Evidence-Based Practice.....	2
NU 495	Health Promotion Applications Across the Lifespan III: Childbearing & Childrearing Families.....	9.5
	Total Credits	16.5
3rd Semester		
NU 344	Health Promotion Applications Across the Lifespan II.....	10
NU 493	Perspective Seminar	2
NU 494	Population Health and Care Transition Management	4
	Total Credits	16
4th Semester		
NU 496	Clinical Judgment Applications.....	10
NU 497	Transitions to Professional Practice & Next Generation NCLEX (NGN) Prep	3
NU 498	Promoting Health and Quality of Life Along the Care Continuum	3
	Total Credits	16
Prerequisite Credits.....		55
BSN Course Credits.....		67
BSN Degree.....		122

GRADING POLICIES FOR BACCALAUREATE STUDENTS

Students must successfully complete all nursing courses with a grade of C+ (77) or above in order to progress in the curriculum. Only final grades will be rounded. At the close of an academic term, each course faculty assigns a letter grade indicating the quality of a student's work in the course.

Grading of all clinical practice in the Baccalaureate Programs is done on a pass/fail system:

Pass: meets all clinical student learning outcomes by the end of the academic term.

Fail: fails to meet one or more clinical student learning outcomes by the end of the academic term.

Objective Testing Policy and Grading

Students must achieve a cumulative average of greater than or equal to 77% (after rounding) on all objective tests* administered in select courses (NU 315 Health Assessment Across the Lifespan, NU 341 Foundations in Nursing, NU 342 Health Promotion Applications Across the Lifespan I, NU 343 Pathophysiology, NU 344 Health Promotion Applications Across the Lifespan II, NU 345 Pharmacology, NU 494 Population Health and Care Transition Management, NU 495 Health Promotion Applications Across the Lifespan III: Childbearing & Childrearing Families, and NU496 Clinical Judgment Applications) to receive a passing grade for that course. The cumulative average of greater than or equal to 77% (after rounding) must be achieved before adding points derived from alternate assignments** and attendance. A cumulative average less than 77% on all objective tests administered in a course will

result in failure of the course, and the cumulative average on objective tests will become the final grade in the course. This final grade will be rounded per the JCN Grading Policy. Therefore, to successfully pass the course the following must be achieved:

- Cumulative average of $\geq 77\%$ on all objective tests (after rounding)
- Clinical and/or laboratory component (as applicable) – Pass

*Objective Testing includes examinations and select course ATI Proctored Assessments.

**Alternate Assignments are activities designated by the course teams which may include: quizzes, prep U, ATI practice or Custom builder assessments, clinical assignments.

POLICY AND PROCEDURE FOR INCLUSION OF ASSESSMENT TECHNOLOGIES INSTITUTE (ATI) CONTENT MASTERY ASSESSMENT SERIES IN BACCALAUREATE PROGRAMS

The ATI Content Mastery Series includes two types of assessment: practice and proctored. Students have the opportunity to complete practice assessments and to remediate items they answered incorrectly. Remediation tools in the ATI electronic platform are available for students to strengthen their knowledge and test-taking abilities. Proctored assessments are given at the end of the semester in select courses, to determine how well a student has mastered the content included in each assessment.

In the final semester, a proctored comprehensive assessment will be given to determine mastery of content from the entire nursing program. Prior to the proctored comprehensive assessment, students have the opportunity to complete comprehensive practice assessments.

A. Content Mastery Series Single Subject Assessments (O2 & O3)

For each of the assigned content areas, students will be provided a list of recommended ATI resources that can be used to help them prepare for the proctored assessments.

• Proctored Assessments

Students will take the Proctored ATI Assessment at the designated date and time. The student's level of mastery on this assessment will be converted to a score, which will be worth 10% of their final course grade.

Students who do not meet the JCN benchmark of a Level 2 or higher, will be required to retake the assessment at the designated date and time.

1. Students obtaining a Level 2 may choose to complete a proctored retake in order to achieve a higher grade.
2. All students who complete a retake of a proctored exam will receive the higher of their two scores for their final course grade.

Accelerated BSN Plus (ABSN+) - 1 Year Pathway

Semester	Proctored	Assessment Course	Weight
1	RN Fundamentals 2023	NU 341 Foundations	5%
2	RN Maternal Newborn 2023	NU 495 HPA 3: Childbearing and Childrearing Families	7.5%
2	RN Pharmacology 2023	NU 345 Pharmacology	7.5%
2	RN Mental Health 2023	NU 344 HPA	7.5%
3	RN Adult Medical Surgical 2023	NU 496 Clinical Judgement Applications	10%
3	RN Community Health 2023	NU 494 Population Health	10%
3	RN Comprehensive Predictor 2023	NU 497 Transitions to Practice and NCLEX Prep	15%

TRADS Accelerated BSN Plus (ABSN+) - 2 Year Pathway

Semester	Proctored	Assessment Course	Weight
1	RN Fundamentals 2023	NU 341: Foundations	5%
2	RN Maternal Newborn 2023	NU 495 HPA 3: Childbearing and Childrearing Families	7.5%
2	RN Pharmacology 2023	NU 345: Pharmacology	7.5%
3	RN Mental Health 2023	NU 344: Health Promotion Applications Across the Lifespan II	7.5%
3	RN Community Health 2023	NU 494: Population Health	10%
4	RN Adult Medical Surgical 2023	NU 496: Clinical Judgement Applications	10%
4	RN Comprehensive Predictor 2023	NU 497 Transitions to Practice and NCLEX Prep	15%

ATI Content Mastery Proctored Single Subject Assessment Grade Conversion (Q4)

Score	Points on 1 st Attempt	Retake Requirements	Points on Retake
<u>Level 3</u>	100	Retake Not Required	100
<u>Level 2</u>	90	Retake Optional	90
<u>Level 1</u>	0	Retake Required	76

<u>Below Level 1</u>	0	Retake Required	50
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B. Content Mastery Series Proctored ATI Comprehensive Predictor Assessment (O5)

For the Comprehensive Predictor, students will be provided a list of recommended ATI resources that can be used to complete several ATI assignments in NU 497 to help them prepare for the proctored assessments. Students who do not meet the benchmark will have three attempts to meet the JCN benchmark of a 90% Probability of Passing (PoP) or higher will be required to retake the assessment at the designated date and time.

- **Proctored Assessments**

Students will take the Proctored ATI Comprehensive Predictor Assessment at the designated date and time. The student's level of mastery on this assessment will be converted to a Probability of Passing (PoP) score, which will be worth 15% of their final course grade.

Students will have three attempts to meet the JCN benchmark of a 90% Probability of Passing (PoP) score which will be worth 15% of their final course grade. If students do not attain the 90% PoP on any of their attempts, they will be required to purchase and complete the Virtual ATI Greenlight Program offered through ATI. Students obtaining between 90% and 95% PoP may choose to complete a proctored retake to achieve a higher grade.

1. All students who complete a retake of a proctored exam will receive the higher of their two scores for their final course grade.

<u>Assessment Name</u>	<u>Course Placement</u>	<u>Percentage of Grade</u>
<u>Comprehensive Predictor</u>	<u>NU 497 Transitions to Professional Practice & Next Generation NCLEX (NGN) Prep</u>	<u>15%</u>

ATI Content Mastery Proctored Comprehensive Predictor Grade Conversion (Based on Probability of Passing PoP Score)

Score	Points on 1 st Attempt	Retake Requirements	Points on Retake
95% or Higher PoP	100	Retake Not Required	100
90%- 94% PoP	90	Retake Optional	90
85%- 89% PoP	0	Retake Required	76
84% or Below PoP	0	Retake Required	60

C. Additional Content Mastery Series Proctored Testing Guidelines

- A. Students are required to take ATI proctored examinations on the dates scheduled.
- B. Students may miss scheduled ATI examinations **only** in extreme circumstances such as illness, death in the family or other emergencies.
- C. In the event a student misses a scheduled ATI examination, the following steps must be taken:
 - a. Notify the faculty before the scheduled time for the examination or as soon as possible.

- b. Schedule, within three days of the missed examination, with the faculty, a date for taking the missed examination.
 - c. Refrain from discussing the missed examination with students who have already taken the examination.
- D. ATI examination start and end times will be listed on the Learning Management System (LMS). Students who arrive late will not receive extra time to complete the examination. Any student who arrives late will only be afforded the remaining allotted test time.
- E. Students who have an **unexcused absence** on a retake of an ATI Proctored assessment will forfeit the opportunity to complete a retake and the original grade will stand.

ATTENDANCE POLICY

Class attendance is mandatory. Class requirements include all scheduled meetings (in-class sessions and remote sessions when synchronous remote learning takes the place of in-class sessions). Attendance will be taken in all live and remote class sessions. It is the student's responsibility to complete the attendance roster at every class session as instructed. Students enrolled in nursing courses are also responsible for the prescribed activities of the course. Students are expected to review the semester calendar and avoid making personal plans that conflict with academic obligations (scheduled classes, exams, and ATI proctored assessments). It is the responsibility of the student to notify the course lead faculty member of each session they will miss. Attendance will be a required component of the course evaluation methods and will account for 5 % (out of 100%) of the final course grade. Each unexcused absence will result in a loss of 1 point for each class missed up to a maximum of 5% of the grade. More than two (2) absences places the student in academic jeopardy.

Excused absences due to illness require documentation of clearance by Jefferson Occupational Health Network .

The student will send the clearance documentation to the course lead faculty and Program Director using Jefferson email prior to the end of the course.

BACCALAUREATE (UNDERGRADUATE) LABORATORY/SIMULATION ATTENDANCE POLICY

Students are required to attend all Laboratory/Simulation components of their course work. It is the responsibility of the student to notify the lead laboratory instructor and the lead course faculty for a laboratory or simulation absence. The student must send the faculty course lead and lead laboratory instructor an email stating the date and reason for their absence, no less than one (1) hour prior to the beginning of the lab/simulation. Students who miss more than two (2) lab/simulations per course are at risk for course failure.

Students must notify the course lead and lab/simulation instructor as soon as they are aware that they will be late (under 10 minutes) to lab/simulation. The student will be required to make up the lab/simulation and incur the lab/simulation make up fee if the student arrives more than ten (10) minutes after the start of the lab/simulation. This will be considered a lab/simulation absence. Leaving lab/simulation early requires a full lab/simulation make-up day. Extreme circumstances will be addressed by the Program Director, or designee, on an individual basis.

Procedure

Students will be required to pay a \$50.00 lab/simulation make-up fee for each unexcused absence. If a student fails to notify the faculty course lead about the lab/simulation absence (as described in the “policy” section), the student will be required to pay the lab/simulation make-up fee. All absences will be reviewed by the course lead and program director. The lab/simulation make-up fee is payable to “Jefferson College of Nursing” in a \$50.00 money order. No personal checks or cash will be accepted. The money order make-up fee must be submitted to the BSN education coordinator of the student’s program a minimum of five (5) days prior to the scheduled lab/simulation make-up day. The lab/simulation make-up day will be determined by the course faculty lead and may be either during or at the end of the semester. Failure to submit the lab/simulation make up fee and/or attend the lab/simulation make up may result in course failure.

BACCALAUREATE (UNDERGRADUATE) CLINICAL PRACTICE ATTENDANCE POLICY

Students are required to arrive on time and attend all clinical practice components of their course work. The student must send the faculty course lead an email stating the date and reason for their absence, and contact the clinical practice adjunct instructor no less than one (1) hour prior to the beginning of the clinical practice experience. Being absent without notification may result in a failing grade for the clinical practice component of the course.

- A. In the case of a clinical practice absence, it is the responsibility of the student to notify the clinical practice adjunct instructor and the course faculty as soon as possible for planned and unplanned absence. The clinical practice adjunct instructor and course faculty must be notified no less than one (1) hour prior to the beginning of the shift. Failure to notify faculty and the clinical practice adjunct instructor of a clinical absence may result in a course failure.
- B. No more than two (2) clinical practice days can be missed in a semester regardless of the number of clinical practices in which the student is enrolled. Missing more than two (2) days per semester may result in a clinical practice course failure. Arriving more than 10 minutes late or leaving clinical practice early requires a full clinical practice make-up day.
- C. Students will bear the expense incurred for the make-up experience. Students are required to pay a \$250.00 per day make-up fee. The fee must be paid as a money order to JCN prior to the scheduled make-up date and submitted to the BSN education coordinator. Students who request a waiver of the clinical practice make-up fee must contact their Program Director.

- D. Extreme circumstances will be addressed by the Program Director, or designee, on an individual basis.

DRESS CODE

The following guidelines are intended to provide information relative to attire that is required when participating in College of Nursing activities. Students are expected to present a professional image at all times. Failure to adhere to these guidelines will result in dismissal from the classroom/clinical practice setting. Make-up for lost clinical practice time due to violations will be required, and a fee will be incurred.

- A. In settings in which a uniform is not required students should be dressed in appropriate professional attire including the Jefferson ID. Students in agencies other than within the Jefferson Health system must follow the dress code of that agency.
- B. Uniform Guidelines
 - 1. The official College uniform worn for all clinical practice and learning lab experiences consists of a navy blue Jefferson scrub outfit with the Jefferson logo embroidered over the left chest area of the scrub top. Clothing must be clean, wrinkle-free, and in good condition. Torn, frayed, or ripped clothing is not acceptable.
*Navy blue Jefferson scrubs: pant/top or skirt/top combination
SCRUB ATTIRE MUST BE PURCHASED THROUGH THE JEFFERSON COLLEGE OF NURSING. NO OTHER SCRUBS MAY BE WORN.
 - 2. Shoes: NO open-back clogs, sandals, or other open footwear is permitted. Low-heeled, white, professional, non-porous shoes are required.
 - 3. Undergarments should not be visible through the uniform.
 - 4. Solid colored stockings are to be worn with the skirt/top combination. Knee-high stockings or socks are not appropriate. If socks are worn with the scrub pants, they must be solid colors.
 - 5. Aside from the Jefferson scrub attire, only the navy blue scrub warm up jackets with the Jefferson College of Nursing logo may be worn. Short sleeve shirts of any color are permitted under scrub tops. All attire and accessories must be free of any overt or offensive slogans and advertisements or messaging. Attire or accessories that convey political or social messages through images or wording are not permitted. Accessories include but are not limited to hats, scarves, ties, buttons, pins, lanyards, socks, armbands, facemasks, face coverings, jewelry, etc.
 - 6. Stethoscopes, scissors and watches (with a second hand) are considered part of the professional uniform.
- C. Pertinent to all clinical practice and laboratory settings unless restricted or otherwise modified:
 - 1. Thomas Jefferson University ID must be worn at all times. Badges must be visibly displayed on an area of the body above the waist and face-side out while on Jefferson owned or operated premises.
 - 2. Hairstyle and color should present a professional appearance. Hair should be secured so that it does not fall in the face or come in contact with the patient or care field. Hair, mustaches, sideburns, and beards must be neatly trimmed at all times and able to accommodate Personal Protective Equipment.
 - 3. Jewelry may be worn, provided it is safe, nonhazardous, and not excessive. Ear gauges must be capped/plugged while on duty. Similarly, jewelry that conveys political or social messages or is otherwise not aligned with Jefferson's Code of Conduct through images or wording is not permitted.

4. Nails must be kept short, trimmed, clean, and unpainted. Artificial nails or nail overlays (including gel nail polishes) are not permitted to be worn by students with direct patient care responsibilities. Artificial nails include acrylic nails, nail extenders, nail wraps, silk wraps, sculptured nails, press-on-nails, and nail jewelry. Keep natural nails ¼ inch long or less.
5. Visible body art or tattoos that are offensive are prohibited. Jefferson makes the determination of what constitutes prohibited body art or tattoos. Factors used to determine whether body art or tattoos are prohibited are:
 - Profanity or depictions of nudity
 - Perceived offensive on the basis of race, sex, religion, etc.
 - Community norms
 - Customer complaints
6. The use of perfume and cologne is prohibited in recognition of the potential adverse effects on fellow employees, patients, and guests.

PROFESSIONAL DEMEANOR

Adherence to the College's dress code for clinical practice learning is just one component of the expectation that students will behave in a professional manner at all times when involved in clinical practice learning experiences. Nursing students and faculty are invited by clinical agencies/clinical practice sites to be present for clinical practice learning and are guests of the clinical agency/clinical practice site. It is only because of the generosity that health care institutions demonstrate in inviting us to be present that nursing educators are able to offer high-quality clinical practice learning experiences for students.

Students are expected to adhere to all policies of the clinical agency/clinical practice site in which they are placed and to be prepared for all clinical practice assignments. Students are considered to be representative of the JCN when involved in clinical practice learning and, as such, are held accountable for a high standard of professional demeanor.

EXAMINATION POLICY

- A. Students are required to take examinations on the dates scheduled.
- B. Students may miss scheduled examinations only in extreme circumstances such as illness, death in the family or other emergencies.
- C. In the event a student misses a scheduled examination, the following steps must be taken:
 1. Notify the faculty before the scheduled time for the examination or as soon as possible.
 2. Schedule, within three days of the missed examination, with the faculty, a date for taking the missed examination.
 3. Refrain from discussing the missed examination with students who have already taken the examination.
 4. The maximum score on a second missed examination for a course will be set at 90%.
- D. Any student missing a scheduled examination without following the steps in Section C above will take the missed examination and receive a maximum grade of 76 for that examination. In the event the student earns a grade lower than 76 on the missed examination, the lower grade will stand.
- E. A different version of the examination will be administered in the event of a missed examination.
- F. An examination may not be repeated for the purpose of improving a course grade.

EXAMINATION REVIEW POLICY

Purpose: An educational opportunity for students to increase their understanding of the exam content. Jefferson College of Nursing students have the opportunity to complete a secured exam review up to 10 business days after a scheduled course exam or make-up exam.

The exam review will take place in a faculty designated in-person proctored environment. Faculty will provide a silent review using the Exam Soft secured review application. Date and time will be determined on an individual review basis.

The examination review process is as follows:

1. Students will receive access through Exam Soft to the exam questions answered incorrectly.
2. No phones, electronic equipment, or writing materials are allowed with the student at the time of the review.

CLASSROOM EXAMINATION PROCEDURES

Jefferson College of Nursing students are responsible for upholding academic integrity when taking classroom examinations.

- A. Students will bring necessary equipment such as iPad, #2 pencils.
- B. The faculty will determine seating arrangements.
- C. When room size permits, students may be instructed to leave an empty seat/desk in front of, behind, and to each side. Since Examinations may be scheduled in multiple areas, you must report to the assigned room. Failure to do so will result in a grade of zero.
- D. No outer apparel is to be worn during the exam period; these items must be left in the front of the room with backpacks, handbags, hoodies and other personal belongings.
- E. Wearing or use of any device capable of web, email, text-messaging and/or data storage is prohibited during examinations. All personal equipment (e.g., cell phones, pagers, iPod, watches, smartwatches, headphones, earbuds, etc.) must be turned off and left with personal items in the front of the room. Failure to do so will result in automatic expulsion from the room and a score of zero for the test/exam. Foam or rubber ear plugs are permitted to cancel out environmental noise.
- F. Speaking to another student after the examination has started is not permitted and will result in automatic expulsion from the room and a score of zero for the examination.
- G. Passing notes or any other items or materials to another student after the exam has started will result in automatic expulsion from the room and a score of zero for the examination. Any questions or requests should be made directly to the faculty or proctor.
- H. Students may not leave the room and then return to complete the examination. Once a decision is made to leave the room, the student must upload their examination to ExamSoft. It is best to use the restroom before the examination begins.
- I. Examination start and end times will be listed on the board. Students who arrive late will not receive extra time to complete the examination. Any student who arrives late will only be afforded the remaining allotted test time. Any student who arrives after another student has completed the examination and left the testing room will not be permitted to take the examination that day. At this point, the Examination Policy will apply.
- J. During testing sessions employing electronic devices, opening any browser other than the testing screen, or taking screens shots will result in automatic expulsion from the room and a score of zero for the test/exam.

ELECTRONIC-BASED EXAMINATION PROCEDURE

Student Responsibilities

1. Nursing students must install and maintain the current version of examination software application on their Jefferson issued iPad that will be used during proctored examination/s.
 - a. Students will not be allowed to use another device for electronic testing (examples: no personal laptops phones, or other tablet devices are acceptable).

2. Students must be familiar with their iPad, the current version of examination software and instructions prior to downloading examinations.
3. Students must adhere to any email instructions from the Academic Commons regarding updates and system maintenance of the current version of examination software.
4. Students are highly encouraged to download the examination on or before the last business day before the examination to ensure IS&T and Examsoft support is available. Students with known technical difficulties should contact the course lead professor at least twenty-four hours prior to the exam. Any student who encounters last-minute technical difficulty will be required to reschedule their exam and follow the missed test policy. The exam download will remain open until 1 hour before the exam start.
5. Students beginning the examination late will not be granted additional time to complete the examination. Students are subject to JCN Examination policies and procedures as outlined in the JCN Student Handbook & Course Catalog.
6. On examination day students must:
 - Arrive at least fifteen (15) minutes before the scheduled start time of an examination
 - Have a fully charged iPad
 - Have an A/C power cord available. There is no guarantee that outlets will be available for charging. Set the internal clock to the correct date and time (EST)
 - Upload the examination on completion or as the scheduled examination period ends before leaving the room
 - Students must show their green screen to the proctor before exiting the testing room.
7. Any attempt to tamper with or disable the electronic testing software security features will be considered a violation of the Code of Conduct (Community Standards) and will result in disciplinary action. Prohibited activities include but are not limited to sharing examination password(s), recording examination questions, and reverse engineering examination encryption or attempting to do so, accessing or attempting to access a proctored assessment/examination outside of the proctored environment.
8. Students who are successful in downloading the examination file, but experience technology issues outside of normal business hours that would prevent the use of their iPad during an examination should report the issue (including relevant details) as soon as possible by email to the course faculty.

THE CLINICAL PRACTICE EDUCATION MODEL FOR ALL BSN STUDENTS

Clinical practice will provide students with learning opportunities that guide them in developing the competencies that are essential for entry-level professional nursing practice across the continuum of care.

The Clinical Practice Education Environment

The selection of clinical education sites is based on the availability of learning opportunities and role models at the site that are congruent with the student learning outcomes of the course. Clinical practice sites are determined by site availability which include day, evening, and weekend assignments. Student assignment is determined by the course faculty coordinator in conjunction with the Academic Practice Integration (API) team. It is the responsibility of the student to secure the transportation to and from assigned clinical sites. Clinical practice sites:

- Provide student learning opportunities that support empathetic, sensitive, and compassionate care for individuals, families and communities.
- Promote students' professional accountability.
- Foster students' awareness of social, legal, and ethical issues.
- Provide opportunities for students to demonstrate technical competence.
- Encourage open dialogue between students to demonstrate technical competence.
- Provide an opportunity to apply clinical reasoning under the guidance of expert nursing faculty and site professional staff across the continuum of care.
- Foster personal awareness in identifying individual strengths and limitations and areas for development.
- Foster development of professional identity and integration of professional standards and values through mentorship and modeling from faculty and staff.

The Role of the Student in the Clinical Practice Education Setting

- A. Develop a sense of decorum, recognizing that students are guests in all clinical practice settings and must adhere to each setting's methods of operation.
- B. Collaborate with members of the healthcare team in delivering care to individuals, families, and communities.
- C. Use evidence-based knowledge as the basis for applying clinical judgement and making clinical decisions.
- D. Engage in critical thinking and creative problem solving in evaluating care outcomes.
- E. Use therapeutic communication in nurse-patient interactions.
- F. Utilize data and information from a wide range of resources in the assessment, planning, provision, and evaluation of care.
- G. Provide nursing care using proper and safe techniques.
- H. Assume responsibility for the care of assigned patients, families, and communities.
- I. Define and negotiate strategies to meet patient/family and community learning needs.
- J. Demonstrate accountability in meeting expectations associated with clinical practice education experiences.
- K. Participate in unit-based professional activities such as research projects and governance activities.

Clinical Practice Education Policies

- A. Attendance at all clinical practice experiences is mandatory. If a clinical practice day is missed, it must be made up. The student will bear any expenses incurred as a result of the missed day. The adjunct instructor must report student absences to the course faculty.
- B. Students must prepare for the clinical practice experience. This includes timely and thorough attention to fit testing, clinical clearance requirements, site-specific training and any other requested documentation/activities. If the student is not prepared, the student will be dismissed, and the make-up policy and associated fees will apply.
- C. Students will be evaluated on their ability to deliver comprehensive care. A checklist/clinical tool will be utilized in conjunction with the laboratory experience to monitor progress and to ensure that each student is provided with the opportunity to develop competence with skills.

STUDENT ACADEMIC SUPPORT

Student academic support is facilitated by the Jefferson College of Nursing faculty members for each course. Faculty refer students to the Academic Support Team when academic support is needed. The Academic Support Team sessions are in addition to support provided by faculty members. Students can

also self-refer to the Academic Support Team for additional support at any point during their course of study.

Students at risk of not passing the course have a responsibility of seeking assistance from the course instructor or advisor as soon as possible. If a student's course exam GPA falls below 77% at any time, the student will be placed on an Individual Student Success Plan (ISSP) at the discretion of the course faculty after they have met with a student who has failed an exam. The student will then remain on the ISSP for the rest of the semester.

STATE BOARD OF NURSING REGULATIONS (PENNSYLVANIA)

A. Student Employment

The State Board of Nursing reminds all students that they not be employed as a registered nurse, assume the job responsibilities of registered nurse or identify themselves as a registered nurse until they are licensed as a registered nurse.

B. Eligibility for Licensure in Pennsylvania

Eligibility for Licensure in the state of Pennsylvania is at the discretion of the Pennsylvania State Board of Nursing.

Instructions for students to apply for Next Generation NCLEX (NGN) licensure are available at the Pennsylvania State Board of Nursing Website: www.dos.pa.gov/nurse.

The Pennsylvania State Board of Nursing is located at 2601 N 3rd St, Harrisburg, PA 17110. The Pennsylvania State Board of Nursing may be contacted via phone at (717) 783-7142 or via email at ST-NURSE@pa.gov.

For any other state, you must contact the State Board of Nursing to find out the requirements for that state.

Next Generation NCLEX (NGN) APPLICATION

Instructions for students to obtain an NCLEX application are available at the Pennsylvania State Board of Nursing website: www.dos.pa.gov/nurse.

Instructions for students who plan to complete the Next Generation NCLEX (NGN) examination in the state of New Jersey are available at the New Jersey Division of Consumer Affairs – Board of Nursing website: www.njconsumeraffairs.gov/nur/Pages/applications.aspx.

Students who plan to complete the examination outside of the states of Pennsylvania and New Jersey must contact the state's Board of Nursing for instructions.

GRADUATE PROGRAMS

GRADUATE PROGRAMS POLICIES AND PROCEDURES

In spring 2006 the Thomas Jefferson University Board of Trustees approved the transfer of graduate health professions programs, previously administered by the Jefferson College of Graduate Studies, to the Jefferson College of Health Professions. Effective July 1, 2009, both the undergraduate and graduate health professions programs in nursing are administered by the Jefferson College of Nursing. Policies and procedures as defined in this Student Handbook and Course Catalog will apply to graduate students and programs.

GRADING SYSTEM

The grading system and grading reporting methods published in this JCN Student Handbook & Course Catalog will be applied to all Jefferson College of Nursing graduate and undergraduate nursing courses. Students enrolled in Graduate Programs must achieve a minimum cumulative grade point average of 3.00 to remain in good academic standing.

Grading information is an integral part of each course syllabus; therefore it is imperative that students read each syllabus carefully at the beginning of the semester. Questions or concerns about grading should be discussed with the course faculty.

GRADUATE TRANSFER CREDIT POLICY

With regard to degree-seeking applicants, a student who wishes to transfer credits for a graduate course, with a grade of B or above, earned at another institution, must submit a written request to the Chair, Graduate Programs at JCN, accompanied by a course description and a syllabus. An official transcript from the outside nationally accredited institution must be obtained if not already included in the students' academic file. The Chair, Graduate Programs at JCN is responsible for the evaluation and the decision regarding the request. The Chair, Graduate programs at JCN will notify the student of the decision in writing and, if transfer credit is awarded, will notify the University Office of the Registrar of the action.

When necessary, transfer credits from another institution will be converted to credit equivalents in Jefferson College of Nursing. A maximum of six (6) graduate course credits earned at another college may be transferred to meet, in part, the 36-credit requirement for the MSN degree, the 66-credit requirement for the post-Baccalaureate to DNP degree, the 36-credit requirement for the post-Master's to DNP, and/or the 92-credit requirement for the DNP Nurse Anesthesia Program. There is no tuition reduction, tuition discount or refund of tuition payment in the event transfer credits are accepted from another institution and posted to the student's Jefferson transcript.

GRADUATION REQUIREMENTS

All financial commitments to Thomas Jefferson University must be fulfilled prior to graduation, including payment of late library fees, and tuition. The student's diploma will be withheld until the above criteria is met.

Candidates of the degree of Master of Science and Doctor of Nursing Practice must have successfully completed all credits and other requirements of the program, and have a cumulative grade point average of B (3.0) or higher on all work attempted.

Each student expecting to graduate in a given year must complete and submit an online application for Degree with the University Office of the Registrar by the date published in the Academic Calendar. It is the policy of Thomas Jefferson University not to award honors to graduates with the Doctorate or Master of Science degrees.

GRADUATION: APPLICATION FOR GRADUATION, CAP, GOWN, AND HOOD

All students eligible for graduation will be emailed graduation information to a Jefferson email account by the University Office of the Registrar. This includes instructions for filing the online Application for Graduation, ordering cap and gown for commencement exercises, and information regarding the ceremony and rehearsal times. Students who expect to meet the requirements for graduation in a given year must file the Application for Graduation by the date published in the Academic Calendar.

A student who applies for graduation and then fails to qualify must reapply, indicating the revised date of the completion of graduation requirements.

MASTER'S PROGRAM

ORGANIZING FRAMEWORK OF THE MASTER OF SCIENCE IN NURSING (MSN) PROGRAM

Thomas Jefferson University, Jefferson College of Nursing has adopted the Essentials: Core Competencies for Professional Nursing Education (2021), published by the American Association of Colleges of Nursing. Three components form the organizing framework for the graduate level curriculum. They are the graduate nursing core curriculum, the advanced practice registered nurse (APRN) core curriculum, and the specialty curriculum.

The graduate nurse practitioner program meets the requirements of the Standards for Quality Nurse Practitioner Education, 6th Edition (2022). The NP curriculum provides the student broad educational preparation and follows current nationally recognized standards and competencies for advanced level nursing education, NP role preparation, and population focus preparation (NTF, 2022).

The graduation nursing core curriculum constitutes foundational curriculum content that has been identified as essential for all students who pursue a master's degree in nursing. The courses incorporated into the core curriculum are designed to foster the ability to critically and accurately assess and plan interventions and evaluate the health and illness experiences of individuals, families, and communities and acquire the ability to analyze, synthesize, and utilize knowledge.

- Research prepares graduates for the utilization of new knowledge to provide high-quality health care, initiate change, and improve nursing practice. The goal of the research component of the curriculum is to prepare clinicians who are proficient at the utilization of research, including the evaluation of research, problem identification in practice, awareness of outcomes and the clinical application of research.
- Health policy, organization and financing prepare graduates to provide quality, cost-effective care, to participate in the design and implementation of care, and to assume leadership roles in managing human, fiscal, and physical resources. Recognizing the relationship of these issues to improving health care delivery and outcomes of care is essential.
- Expanding health technologies and increasing demands for cost containment have emphasized the need for ethical decision making by all health care professionals. Ethical decision-making content focuses on an understanding of the principles, personal values, and beliefs that provide a framework for nursing practice. Graduate students have opportunities to explore their values and analyze how the values underpinning them influence the interventions and care delivered.
- Professional role development content operational uses the theoretical principles and norms within the graduate's specialty area of practice. The professional role development curriculum content provides the student with a clear understanding of the nursing profession, advanced practice nursing and advanced community health nursing roles, the requirements for, and regulation of these roles. The purpose of this content is to facilitate transition into the advanced role and to integrate the new functions and activities of the advanced role into professional practice. It is critical that graduates

work effectively in interprofessional relationships or partnerships, recognizing the uniqueness and similarities among the various roles. Graduates must demonstrate personal qualities and professional behaviors such as assertiveness, the responsibility to engage in professional activity and advocacy for change. The profession of nursing relies on the master's prepared nurse to participate in the profession and exert leadership not only within the profession but also in the healthcare system.

- Theoretical foundations for nursing practice prepare graduates to critique, evaluate, and utilize theory as a basis for practice. Since nursing practice integrates and applies a wide range of theories, the curriculum includes theories from nursing and other sciences. Together with knowledge of current research, this content provides a firm foundation to guide the graduate's nursing practice.
- Human diversity and social issues content fosters an understanding of the wide diversity of subcultural influences on human behavior, including ethnic, racial, gender, and age differences. An understanding and appreciation of human diversity in health and illness assures the delivery of appropriate or individualized health care.
- Health promotion and disease prevention encompass a wide range of personal, clinical and community-based interventions in addition to broad development and application of social policies that influence the goal of achieving health.
- The graduate core curriculum contains content that is essential to domain-specific areas of graduate nursing education. The APRN core curriculum for the nurse practitioner addresses advanced health/physical assessment, advanced physiology and pathophysiology and advanced pharmacology.
- Advanced health/physical assessment provides the basis for determining appropriate and effective health care through development of a thorough understanding of the patient or client. In addition to core general assessment content common to all advanced practice nurses, specialty-specific content is required, and is integrated into all clinical experiences.
- Advanced physiology and pathophysiology provide an understanding of normal and pathological mechanisms of disease that serve as essential components for clinical assessment, decision making, and management. Knowledge is related to interpreting changes in normal function that result in symptoms indicative of illness and assessing responses to pharmacological management of illness. In addition to the systems-focused course, specialty-specific content is integrated into specialty courses and clinical experiences.
- Advanced pharmacology provides the knowledge and skills to assess, diagnose, and manage common health problems in a safe, quality, and cost-effective manner. Content includes pharmacotherapeutics and pharmacokinetics of pharmacologic agents. Application of content is integrated into other support courses, specialty courses, and clinical experiences.

The graduate nursing core curriculum for the community health advanced nursing practice curriculum addresses content that emphasizes in-depth knowledge and skills in economics of health care and services, administration, financial management and budgeting, personnel recruitment and management, education and marketing of health care.

The NP population focused courses consist of clinical and didactic learning experiences identified and defined by specialty nursing practice and education organizations. Course content provides students with the knowledge and skills required to practice independently and interdependently to provide a broad range of health care services including health promotion, assessment, diagnosis, and management of actual and potential health problems in a variety of settings.

MASTER OF SCIENCE IN NURSING (MSN) PROGRAM OUTCOMES*

Upon completion of the program the student will be able to:

- A. Integrate relevant knowledge, principles, and theories from **nursing and related sciences** into the advanced nursing care of individuals, families and populations. (Essential I)
- B. Demonstrate acumen in **organizational leadership** through effective collaboration, consultation, and decision making. (Essential II)
- C. Integrate **research translation and evidence appraisal** into advanced nursing practice to initiate change and improve quality outcomes. (Essential IV)
- D. Evaluate **information science** approaches and patient-centric technologies to improve health outcomes and enhance **quality of care**. (Essentials III, V)
- E. Analyze the impact **policies**, economic factors, and ethical and socio-cultural dimensions have on advanced nursing practice and health care outcomes. (Essential VI)
- F. Integrate the concepts of **interprofessional communication, collaboration and consultation** to effectively manage and coordinate care across systems. (Essential VII)
- G. Incorporate culturally appropriate concepts in the planning and delivery of evidence-based preventative and clinical care to **communities, and populations**. (Essential VIII)
- H. Demonstrate expertise in a defined area of **advanced practice nursing** that influences health care outcomes for individuals, populations, and systems. (Essential IX)

* Program outcomes are pending revision to align with The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)

EXAMINATION POLICY

In this policy, “examination” refers to any examination and/or quiz administered in the classroom, online and/or electronically.

- A. Students are required to take examinations on the dates scheduled.
- B. Students may miss scheduled examinations only in extreme circumstances, such as illness, death in the family, or other emergencies.
- C. In the event a student misses a scheduled examination, the following steps must be taken:
 - 1. Notify the faculty before the scheduled time for the examination or as soon as possible.
 - 2. Schedule, within three days of the missed examination, with the faculty, a date for taking the missed examination.
 - 3. Refrain from discussing the missed examination with students who have already taken the examination.
 - 4. The maximum score on a second missed examination for a course will be set at 90%.
 - 5. A different version of the examination will be administered in the event of a missed examination.
- D. Any graduate student missing a scheduled examination without following the steps in Section C, above will take the missed examination and receive a maximum grade of 79 for the examination. In the event the student earns a grade lower than 79 on the missed examination, the lower grade will stand. Any DNP Nurse Anesthesia student missing a scheduled examination in an anesthesia course without following the steps in Section C above, will take the missed examination and receive a maximum grade of 82 for that examination. In the event the student earns a grade lower than 82 on the missed examination, the lower grade will stand.
- E. An examination may not be repeated for the purpose of improving a course grade.

CLASSROOM EXAMINATION PROCEDURES

Jefferson College of Nursing students are responsible for upholding academic integrity when taking classroom examinations.

- A. Students will bring necessary equipment such as iPad, #2 pencils and/or calculator.
- B. The faculty will determine seating arrangements
- C. When room size permits, students may be instructed to leave an empty seat/desk in front of, behind, and to each side. Since examinations may be scheduled in multiple areas, you must report to the assigned room. Failure to do so will result in a grade of zero.
- D. No outer apparel is to be worn during the exam period; these items must be left in the front of the room with backpacks, handbags and other personal belongings.

- E. Wearing or use of any device capable of web, email, text-messaging and/or data storage capability is prohibited during examinations. All personal equipment (e.g., cell phones, pagers, iPod, watches, smartwatches, headphones, earbuds, etc.) must be turned off and left with personal items in the front of the room. Failure to do will result in automatic expulsion from the room and a score of zero for the test/exam. Foam or rubber ear plugs are permitted to cancel out environmental noise.
- F. Speaking to another student after the examination has started is not permitted and will result in automatic expulsion from the room and a score of zero for the examination.
- G. Passing notes or any other items or materials to another student after the exam has started will result in automatic expulsion from the room and a score of zero for the examination. Any questions or requests should be made directly to the faculty or proctor.
- H. Students may not leave the room and return to complete the examination. Once a decision is made to leave the room, the student must upload their examination to ExamSoft. It is best to use the restroom before the examination begins.
- I. Examination start and end times will be listed on the board. Students who arrive late will not receive extra time to complete the examination. Any student who arrives late will only be afforded the remaining allotted test time. Any student who arrives after another student has completed the examination and left the testing room will not be permitted to take the examination that day. At this point, the Examination Policy will apply.
- J. During examination sessions employing electronic devices, opening any browser other than the examination screen, or taking screen shots will result in automatic expulsion from the room and a score of zero for the examination.

Additional Student Responsibilities Relating to Proctored Examinations:

- The following items must not be on the student's desk or used during the proctored exam, unless rules for the exam specifically permit these materials: books, textbooks, notebooks, or a secondary electronic device.
- A handheld mirror must be available to show the proctor the workspace at the beginning of the session.
- One piece of 8x11 scrap paper and writing tool should be available, if applicable.
- Students cannot communicate with any other person during the exam, except the proctor.
- If any issues with connectivity, determine means of reconnection with proctor.
- Student will show screen of exam submission (green check mark) to camera before exiting the Zoom session.
- Students will mute themselves on Zoom during exam as not to disturb other students.

GRADUATE ELECTRONIC-BASED EXAMINATION PROCEDURES ON CAMPUS

Student Responsibilities

On examination day students must:

- Arrive at least 10 minutes before the scheduled start time of an examination;
- Download the examination when instructed (password will be distributed before start of examination); and
- Upload the examination on completion or as the scheduled examination period ends and before leaving the room.

Any attempt to tamper with or disable the electronic testing software security features will be considered a violation of the Code of Conduct and will result in disciplinary action. Prohibited activities include but are not limited to sharing examination password(s), recording examination questions, and reverse engineering examination encryption or attempting to do so.

If a student encounters a technical problem with their computer at the start of or during an examination, they should immediately notify the faculty proctor/s for assistance. Every effort will be made to resolve the issue in a reasonable time frame.

If the faculty proctor/s determine that the issue cannot be resolved in a reasonable time frame, the student will be issued a paper examination. The student will follow up with the course faculty and IS&T as instructed.

One sheet of scratch paper will be provided to each student during the administration of an examination/s. The scratch paper will include the academic integrity statement regarding examinations. Students must clearly print, sign, and date the scratch paper. The scratch paper must be submitted to the faculty proctor/s at the conclusion of the examination. Students who fail to return this sheet will receive a zero (0%) on the examination/s.

At the completion of the examination, students are required to upload their examination/s immediately and show the examination submission confirmation screen (green screen) to the faculty proctor/s before leaving the testing room to ensure examination results are received properly. Students who experience difficulty submitting their examination will be referred to technical assistance (contact the electronic software support services). Students who do not upload examination results and do not seek technical assistance the day of the examination are at risk of receiving a zero for the examination.

GRADUATE ELECTRONIC-BASED EXAMINATION PROCEDURES OFF CAMPUS

Student Responsibilities:

Nursing students must install and maintain the current version of the examination software application on their iPad, laptop, or desktop computer that will be used during proctored examination/s. Device must have Windows or MAC operating system.

Students must be familiar with their iPad, laptop, or desktop computer, the current version of examination software and instructions prior to downloading an examination.

Students must adhere to any email instructions from the Academic Commons regarding updates and system maintenance of the current version of examination software.

Students will receive instruction from course faculty concerning downloading and exam completion as appropriate. Off-campus examinations will remain open for a time frame that will not exceed 36 hours. Off-campus proctors are required for examinations weighted greater than 20% in instances where faculty proctoring via Zoom is not scheduled. Proctor submission forms must be submitted at the outset of each course according to syllabi instructions.

On examination day students must

- Have fully charged devices for exam completion and proctor viewing (if applicable);
- Have an AC power cord available;
- Set the internal clock to the correct date and time (EST); and
- Upload the examination on completion or as the scheduled examination period ends.

Any attempt to tamper with or disable the electronic testing software security features will be considered a violation of the Code of Conduct and will result in disciplinary action. Prohibited activities include but are not limited to sharing examination password(s), recording examination questions, and reverse engineering examination encryption or attempting to do so.

Technology accommodations are granted when a student is unable to download and install the electronic testing software and/or examination file. These problems must be reported to the course faculty immediately.

JCN students experiencing technology problems must make arrangements with Information Systems and Technology (IS&T) to resolve issues during normal business hours. This will allow appropriate measures to be taken to enable a student to take an examination as scheduled.

Nursing students who are successful in downloading the examination file, but experience technology issues outside of normal business hours that would prevent the use of their laptop/desktop computer during an examination should report the issue (including relevant details) as soon as possible by email to the course faculty.

At the completion of the examination, students are required to upload their examination/s immediately and show that examination results are received properly.

CLINICAL ATTENDANCE POLICY

Students are required to attend all clinical components of their course work. Students must notify the appropriate personnel (see directions below) at the earliest possible time of any clinical absence. Being absent without notification may result in a failing grade for the clinical course. This determination will be made by the appropriate Program Director.

- A. In case of a clinical absence, it is the responsibility of the student to notify the clinical course faculty and the clinical site as soon as possible for planned and unplanned absence. The clinical course faculty and agency must be notified no less than one (1) hour prior to the beginning of the shift. Failure to notify faculty and agency of clinical absence may result in a course failure.
- B. Extreme circumstances will be addressed by the Program Director, or designee, on an individual basis.

THE CLINICAL EDUCATION MODEL FOR MSN STUDENTS

Purpose: For MSN students, to educate nursing professionals who are seeking roles that require advanced knowledge, skills, and competencies that are essential for advanced nursing practice.

Philosophy: For MSN students, clinical education provides students with guided opportunities to become proficient in developing advanced knowledge, skills, and competencies essential for advanced practice nursing. Clinical education enables students to use the scientific process to synthesize and apply theory derived from nursing and related sciences, and knowledge from their liberal education to the care of individuals, families and communities. Clinical education represents a progressive continuum of professional development during which students conceptualize and develop as members of the interprofessional health care team.

THE CLINICAL EDUCATION ENVIRONMENT

The selection of clinical education sites is based on the availability of learning opportunities and role models at the site that are congruent with the student learning outcomes of the course. Clinical education sites are determined by site availability. Student assignment is determined by the course faculty. It is the responsibility of the student to secure transportation to and from assigned clinical sites. Clinical education sites:

- Provide student learning opportunities that support empathetic, sensitive, and compassionate care for individuals, families, and communities;
- Promote students' professional accountability;
- Foster students' awareness of social, legal and ethical issues;

- Provide opportunities for students to demonstrate technical competence;
- Encourage open dialogue between students, faculty, staff, patients and members of the health care team;
- Provide an opportunity to make clinical judgments under the guidance of expert nursing faculty and site professional staff;
- Foster personal awareness in identifying individual strengths and limitations and areas for development; and
- Foster development of professional identity and integration of professional standards and values through mentorship and modeling from faculty and staff.

Overall Objective

Clinical education will provide students with learning opportunities that guide them in developing the competencies that are essential for advanced level professional nursing practice.

The Role of the Student in the Clinical Education Setting

- Develop a sense of decorum, recognizing that students are guests in all clinical settings and must adhere to each setting's methods of operation.
- Collaborate with members of the health care team in delivering care to individuals, families and communities.
- Use evidence-based knowledge as the basis for making clinical judgments and decisions.
- Engage in critical thinking and creative problem solving in evaluating care outcomes.
- Use therapeutic communication in nurse-patient interactions.
- Utilize data and information from a wide range of resources in the assessment, planning, provision and evaluation of care.
- Provide nursing care using proper and safe techniques.
- Assume responsibility for the care of assigned patients.
- Define and negotiate strategies to meet patient/family learning needs.
- Demonstrate accountability in meeting expectations associated with clinical education experiences.
- Participate in professional activities, such as research projects and governance activities (as applicable).

The Role of Preceptor in the Clinical Education Setting

- A. Develop professional values and role behaviors in the clinical setting, modeling accountability, respect and clinical expertise.
 1. Guide students to demonstrate professional behavior at all times.
- B. Maintain ongoing channels of effective communication.
 1. Meet with the clinical course faculty to provide information about student learning goals and define preceptor's role in the student's educational experience.
 2. Provide mid-term and final evaluation.
 3. Develop student guidelines, based on student learning outcomes that clearly delineate expectations for the learning experience.
 4. Provide ongoing formative evaluation feedback regarding accomplishment of course expectations to each student.
 5. Maintain ongoing communication with clinical course faculty as indicated.
- C. Maximize opportunities for the student to apply theory, knowledge and skills through exposure to diverse populations and care issues.
 1. Utilize evaluation of students' strengths and weaknesses in the clinical area to select appropriate assignments for students.
 2. Facilitate application of students' current skills and knowledge to new and unfamiliar experiences.

3. Guide active student involvement in developing professional values and assuming professional nursing roles.
- D. Facilitate integration of theory with practice through use of scientific process in clinical decision-making.
 1. Coordinate student learning experiences with classroom learning.
 2. Facilitate student integration of classroom theory, development of core competencies and knowledge, and professional values and roles into clinical practice.
 3. Facilitate students' learning and practice of clinical decision-making and critical thinking skills.
- E. Facilitate development of students' ability to self-evaluate clinical progress and strengths and weaknesses and to set goals for future learning experiences.
 1. Provide prompt ongoing feedback to students regarding clinical expectations, performance, and written assignments, including clinical log.
 2. Encourage objective formative self-evaluation.
 3. Uphold the expectation that students must come to the evaluation conference with a fully completed self-evaluation.
 4. Facilitate students' evaluation of preceptor and clinical site.
- F. Evaluate students' accomplishment of course competencies and requirements.
 1. Provide and explain course performance expectations at orientation.
 2. Place students in danger of failing on clinical remediation and create a plan of remediation with the student.
 3. Immediately notify the clinical course faculty of any problems or concerns with the clinical experience, which might impact on students' ability to meet course requirements.
 4. Schedule an evaluation conference with the student at mid-term and end of semester.

Framework for Learning Session

Clinical experiences will be provided for students to develop proficiency in the core competencies essential for advanced level professional practice.

- A. Opportunities will be provided for the student to plan, implement, and evaluate care of diverse patients.
- B. Related observational experiences may be provided when appropriate to meet student learning outcomes.
- C. Opportunities to work with staff and interact as part of the interprofessional care team will be provided.
- D. Quantity and complexity of assignments will reflect the goal of developing and enhancing student's level of competency.

Fee-based Placements and Placement Service Companies

Jefferson College of Nursing does not condone, recommend, support and/or have a relationship with fee-based clinical placement service companies. Students who engage with an external clinical placement service company or elect to pay preceptors directly, do so at their own risk and assume any financial obligations.

Jefferson College of Nursing does not pay placement fees or stipends to preceptors, nor does it recommend that students do so.

CLINICAL CALENDAR AND CLINICAL HOURS

A summary of clinical hours must be submitted weekly. The clinical hours summary must be submitted in order to pass the clinical practicum.

CLINICAL LOGS (CLIENT ENCOUNTER LOGS)

Students are required to collect and record data on every client seen. Clinical logs must be submitted *weekly as per the clinical course syllabi*. Clinical logs will be reviewed weekly. The log helps all interested participants in the clinical experience understand what skills, techniques or experiences have been accomplished and what skills, techniques or competencies need to be accomplished.

All clinical logs must be submitted to the approved electronic system for tracking patient encounters.
Clinical logs must be submitted on time in order to pass the clinical practicum.

Students are required to complete 250 hours of clinical practicum for each clinical course. Non nurse practitioner programs follow clinical hour requirements as per the program plan of study. Attendance is mandatory. Clinical hours do not include transportation time to the clinical setting or time spent eating lunch. If for any reason a student is absent on an arranged clinical day, the student must notify their preceptor and faculty immediately by phone and email. The student must also notify the clinical site. Failure to notify the clinical preceptor, clinical site and faculty of absence may result in clinical failure. Also, failure to complete clinical hours during the semester will result in failure in clinical performance.

SATISFACTORY CLINICAL PERFORMANCE IN MASTER OF SCIENCE IN NURSING (MSN) COURSES

Satisfactory clinical performance includes successful completion of 250 clinical hours per semester as well as successful completion of written clinical assignments. Written clinical assignments are evaluated as a Pass/Fail grade. A student who fails the clinical practicum will receive the grade of F (failure) for the course. All clinical logs and clinical evaluations must be completed on the required due date to pass the course.

MASTER OF SCIENCE IN NURSING (MSN) CURRICULUM PLANS

Core Curriculum

Course	Credits
NU 602 Health Policy, Legal and Ethical Dimensions of Practice.....	3
NU 603 Research for Advanced Practice Nursing I.....	3
NU 704 Philosophy, Foundations and Methods for Evidence-Based Practice.....	3
NU 605 Role of the Advanced Practice Nurse.....	3
NU 696 Leadership and Critical Decision Making.....	3
NU 705 Advanced Topics in Health Informatics.....	<u>3</u>
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A. Prerequisite Course Requirement

Students enrolled in NU 673, Comprehensive Assessment for Clinical Decision-Making, are expected to have completed a basic health assessment course; therefore, basic assessment skills will not be reviewed in this course. All students are encouraged to review their basic skills and to practice and develop comfort and competence in the performance of these skills. Suggested activities are review of videos (online from the library) and basic assessment texts.

B. Practitioner Students

All nurse practitioner students are required to obtain two RN licenses as applicable to their intended clinical practice site. This will ensure that students will be able to avail themselves to all available preceptors and clinical sites in a minimum of two states. Students will not be permitted to register for NU 673 until they present copies of their RN licenses. All students not required to take NU 673 (i.e., NNP students) will receive separate directions from the Program Directors regarding licensure.

MASTER OF SCIENCE IN NURSING (MSN) CURRICULUM PLANS

Academic Nursing

The MSN in Academic Nursing is designed for professional nurses seeking faculty positions in entry-level or graduate nursing education programs to teach in the classroom, clinical environment, or online. Courses focus on contemporary curriculum design, instructional methodologies, student assessment, and program evaluation methods. Completion of two preceptor-facilitated practicums provides students the opportunity to transfer knowledge to the actual academic environment.

This flexible, online program with experiential learning offers professional growth and career trajectory towards successful transition into the professorial role in an academic setting. Graduates are eligible, depending on employment role and work history, to apply for any of the three National League for Nursing (NLN) Certified Nurse Educator (CNE) examinations. NLN-CNE designation indicates exceptional proficiencies in the field of nursing education.

Academic Nursing

Individualized plans of study are developed with students by the program director at orientation. Two and three year study options are available.

Sample Full-time Plan of Study

YEAR ONE

Semester One:

NU 570.02 Pathophysiology of Human Disease/Pathologic Aspects of Disease..... 3

NU 602.02 Health Policy, Legal and Ethical Dimensions of Practice 3

Total Credits – Year One Semester One..... 6

Semester Two:

NU 618.02 Trends in Education & the Nurse Educator Role..... 3

NU 560.02 Advanced Pharmacotherapeutics 3

Total Credits – Year One Semester Two 6

Semester Three:

NU 673.02 Comprehensive Assessment for Clinical Decision-Making 3

NU 619.02 Online Education & Instructional Design in Academic Nursing..... 3

Total Credits – Year One Semester Three..... 6

YEAR TWO

Semester One:

NU 603.02 Research for Advanced Practice Nursing I..... 3

NU 678.02 Academic Nursing Seminar I: Facilitating Learner-Centric Development and Socialization 3

Total Credits – Year Two Semester One 6

Semester Two:

NU 696.02 Leadership and Critical Decision Making..... 3

NU 680.02 Academic Nursing Seminar II: Contemporary Curriculum Design and Role Execution Practicum (112 practicum hours)..... 3

Total Credits – Year Two Semester Two..... 6

Semester Three:

NU 704.02 Philosophy, Foundations, and Methods for Evidence-Based Practice.....	3
NU 684.02 Academic Nursing Seminar III: Measuring Learning Outcomes and Role Execution Synthesis (112 practicum hours).....	3
Total Credits – Year Two Semester Three	6

Adult-Gerontology: Acute Care Nurse Practitioner

The Adult-Gerontology: Acute Care Nurse Practitioner is prepared to assess and manage the full continuum of care services for the acutely and critically ill. The core knowledge provided in the specialty coursework is based on the full spectrum of high acuity patient care needs. Students complete 750 clinical hours for this program.

Two certification options exist for graduates of the Adult-Gerontology Acute Care (AGAC) Nurse Practitioner Program. AGAC graduates meet the academic eligibility requirements to take the Adult-Gerontology Acute Care Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC). Candidates who meet all eligibility requirements established by the ANCC and successfully pass the ANCC examination are awarded the credential: Adult-Gerontology Acute Care Nurse Practitioner-Board Certified (AGACNP-BC).

AGAC Program graduates also meet the academic eligibility requirements to take the Adult-Gerontology Acute Care Nurse Practitioner Certification Examination offered by the American Association of Critical Care Nurses (AACN). Candidates who meet all eligibility requirements established by the AACN and successfully pass the examination are awarded the credential: Adult - Gerontology Acute Care Nurse Practitioner Credential (ACNPC-AG).

Adult-Gerontology: Acute Care Nurse Practitioner Program

Individualized plans of study are developed with students by the program director at orientation. Two and three year study options are available.

Sample Full-time Plan of Study

YEAR ONE

Semester One:

NU 560.02 Advanced Pharmacotherapeutics 3

NU 705.70 Advanced Topics in Health Informatics 3

Total Credits – Year One Semester One..... 6

Semester Two:

NU 603.02 Research for Advanced Practice Nursing I..... 3

NU 673.02 Comprehensive Assessment for Clinical Decision-Making 3

Total Credits – Year One Semester Two 6

Semester Three:

NU 704.02 Philosophy, Foundations, and Methods for Evidence-Based Practice 3

NU 570.02 Pathophysiology of Human Disease/Pathologic Aspects of Disease 3

Total Credits – Year One Semester Three..... 6

YEAR TWO

Semester One:

NU 605.02 Role of the Advanced Practice Nurse..... 3

NU 631.02 Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced
Practice Nurse I..... 3

Total Credits – Year Two Semester One 6

Semester Two:

NU 632.02 Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced
Practice Nurse II..... 3

NU 696.02 Leadership and Critical Decision Making 3

Total Credits – Year Two Semester Two..... 6

Semester Three:

NU 633.02 Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced
Practice Nurse III..... 3

NU 602.02 Health Policy, Legal and Ethical Dimensions of Practice 3

Total Credits – Year Two Semester Three 6

Adult-Gerontology: Primary Care Nurse Practitioner Program

The Adult-Gerontology: Primary Care Nurse Practitioner is prepared to assess and manage the full continuum of primary care services to individuals from young adults to older adulthood. The core knowledge provided in the specialty coursework is based on the full spectrum of wellness and health, as well as episodic and chronic health care needs. Adult-Gerontology: Primary Care Nurse Practitioner graduates are well-prepared to provide care in a wide variety of outpatient settings, including private practices, public clinics, home-based primary and specialty care practices, hospital- based outpatient clinics, and specialty practices. Students complete 750 clinical hours for this program.

Two certification options exist for graduates of the Adult-Gerontology Primary Care (AGPC) Nurse Practitioner Program. AGPC Program graduates meet the academic eligibility requirements to take the Adult-Gerontology Primary Care Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC). Candidates who meet all eligibility requirements established by the ANCC and successfully pass the examination are awarded the credential: Adult-Gerontology Primary Care Nurse Practitioner-Board Certified (AGPCNP-BC).

AGPC Program graduates also meet the academic eligibility requirements to take the Adult-Gerontology Primary Care Nurse Practitioner Certification Examination offered by the American Academy of Nurse Practitioners Certification Board (AANPCB). Candidates who meet all eligibility requirements established by the AANPCB and successfully pass the examination are awarded the credential: Adult-Gerontology Primary Care Nurse Practitioner (NP-C or AGNP-C depending on state licensing and regulatory agency requirements).

Adult-Gerontology: Primary Care Nurse Practitioner Program

three year study options are available.

Adult-Gerontology: Primary Care Nurse Practitioner Program

Individualized plans of study are developed with students by the program director at orientation. Two and three year study options are available

Sample Full-time Plan of Study

YEAR ONE

Semester One:

NU 560.02 Advanced Pharmacotherapeutics 3

NU 705.70 Advanced Topics in Health Informatics 3

Total Credits – Year One Semester One..... 6

Semester Two:

NU 603.02 Research for Advanced Practice Nursing I..... 3

NU 673.02 Comprehensive Assessment for Clinical Decision-Making 3

Total Credits – Year One Semester Two 6

Semester Three:

NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice..... 3

NU 570.02 Pathophysiology of Human Disease/Pathologic Aspects of Disease..... 3

Total Credits – Year One Semester Three 6

YEAR TWO

Semester One:

NU 674.02 Management of Common Health Problems in Primary Care..... 3

NU 605.02 Role of the Advanced Practice Nurse..... 3

Total Credits – Year Two Semester One 6

Semester Two:

NU 630.02 Diagnostic Reasoning and Clinical Decision-Making for Adult Care Advanced
Practice Nurse 3

NU 696.02 Leadership and Critical Decision Making 3

Total Credits – Year Two Semester Two..... 6

Semester Three:

NU 676.02 Management of the Adult and Older Adult in Ambulatory Care 3

NU 602.02 Health Policy, Legal and Ethical Dimensions of Practice 3

Total Credits – Year Two Semester Three 6

Family-Individual Across the Lifespan Nurse Practitioner

The Family/Individual Across the Lifespan Nurse Practitioner (FNP) will be educated to deliver comprehensive primary care to clients from infancy to adulthood. The curriculum emphasis is on interdisciplinary collaboration and strategies for meeting patients' primary care needs through a family-centered approach to health promotion and illness intervention. Students complete 750 clinical hours for this program.

Two certification options exist for graduates of the Family-Individual Across the Lifespan (FIAL) Nurse Practitioner Program. FIAL Program graduates meet the academic eligibility requirements to take the Family Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC). Candidates who meet all eligibility requirements established by the ANCC and successfully pass the examination are awarded the credential: Family Nurse Practitioner-Board Certified (FNP-BC).

FIAL Program graduates also meet the academic eligibility requirements to take the Family Nurse Practitioner Certification Examination offered by the American Academy of Nurse Practitioners Certification Board (AANPCB). Candidates who meet all eligibility requirements established by the AANPCB and successfully pass the examination are awarded the credential: Family Nurse Practitioner-Certified (NP-C or FNP-C depending on state licensing and regulatory agency requirements).

Family-Individual Across the Lifespan Nurse Practitioner

Family-Individual Across the Lifespan Nurse Practitioner

Individualized plans of study are developed with students by the program director at orientation. Two and three year study options are available.

Sample Full-time Plan of Study

YEAR ONE

Semester One:

NU 570.02 Pathophysiology of Human Disease/Pathologic Aspects of Disease..... 3

NU 603.02 Research for Advanced Practice Nursing I..... 3

Total Credits – Year One Semester One..... 6

Semester Two:

NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice..... 3

NU 560.02 Advanced Pharmacotherapeutics 3

Total Credits – Year One Semester Two 6

Semester Three:

NU 673.02 Comprehensive Assessment for Clinical Decision-Making 3

NU 705.70 Advanced Topics in Health Informatics..... 3

Total Credits – Year One Semester Three..... 6

YEAR TWO

Semester One:

NU 674.02 Management of Common Health Problems in Primary Care..... 3

NU 696.02 Leadership and Critical Decision Making..... 3

Total Credits – Year Two Semester One 6

Semester Two:

NU 675.02 Management of Women and Children in Ambulatory Care 3

NU 602.02 Health Policy, Legal and Ethical Dimensions of Practice 3

Total Credits – Year Two Semester Two..... 6

Semester Three:

NU 676.02 Management of the Adult and Older Adult in Ambulatory Care..... 3

NU 605.02 Role of the Advanced Practice Nurse..... 3

Total Credits – Year Two Semester Three 6

The Neonatal Nurse Practitioner (NNP) program prepares graduates in the care of infants from birth to age two as well as their mothers and family. NNPs practice in neonatal intensive care units, labor and delivery, well baby units, outpatient clinics and during transport services. They provide and manage comprehensive health care to critically ill and convalescing neonates, and their families, while collaborating with maternal child healthcare disciplines. Students complete 750 clinical hours for this program.

Graduates of the Neonatal Nurse Practitioner Program meet the academic eligibility requirements to take the Neonatal Nurse Practitioner Certification Examination offered by the National Certification Corporation (NCC). Candidates who meet all eligibility requirements established by the NCC and successfully pass the examination are awarded the credential: Neonatal Nurse Practitioner-Board Certified (NNP-BC).

Neonatal Nurse Practitioner Program

Individualized plans of study are developed with students by the program director at orientation. Two and three year study options are available.

Sample Full-time Plan of Study

YEAR ONE

Semester One:

NU 570.02 Pathophysiology of Human Disease/Pathologic Aspects of Disease.....	3
NU 602.02 Health Policy, Legal and Ethical Dimensions of Practice	3
Total Credits – Year One Semester One.....	6

Semester Two:

NU 603.02 Research for Advanced Practice Nursing I.....	3
NU 667.02 Advanced Pharmacotherapeutics for Neonatal Nurse Practitioners	3
Total Credits – Year One Semester Two	6

Semester Three:

NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice.....	3
NU 665.02 Comprehensive Assessment for Clinical Decision-Making for the Mother and the Neonate	3
Total Credits – Year One Semester Three.....	6

YEAR TWO

Semester One:

NU 696.02 Leadership and Critical Decision Making.....	3
NU 662.02 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner I.....	3
Total Credits – Year Two Semester One	6

Semester Two:

NU 705.70 Advanced Topics in Health Informatics.....	3
NU 663.02 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner II.....	3
Total Credits – Year Two Semester Two.....	6

Semester Three:

NU 605.02 Role of the Advanced Practice Nurse.....	3
NU 664.02 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner III	3
Total Credits – Year Two Semester Three	6

Pediatric Primary Care Nurse Practitioner

The Pediatric Primary Care Nurse Practitioner (NP) specialty prepares graduates in the advanced care of children and their families. Pediatric advanced practice nurses provide care in clinical practice, school-based health, home health, public health, acute and long-term care settings. The Pediatric Primary Care NP is prepared to manage the direct care of infants and children, and incorporate the various roles associated with advanced nursing practice in a variety of care settings. Students complete 750 clinical hours for this program.

Graduates of the Pediatric Primary Care Nurse Practitioner Program meet the academic eligibility requirements to take the Certified Pediatric Nurse Practitioner - Primary Care (CPNP-PC) Examination offered by the Pediatric Nursing Certification Board (PNCB). Candidates who meet all eligibility requirements established by the PNCB and successfully pass the examination are awarded the credential: Primary Care Certified Pediatric Nurse Practitioner (CPNP-PC).

Individualized plans of study are developed with students by the program director at orientation. Two and three year study options are available.

Pediatric Primary Care Nurse Practitioner Program

Individualized plans of study are developed with students by the program director at orientation. Two and three year study options are available

Sample Full-time Plan of Study

YEAR ONE

Semester One:

NU 570.02 Pathophysiology of Human Disease/Pathologic Aspects of Disease 3

NU 603.02 Research for the Advanced Nursing Practice I..... 3

Total Credits – Year One Semester One..... 6

Semester Two:

NU 704.70 Philosophy, Foundations, and Method for Evidence-Based Practice 3

NU 560.02 Advanced Pharmacotherapeutics 3

Total Credits – Year One Semester Two 6

Semester Three:

NU 673.02 Comprehensive Assessment for Clinical Decision-Making 3

NU 705.70 Advanced Topics in Health Informatics 3

Total Credits – Year One Semester Three..... 6

YEAR TWO

Semester One:

NU 696.02 Leadership and Critical Decision Making..... 3

NU 640.02 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced
Practice Nurse I..... 3

Total Credits – Year Two Semester One 6

Semester Two:

NU 602.02 Health Policy, Legal and Ethical Dimensions of Practice 3

NU 641.02 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced
Practice Nurse II..... 3

Total Credits – Year Two Semester Two..... 6

Semester Three:

NU 605.02 Role of the Advanced Practice Nurse..... 3

NU 642.02 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced
Practice Nurse III..... 3

Total Credits – Year Two Semester Three 6

Psychiatric Mental Health Nurse Practitioner

The Psychiatric Mental Health Nurse Practitioner program prepares advanced practice nurses to improve mental health care in their communities. Training is focused on integrated health care settings, a lifespan approach, and in-depth focus on assessment, diagnosis, and treatment of mental health conditions and physical comorbidities. Students complete 750 clinical hours for this program.

Graduates of the Psychiatric Mental Health Nurse Practitioner Program meet the academic eligibility requirements to take the Psychiatric-Mental Health Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Board (AANPCB). Candidates who meet all eligibility requirements established by the ANCC and successfully pass the examination are awarded the credential: Psychiatric-Mental Health Nurse Practitioner – Board Certified (PMHNP-BC™). Candidates who meet all eligibility requirements established by the AANPCB and successfully pass the examination are awarded the credential: Psychiatric-Mental Health Nurse Practitioner – Certified (PMHNP-C™).

Individualized plans of study are developed with students by the program director at orientation. Two and three year study options are available.

Sample Full-time Plan of Study

YEAR ONE

Semester One:

NU 560.02 Advanced Pharmacotherapeutics 3

NU 705.70 Advanced Topics in Health Informatics 3

Total Credits – Year One Semester One..... 6

Semester Two:

NU 603.02 Research for Advanced Practice Nursing I..... 3

NU 673.02 Comprehensive Assessment for Clinical Decision-Making 3

Total Credits – Year One Semester Two 6

Semester Three:

NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice..... 3

NU 570.02 Pathophysiology of Human Disease/Pathologic Aspects of Disease..... 3

Total Credits – Year One Semester Three..... 6

YEAR TWO

Semester One:

NU 605.02 Role of the Advanced Practice Nurse..... 3

NU 613.02 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health
Nurse Practitioner I 3

Total Credits – Year Two Semester One 6

Semester Two:

NU 696.02 Leadership and Critical Decision Making..... 3

NU 614.02 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health
Nurse Practitioner II 3

Total Credits – Year Two Semester Two..... 6

Semester Three:

NU 602.02 Health Policy, Legal and Ethical Dimensions of Practice 3

NU 615.02 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health
Nurse Practitioner III..... 3

Total Credits – Year Two Semester Three..... 6

Transformative Systems Leadership Program

The Masters of Science in Nursing (MSN) in Transformative Systems Leadership (TSL) is designed for nurses who aspire to advance their leadership skills, build their networks, and prepare for current and future-oriented strategic leadership roles in the ever-changing health care environment.

This flexible and highly collaborative program integrates current evidence, innovative strategies and tools to prepare students as skilled systems thinkers, communicators, creative problem-solvers, and effective change agents within local, regional, national, or global health care contexts. Students are able to pursue rich and varied clinical placements based on self-defined leadership goals. Through exposure to a robust selection of coursework students gain skills and insights that are readily transferable to current work settings and to their career advancement. Graduates are eligible, depending on employment role and work history, to apply for nursing administration/executive certification exams offered through the American Nurses Credentialing Center of the American Nurses Association and the American Organization for Nursing Leadership.

Individualized plans of study are developed with students by the program director at orientation. Two and three year study options are available.

Sample Full-time Plan of Study

YEAR ONE

Semester One:

NU 603.02 Research for Advanced Practice Nursing I.....	3
NU 607.02 Transforming Healthcare Delivery: A Systems Perspective for Innovation	3
NU 707.70 Leadership and Inter-professional Collaboration	3
Elective.....	3
Total Credits – Year One Semester One.....	12

Semester Two:

NU 608.02 Leadership and Management for Operational Excellence	3
NU 696.02 Leadership and Critical Decision Making	3
NU 610.02 Strategic Communication in the Workplace.....	2
NU 611.02 Leadership Practicum/Seminar I	4
Total Credits – Year One Semester Two	12

Semester Three:

NU 705.70 Advanced Topics in Health Informatics	3
NU 609.02 Health Economics, Finance, and Policy	3
NU 612.02 Leadership Practicum/Seminar II.....	3
Elective.....	3
Total Credits – Year One Semester Three	12

Women's Health – Gender Related Nurse Practitioner

The Women's Health – Gender Related Nurse Practitioner program prepares graduates in the care of women throughout the lifespan across the health-illness continuum. Women's Health – Gender Related NPs practice in hospitals, labor and delivery units, outpatient clinics and primary care practices providing and managing comprehensive health care to women, as well as collaborating with the interprofessional healthcare team. Students will complete 750 clinical hours for this program. Graduates of the Women's Health – Gender Related Nurse Practitioner Program meet the academic eligibility requirements to take the Women's Health Care Nurse Practitioner Examination offered by the National Certification Corporation (NCC). Candidates who meet all eligibility requirements established by the NCC and successfully pass the examination are awarded the credential: Women's Health Care Nurse Practitioner (WHNP-BC).

Women's Health – Gender Related Nurse Practitioner Program

Individualized plans of study are developed with students by the program director at orientation. Two and three year study options are available.

Sample Full-time Plan of Study

YEAR ONE

Semester One:

NU 560.02 Advanced Pharmacotherapeutics	3
NU 705.70 Advanced Topics in Health Informatics	3
Total Credits – Year One Semester One.....	6

Semester Two:

NU 603.02 Research for Advanced Practice Nursing I.....	3
NU 673.02 Comprehensive Assessment for Clinical Decision Making.....	3
Total Credits – Year One Semester Two	6

Semester Three:

NU 570.02 Pathophysiology of Human Disease/Pathologic Aspects of Disease.....	3
NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice.....	3
Total Credits – Year One Semester Three.....	6

YEAR TWO

Semester One:

NU 590.02 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner I.....	3
NU 605.02 Role of the Advanced Practice Nurse.....	3
Total Credits – Year Two Semester One	6

Semester Two:

NU 591.02 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner II	3
NU 696.02 Leadership and Critical Decision Making.....	3
Total Credits – Year Two Semester Two.....	6

Semester Three:

NU 592.02 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner III.....	3
NU 602.02 Health Policy, Legal and Ethical Dimensions of Practice	3
Total Credits – Year Two Semester Three	6

Post-Graduate Certificate in Advanced Headache Diagnosis and Management

Semester 1

NU 685 A Case-Based Approach to The Diagnosis and Pathophysiology of Headache Disorders 4

Semester 2

NU 686 Current and Emerging Treatments and Procedural Skills for Headache Disorders 4

Semester 3

NU 687 Psychological Factors in Headache Medicine with an Introduction to Business Management 2
10

Post-Graduate Certificate in Academic Nursing

Semester 1

NU 678 Academic Nursing Seminar I: Facilitating Learner-Centric Development and Socialization..... 3

Semester 2

NU 680 Academic Nursing Seminar II: Contemporary Curriculum Design and Role Execution Practicum 3

Semester 3

NU 684 Academic Nursing Seminar III: Measuring Learning Outcomes and Role Execution Synthesis 3
9

Emergency Nurse Practitioner – Post-Graduate Certificate Program for Family Nurse Practitioners

Semester 1

NU 643 Emergency Nurse Practitioner Role / Emergency Care I 4

Semester 2

NU 644 Emergency Nurse Practitioner Procedures / Emergency Care II..... 4

Semester 3

NU 645 Collaborative Management / Advanced Emergency Care III..... 4
12

Post-Graduate Certificate in Transformative Systems Leadership

Semester 1

NU 607 Transforming Healthcare Delivery: A Systems Perspective for Innovation 3

Semester 2

NU 608 Leadership and Management for Operational Excellence 3

Semester 3

NU 609 Health Economics, Finance, and Policy 3
9

DOCTOR OF NURSING PRACTICE PROGRAM

ORGANIZING FRAMEWORK OF THE DOCTOR OF NURSING PRACTICE (DNP) PROGRAM: POST BACCALAUREATE ENTRY

Thomas Jefferson University, Jefferson College of Nursing Graduate Program has adopted the components of doctoral education defined in The Essentials of Doctoral Education for Advanced Nursing Practice published by the American Association of Colleges of Nursing as the organizing framework of the Doctor of Nursing Practice (DNP) program. Two components form the organizing framework for the doctoral level curriculum. The two components are:

The DNP PROGRAM: POST BACCALAUREATE ENTRY core curriculum is comprised of the DNP Essentials 1 through 8 that are the foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or functional focus.

The DNP PROGRAM: POST BACCALAUREATE ENTRY specialty curriculum is comprised of the specialty competencies/content that prepares the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practical experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations.

The core curriculum constitutes foundational curriculum content that has been identified as essential for all students who pursue a DNP degree in nursing. The courses incorporated into the core curriculum are foundational to all advanced nursing practice roles.

Essential I: Scientific Underpinning for Practice prepares graduates to: 1) use science-based theories and concepts to determine the nature and significance of health and health care delivery phenomena, describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate, and evaluate outcomes; and 2) develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking prepares graduates to 1) develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences; 2) ensure accountability for quality of health care and patient safety for populations with whom they work, and 3) develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice prepares graduates to 1) use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice; 2) design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care; 3) apply relevant findings to develop practice guidelines and improve practice and the practice environment; 4) use information technology and research methods appropriately; 5) function as a practice specialist/consultant in collaborative, knowledge-generating research; and 6) disseminate findings from evidence-based practice and research to improve healthcare outcomes.

Essential IV: Information Systems/Technology and Patient Care Technology for Improvement and Transformation of Health Care prepares graduates to: 1) design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems; 2) analyze and communicate critical elements necessary to the selection, use, and evaluation of health care information systems and patient care technology; 3) demonstrate the

conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases; and 4) evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

Essential V: Health Care Policy for Advocacy in Health Care prepares graduates to: 1) clinically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, and other health professions, and other stakeholders in policy and public forums; 2) demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy; 3) educate others, including policy makers at all levels, regarding nursing, health policy, and patient outcomes; 4) advocate for the nursing profession within the policy and healthcare communities; 5) develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery; and 6) advocate for social justice, equity, and ethical policies within all healthcare arenas.

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes prepares graduates to: 1) employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products; and 2) lead interprofessional teams in the analysis of complex practice and organizational issues.

Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health prepares graduates to: 1) analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health; and 2) synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.

Essential VIII: Advanced Nursing Practice prepares graduates to: 1) conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches; 2) design, implement, and evaluate therapeutic interventions based on nursing science and other sciences; 3) develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes; 4) demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes; 5) guide, mentor, and support other nurses to achieve excellence in nursing practice; 6) educate and guide individuals and groups through complex health and situational transitions; and 7) use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

The specialty curriculum constitutes the specialty competencies/content that prepares the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practical experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations.

DNP PROGRAM: POST BACCALAUREATE ENTRY PROGRAM OUTCOMES

Upon completion of this program, the graduate will be able to:

- A. Synthesize knowledge from ethics and the biophysical, psychosocial, analytical, and organizational sciences into the **conceptual foundation** of advanced nursing practice at the doctoral level. (Essential I)
- B. Employ **organizational and systems-level leadership** principles in the development and evaluation of care delivery approaches that meet the current and future needs of communities and populations. (Essential II)

- C. Design, direct and evaluate scholarly inquiries that incorporate **evidence appraisal, research translation, and standards of care** to improve practice and the practice environment. (Essential III)
- D. Analyze ethical and legal issues in the use of **information, information technology, communication networks, and patient care technologies** used to support safe, high-quality patient care. (Essentials II, IV)
- E. **Influence policy** makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes. (Essential V)
- F. Integrate skills of effective communication, collaboration, shared decision making, and leadership with **interprofessional teams** to create change in health care. (Essential VI)
- G. Synthesize individual, aggregate, and **population health** data in the development, implementation, and evaluation of interventions that address health promotion/disease prevention, access, and disparities. (Essential VII)
- H. Demonstrate advanced levels of leadership, systems thinking, clinical judgement, and analytical skills in designing, delivering, and evaluating evidence-based care at the **highest level of advanced practice**. (Essential VIII)

DOCTOR OF NURSING PRACTICE PROGRAM OPTIONS

*For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

The following program options are available for the DNP Program – Post-Baccalaureate Entry:

- Adult-Gerontology: Acute Care Nurse Practitioner
- Adult-Gerontology: Primary Care Nurse Practitioner
- Family-Individual Across the Lifespan Nurse Practitioner
- Neonatal Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Women’s Health-Gender Related Nurse Practitioner
- DNP Nurse Anesthesia Program

ORGANIZING FRAMEWORK OF THE DOCTOR OF NURSING PRACTICE (DNP) PROGRAM: POST MASTER’S ENTRY

Thomas Jefferson University, Jefferson College of Nursing Graduate Program has adopted the components of doctoral education defined in The Essentials of Doctoral Education for Advanced Nursing Practice published by the American Association of Colleges of Nursing as the organizing framework of the Doctor of Nursing Practice (DNP) program. Two components form the organizing framework for the doctoral level curriculum. The two components are:

The DNP Program: Post Master’s Entry core curriculum is comprised of the DNP Essentials Domains 1 through 10, that constitute the foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or functional focus.

The specialty curriculum is comprised of the specialty competencies/content that prepares the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practical experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations.

The core curriculum constitutes foundational curriculum content that has been identified as essential for all students who pursue a DNP degree in nursing. The courses incorporated into the core curriculum are foundational to all advanced nursing practice roles.

Domain 1 Knowledge for Nursing Practice: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2 Person-Centered Care: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3 Population Health: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes. (Kindig & Stoddart, 2003; Kindig, 2007; Swartout & Bishop, 2017; CDC, 2020).

Domain 4 Scholarship for the Nursing Discipline: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (AACN, 2018).

Domain 5 Quality and Safety: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6 Interprofessional Partnerships: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7 Systems-Based Practice: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.

Domain 8 Informatics and Healthcare Technologies: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9 Professionalism: Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.

Domain 10 Personal, Professional, and Leadership Development: Participation in activities and self-reflection that foster personal health, resilience, and well-being; contribute to lifelong learning; and support the acquisition of nursing expertise and the assertion of leadership.

DOCTOR OF NURSING PRACTICE (DNP) PROGRAM: POST MASTER'S ENTRY PROGRAM OUTCOMES

1. Integrate, translate, and apply established and evolving disciplinary nursing and transdisciplinary knowledge to form the basis for clinical judgment and innovation in nursing practice.

Domain: 1

Concepts: 1, 2, 5

2. Model advanced clinical reasoning and person-centered care to improve health equity and population health outcomes across the healthcare delivery continuum.

Domains: 2, 3

Concepts: 2, 3, 4, 8

3. Synthesize scientific knowledge to inform evidence-based practice, influence policy, improve health outcomes, and transform health care.

Domain: 4

Concepts: 5, 6, 7

4. Lead within complex systems of health care through coordination of resources; through utilization of Information and communication technologies and informatics processes; and, through the application of principles of safety and improvement science to deliver safe, high quality, equitable care.

Domains: 5, 7, 8

Concepts: 2, 3, 4

5. Build intentional interprofessional partnerships to optimize care and improve health outcomes for patients, families, communities, and other stakeholders.

Domain: 6

Concepts: 2, 3

6. Integrate reflective practices to model a sustainable professional nursing identity that fosters personal health, resilience, and well-being; cultivates lifelong learning; reflects nursing's characteristics and values; and supports acquisition of nursing expertise and the assertion of leadership.

Domains: 9, 10

Concepts: 2, 3, 5

DOCTOR OF NURSING PRACTICE PROGRAM: POST-MASTER'S ENTRY - CLINICAL PRACTICE (CP)

CURRICULUM PLANS -

All students enrolled in the Doctor of Nursing Practice Degree Program in the College of Nursing at Thomas Jefferson University share a core and specialty curriculum. Practicum hours are required in all DNP courses. Courses required in the core curriculum are:

Prior to Summer 2023:

Core Curriculum Courses	Credits
NU 701.70 Scientific Underpinnings for Nursing Practice (40 hours)	3
NU 702.70 Practice Inquiry: Designs, Methods, and Analyses (40 hours).....	3
NU 703.70 Theoretical Foundations for Organizational Change in Healthcare Systems (40 hours)	3
NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice (40 hours)	3
NU 705.70 Advanced Topics in Health Informatics (40 hours)	3
NU 706.70 Healthcare Quality and Patient Safety (40 hours)	3
NU 707.70 Leadership and Interprofessional Collaboration (40 hours)	3
NU 708.70 Clinical Prevention and Population Health for Improving the Nation's Health (40 hours)	3
NU 709.70 Current Issues in Health and Social Policy: Planning, Participating, and Policymaking (40 hours).....	3
Doctor of Nursing Practice (DNP) Practicum Sequence	
NU 710.70 Practicum I*	3
NU 711.70 Practicum II*	3
NU 712.70 Practicum III*	3

* If a student completed less than 460 hours during their MSN program, they will be required to complete sufficient hours to equal 1000 post-BSN clinical hours.

Summer 2023 and Later:

Core Curriculum Courses	Credits
NU 702.70 Practice Inquiry: Designs, Methods, and Analyses	3
NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice)	3
NU 713.70 Digital Transformation in Healthcare: Trends and Opportunities.....	3
NU 714.70 Healthcare Systems Safety, Quality, and Improvement Science	3
NU 715.70 Leading Strategic Change in an Era of Healthcare Transformation)	3
NU 716.70 Perspectives in Community Engagement and Population Health.....	3
NU 717.70 Health and Social Policy	3
NU 718.70 Introduction to DNP Studies and the Scholarly Project.....	1
Doctoral Elective.....	3
Doctor of Nursing Practice (DNP) Practicum Sequence	
NU 719.70: DNP Scholarly Project Seminar I*	4
NU 720.70: DNP Scholarly Project Seminar II*	3

* If a student completed less than 460 hours during their MSN program, they will be required to complete sufficient hours to equal 1000 post-BSN clinical hours.

**DOCTOR OF NURSING PRACTICE PROGRAM: POST-MASTER'S
ENTRY – EXECUTIVE LEADERSHIP (EL)**

The Doctor of Nursing Practice in Executive Leadership (DNP-EL) offers nurses with a Master's degree a dynamic, flexible program preparing them for executive leadership roles across all care delivery sites and systems. The online program designed for current or aspiring senior leaders, focuses on evidence-based leadership and innovation and integrates experiential learning tailored to each student's interests, often within their practice setting or community.

Core Curriculum Courses	Credits
NU 702.70 Practice Inquiry: Designs, Methods, and Analyses	3
NU 713.70 Digital Transformation in Healthcare: Trends and Opportunities.....	3
NU 714.70 Healthcare Systems Safety, Quality, and Improvement Science	3
NU 715.70 Leading Strategic Change in an Era of Healthcare Transformation	3
NU 716.70 Perspectives in Community Engagement and Population Health.....	3
NU 725.70 Introduction to Executive Leadership DNP Studies	1
NU 726.70 Trends Shaping the Future of Executive Leadership in Health Care.....	3
NU 727.70 Innovation, Creativity and Well-Being in Health Care	3
Elective In consultation with academic advisor and with permission	3
Doctor of Nursing Practice (DNP) Practicum Sequence	
NU 728.70 Executive Leadership DNP Project and Practicum Seminar I.....	4
NU 729.70 Executive Leadership DNP Project and Practicum Seminar II.....	3

*If a student completed less than 460 hours during their MSN program, they will be required to complete sufficient hours to equal 1000 post-BSN clinical hours.

DNP: POST-BACCALAUREATE ENTRY PROGRAM OPTIONS

DNP – Post Master's Entry

- For graduates of traditional MSN programs
- 36-credit program
- Can be completed in 2 to 5 years

DNP – Post Baccalaureate Entry

- For graduates of traditional and accelerated BSN programs
- 69-credit program*
- Can be completed in 4-6 years
- Full-time study begins in May
- Students who have completed the BSN component of the program may continue to take up to a maximum of 6 credits of non-clinical graduate coursework prior to taking their /Next Generation NCLEX (NGN) examination. Continued progression in graduate coursework thereafter is contingent upon RN licensure.

Adult-Gerontology: Acute Care Nurse Practitioners

The Adult-Gerontology: Acute Care Nurse Practitioner is prepared to assess and manage the full continuum of care services for the acutely and critically ill. The core knowledge provided in the specialty coursework is based on the full spectrum of high acuity patient care needs. Students complete 750 clinical hours; and students complete additional clinical hours in the doctoral level curriculum component for a total of 1,000 clinical hours.

In this program, once students have completed the American Association of Colleges of Nursing's (AACN) Essentials of Master's Education in Nursing (2011), the Master's of Science in Nursing (MSN) degree is conferred. Students are then academically eligible to achieve national certification prior to continuation with DNP courses. Students will be required achieve national certification as an Adult-Gerontology: Acute Care Nurse Practitioner within 12 weeks of completing the master's level curriculum component in order to continue and progress in the doctoral level component of the component.

Two certification options exist for graduates of the Adult-Gerontology: Acute Care (AGAC) Nurse Practitioner Program. AGAC graduates meet the academic eligibility requirements to take the Adult- Gerontology Acute Care Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC). Candidates who meet all eligibility requirements established by the ANCC and successfully pass the ANCC examination are awarded the credential: Adult- Gerontology Acute Care Nurse Practitioner-Board Certified (AGACNP-BC).

AGAC Program graduates also meet the academic eligibility requirements to take the Adult- Gerontology Acute Care Nurse Practitioner Certification Examination offered by the American Association of Critical Care Nurses (AACN). Candidates who meet all eligibility requirements established by the AACN and successfully pass the examination are awarded the credential: Adult - Gerontology Acute Care Nurse Practitioner Credential (ACNPC-AG).

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit

<i>DNP Program: Post-Baccalaureate Entry – Sample Full-Time Plan of Study (4 Years)</i> Adult-Gerontology: Acute Care Nurse Practitioner			
Year One Semester One	Semester Two	Semester Three	Credits
NU 560.70 Advanced Pharmacotherapeutics (3) NU 705.70 Advanced Topics in Health Informatics (3)	NU 603.70 Research for Advanced Practice Nursing I (3) *NU 673.70 Comprehensive Assessment for Clinical Decision-Making (3)	NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice (3) NU 570.70 Pathophysiology of Human Disease/Pathologic Aspects of Disease (3)	18
Year Two Semester One	Semester Two	Semester Three	Credits
NU 605.70 Role of the Advanced Practice Nurse (3) NU 631.70 Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse I (3)	NU 696.70 Leadership and Critical Decision Making (3) NU 632.70 Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse II (3)	NU 602.70 Health Policy, Legal and Ethical Dimensions of Practice (3) NU 633.70 Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse III (3)	18
Year Three Semester One	Semester Two	Semester Three	Credits
NU 706.70 Healthcare Quality and Patient Safety (3) NU 701.70 Scientific Underpinnings for Nursing Practice (3) NU 707.70 Leadership and Inter-Professional Collaboration (3)	NU 702.70 Practice Inquiry: Designs, Methods and Analyses (3) NU 709.70 Current Issues in Health and Social Policy: Planning, Participating and Policy Making (3)	NU 703.70 Theoretical Foundations for Organizational Change in Healthcare Systems (3) NU 708.70 Clinical Prevention and Population Health for Improving the Nation's Health (3)	21
Year Four Semester One	Semester Two	Semester Three	Credits
NU 710.70 Practicum I (3)	NU 711.70 Practicum II (3)	NU 712.70 Practicum III (3)	9
<i>*Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.</i> Practicum Hours 750 hours required of all students for MSN.			Total Credits 66

<i>DNP Program: Post-Baccalaureate Entry – Sample Part-Time Plan of Study (6 Years)</i> Adult-Gerontology: Acute Care Nurse Practitioner			
Year One Semester One	Semester Two	Semester Three	Credits
NU 560.70 Advanced Pharmacotherapeutics (3)	NU 603.70 Research for Advanced Practice Nursing I (3)	NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice (3)	18
NU 605.70 Role of the Advanced Practice Nurse (3)	NU 673.70 Comprehensive Assessment for Clinical Decision-Making (3)	NU 570.70 Pathophysiology of Human Disease/Pathologic Aspects of Disease (3)	
Year Two Semester One	Semester Two	Semester Three	Credits
NU 705.70 Advanced Topics in Health Informatics (3)	NU 696.70 Leadership and Critical Decision Making (3)	NU 602.70 Health Policy, Legal and Ethical Dimensions of Practice (3)	9
Year Three Semester One	Semester Two	Semester Three	Credits
NU 631.70 Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse I (3)	NU 632.70 Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse II (3)	NU 633.70 Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse III (3)	9
Year Four Semester One	Semester Two	Semester Three	Credits
NU 706.70 Healthcare Quality and Patient Safety (3)	NU 702.70 Practice Inquiry: Designs, Methods and Analyses (3)	NU 703.70 Theoretical Foundations for Organizational Change in Healthcare Systems (3)	12
NU 701.70 Scientific Underpinnings for Nursing Practice (3)			
Year Five Semester One	Semester Two	Semester Three	Credits
NU 707.70 Leadership and Inter-Professional Collaboration (3)	NU 709.70 Current Issues in Health and Social Policy: Planning, Participating and Policy Making (3)	NU 708.70 Clinical Prevention and Population Health for Improving the Nation's Health (3)	9
Year Six Semester One	Semester Two	Semester Three	Credits
NU 710.70 Practicum I (3)	NU 711.70 Practicum II (3)	NU 712.70 Practicum III (3)	9
<i>*Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.</i> Practicum Hours 750 hours required of all students for MSN.			Total Credits 66

Adult-Gerontology: Primary Care Nurse Practitioners

The Adult-Gerontology: Primary Care Nurse Practitioner is prepared to assess and manage the full continuum of primary care services to individuals from young adults to older adulthood. The core knowledge provided in the specialty coursework is based on the full spectrum of wellness and health, as well as episodic and chronic health care needs. Adult-Gerontology: Primary Care Nurse Practitioner graduates are well-prepared to provide care in a wide variety of outpatient settings, including private practices, public clinics, home-based primary and specialty care practices, hospital-based outpatient clinics, and specialty practices. Students complete 750 clinical hours; and students complete additional clinical hours in the doctoral level curriculum component for a total of 1,000 clinical hours.

In this program, once students have completed the American Association of Colleges of Nursing's (AACN) Essentials of Master's Education in Nursing (2011), the Master's of Science in Nursing (MSN) degree is conferred. Students are then academically eligible to achieve national certification prior to continuation with DNP courses. Students will be required to achieve national certification as an Adult-Gerontology: Primary Care Nurse Practitioner within 12 weeks of completing the master's level curriculum component in order to continue and progress in the doctoral level component of the program.

Two certification options exist for graduates of the Adult-Gerontology Primary Care (AGPC) Nurse Practitioner Program. AGPC Program graduates meet the academic eligibility requirements to take the Adult-Gerontology Primary Care Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC). Candidates who meet all eligibility requirements established by the ANCC and successfully pass the examination are awarded the credential: Adult- Gerontology Primary Care Nurse Practitioner-Board Certified (AGPCNP-BC).

AGPC Program graduates also meet the academic eligibility requirements to take the Adult-Gerontology Primary Care Nurse Practitioner Certification Examination offered by the American Academy of Nurse Practitioners Certification Board (AANPCB). Candidates who meet all eligibility requirements established by the AANPCB and successfully pass the examination are awarded the credential: Adult-Gerontology Primary Care Nurse Practitioner (NP-C or AGNP-C depending on state licensing and regulatory agency requirements).

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

<i>DNP Program: Post-Baccalaureate Entry – Sample Full-Time Plan of Study (4 Years)</i> Adult-Gerontology: Primary Care Nurse Practitioner			
Year One Semester One	Semester Two	Semester Three	Credits
NU 560.70 Advanced Pharmacotherapeutics (3) NU 705.70 Advanced Topics in Health Informatics (3)	NU 603.70 Research for Advanced Practice Nursing I (3) NU 673.70 Comprehensive Assessment for Clinical Decision-Making (3)	NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice (3) NU 570.70 Pathophysiology of Human Disease/Pathologic Aspects of Disease (3)	18
Year Two Semester One	Semester Two	Semester Three	Credits
NU 605.70 Role of the Advanced Practice Nurse (3) NU 674.70 Management of Common Health Problems in Primary Care (3)	NU 696.70 Leadership and Critical Decision Making (3) NU 630.70 Diagnostic Reasoning and Clinical Decision-Making for Adult Care Advanced Practice Nurse (3)	NU 602.70 Health Policy, Legal and Ethical Dimensions of Practice (3) NU 676.70 Management of the Adult and Older Adult in Ambulatory Care (3)	18
Year Three Semester One	Semester Two	Semester Three	Credits
NU 706.70 Healthcare Quality and Patient Safety (3) NU 701.70 Scientific Underpinnings for Nursing Practice (3) NU 707.70 Leadership and Inter-Professional Collaboration (3)	NU 702.70 Practice Inquiry: Designs, Methods and Analyses (3) NU 709.70 Current Issues in Health and Social Policy: Planning, Participating and Policy Making (3)	NU 703.70 Theoretical Foundations for Organizational Change in Healthcare Systems (3) NU 708.70 Clinical Prevention and Population Health for Improving the Nation's Health (3)	21
Year Four Semester One	Semester Two	Semester Three	Credits
NU 710.70 Practicum I (3)	NU 711.70 Practicum II (3)	NU 712.70 Practicum III (3)	9
<i>*Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.</i> Practicum Hours 750 hours required of all students for MSN.			Total Credits 66

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

<i>DNP Program: Post-Baccalaureate Entry – Sample Part-Time Plan of Study (6 Years)</i> Adult-Gerontology: Primary Care Nurse Practitioner			
Year One Semester One	Semester Two	Semester Three	Credits
NU 560.70 Advanced Pharmacotherapeutics (3)	NU 603.70 Research for Advanced Practice Nursing I (3)	NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice (3) NU 570.70 Pathophysiology of Human Disease/Pathologic Aspects of Disease (3)	12
Year Two Semester One	Semester Two	Semester Three	Credits
NU 705.70 Advanced Topics in Health Informatics (3) NU 605.70 Role of the Advanced Practice Nurse (3)	NU 696.70 Leadership and Critical Decision Making (3) NU 673.70 Comprehensive Assessment for Clinical Decision-Making (3)	NU 602.70 Health Policy, Legal and Ethical Dimensions of Practice (3)	15
Year Three Semester One	Semester Two	Semester Three	Credits
NU 674.70 Management of Common Health Problems in Primary Care (3)	NU 630.70 Diagnostic Reasoning and Clinical Decision-Making for Adult Care Advanced Practice Nurse (3)	NU 676.70 Management of the Adult and Older Adult in Ambulatory Care (3)	9
Year Four Semester One	Semester Two	Semester Three	Credits
NU 706.70 Healthcare Quality and Patient Safety (3) NU 701.70 Scientific Underpinnings for Nursing Practice (3)	NU 702.70 Practice Inquiry: Designs, Methods and Analyses (3)	NU 703.70 Theoretical Foundations for Organizational Change in Healthcare Systems (3)	12
Year Five Semester One	Semester Two	Semester Three	Credits
NU 707.70 Leadership and Inter-Professional Collaboration (3)	NU 709.70 Current Issues in Health and Social Policy: Planning, Participating and Policy Making (3)	NU 708.70 Clinical Prevention and Population Health for Improving the Nation's Health (3)	9
Year Six Semester One	Semester Two	Semester Three	Credits
NU 710.70 Practicum I (3)	NU 711.70 Practicum II (3)	NU 712.70 Practicum III (3)	9
<i>*Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.</i> Practicum Hours 750 hours required of all students for MSN.			Total Credits 66

Family-Individual Across the Lifespan Nurse Practitioners

Are prepared to deliver comprehensive primary care to individuals from infancy throughout adulthood. The Family-Individual Across the Lifespan Nurse Practitioner curriculum emphasizes collaboration and interdisciplinary strategies for meeting primary care needs of consumers. A strong emphasis is placed on the acquisition of knowledge and skills necessary for a family-centered approach to health promotion and illness intervention. Clinical experiences are available in a wide variety of ambulatory settings with nurse practitioners and physicians serving as preceptors. Students in the master's level curriculum component complete 750 clinical hours; and students complete additional clinical hours in the doctoral level curriculum component for a total of 1,000 clinical hours.

In this program, once students have completed the American Association of Colleges of Nursing's (AACN) Essentials of Master's Education in Nursing (2011), the Master's of Science in Nursing (MSN) degree is conferred. Students are then academically eligible to achieve national certification prior to continuation with DNP courses. Students will be required to achieve national certification as a Family-Individual Across the Lifespan Nurse Practitioner within 12 weeks of completing the master's level curriculum component in order to continue and progress in the doctoral level component of the program.

Family-Individual Across the Lifespan (FIAL) Nurse Practitioner Program graduates meet the academic eligibility requirements to take the Family Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC). Candidates who meet all eligibility requirements established by the ANCC and successfully pass the examination are awarded the credential: Family Nurse Practitioner-Board Certified (FNP-BC).

FIAL Program graduates also meet the academic eligibility requirements to take the Family Nurse Practitioner Certification Examination offered by the American Academy of Nurse Practitioners Certification Board (AANPCB). Candidates who meet all eligibility requirements established by the AANPCB and successfully pass the examination are awarded the credential: Family Nurse Practitioner-Certified (NP-C or FNP-C depending on state licensing and regulatory agency requirements).

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

<i>DNP Program: Post-Baccalaureate Entry – Sample Full-Time Plan of Study (4 Years)</i> Family-Individual Across the Lifespan Nurse Practitioner			
Year One Semester One	Semester Two	Semester Three	Credits
NU 570.70 Pathophysiology of Human Disease/Pathologic Aspects of Disease (3) NU 603.70 Research for Advanced Practice Nursing I (3)	NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice (3) NU 560.70 Advanced Pharmacotherapeutics (3)	NU 705.70 Advanced Topics in Health Informatics (3) NU 673.70 Comprehensive Assessment for Clinical Decision-Making (3)	18
Year Two Semester One	Semester Two	Semester Three	Credits
NU 696.70 Leadership and Critical Decision Making (3) NU 674.70 Management of Common Health Problems in Primary Care (3)	NU 602.70 Health Policy, Legal and Ethical Dimensions of Practice (3) NU 675.70 Management of Women and Children in Ambulatory Care (3)	NU 605.70 Role of the Advanced Practice Nurse (3) NU 676.70 Management of the Adult and Older Adult in Ambulatory Care (3)	18
Year Three Semester One	Semester Two	Semester Three	Credits
NU 706.70 Healthcare Quality and Patient Safety (3) NU 701.70 Scientific Underpinnings for Nursing Practice (3) NU 707.70 Leadership and Inter-Professional Collaboration (3)	NU 702.70 Practice Inquiry: Designs, Methods and Analyses (3) NU 709.70 Current Issues in Health and Social Policy: Planning, Participating and Policy Making (3)	NU 703.70 Theoretical Foundations for Organizational Change in Healthcare Systems (3) NU 708.70 Clinical Prevention and Population Health for Improving the Nation's Health (3)	21
Year Four Semester One	Semester Two	Semester Three	Credits
NU 710.70 Practicum I (3)	NU 711.70 Practicum II (3)	NU 712.70 Practicum III (3)	9
<i>*Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.</i> Practicum Hours 750 hours required of all students for MSN.			Total Credits 66

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

<i>DNP Program: Post-Baccalaureate Entry – Sample Part-Time Plan of Study (6 Years)</i> Family-Individual Across the Lifespan Nurse Practitioner			
Year One Semester One	Semester Two	Semester Three	Credits
NU 570.70 Pathophysiology of Human Disease/Pathologic Aspects of Disease (3)	NU 560.70 Advanced Pharmacotherapeutics (3)	NU 673.70 Comprehensive Assessment for Clinical Decision-Making (3) NU 605.70 Role of the Advanced Practice Nurse (3)	12
Year Two Semester One	Semester Two	Semester Three	Credits
NU 603.70 Research for Advanced Practice Nursing I (3) NU 696.70 Leadership and Critical Decision Making (3)	NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice (3) NU 602.70 Health Policy, Legal and Ethical Dimensions of Practice (3)	NU 705.70 Advanced Topics in Health Informatics (3)	15
Year Three Semester One	Semester Two	Semester Three	Credits
NU 674.70 Management of Common Health Problems in Primary Care (3)	NU 675.70 Management of Women and Children in Ambulatory Care (3)	NU 676.70 Management of the Adult and Older Adult in Ambulatory Care (3)	9
Year Four Semester One	Semester Two	Semester Three	Credits
NU 706.70 Healthcare Quality and Patient Safety (3) NU 701.70 Scientific Underpinnings for Nursing Practice (3)	NU 702.70 Practice Inquiry: Designs, Methods and Analyses (3)	NU 703.70 Theoretical Foundations for Organizational Change in Healthcare Systems (3)	12
Year Five Semester One	Semester Two	Semester Three	Credits
NU 707.70 Leadership and Inter-Professional Collaboration (3)	NU 709.70 Current Issues in Health and Social Policy: Planning, Participating and Policy Making (3)	NU 708.70 Clinical Prevention and Population Health for Improving the Nation's Health (3)	9
Year Six Semester One	Semester Two	Semester Three	Credits
NU 710.70 Practicum I (3)	NU 711.70 Practicum II (3)	NU 712.70 Practicum III (3)	9
<i>*Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.</i> Practicum Hours 750 hours required of all students for MSN.			Total Credits 66

Neonatal Nurse Practitioners

The Neonatal Nurse Practitioner (NNP) program prepares graduates in the care of infants from birth to age two as well as their mothers and family. NNPs practice in neonatal intensive care units, labor and delivery, well baby units, outpatient clinics and during transport services. They provide and manage comprehensive health care to critically ill and convalescing neonates, and their families, while collaborating with maternal child healthcare disciplines. Students in the master's level curriculum component complete 750 clinical hours; and students complete additional clinical hours in the doctoral level curriculum component for a total of 1,000 clinical hours.

In this program, once students have completed the American Association of Colleges of Nursing's (AACN) Essentials of Master's Education in Nursing (2011), the Master's of Science in Nursing (MSN) degree is conferred. Students are then academically eligible to achieve national certification prior to continuation with DNP courses. Students will be required to achieve national certification as a Neonatal Nurse Practitioner within 12 weeks of completing the master's level curriculum component in order to continue and progress in the doctoral level component of the program.

Graduates of the Neonatal Nurse Practitioner Program meet the academic eligibility requirements to take the Neonatal Nurse Practitioner Certification Examination offered by the National Certification Corporation (NCC). Candidates who meet all eligibility requirements established by the NCC and successfully pass the examination are awarded the credential: Neonatal Nurse Practitioner-Board Certified (NNP-BC).

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

<i>DNP Program: Post-Baccalaureate Entry – Sample Full-Time Plan of Study (4 Years)</i>			
Neonatal Nurse Practitioner			
Year One Semester One	Semester Two	Semester Three	Credits
NU 705.70 Advanced Topics in Health Informatics (3) NU 570.70 Pathophysiology of Human Disease/Pathologic Aspects of Disease (3)	NU 603.70 Research for Advanced Practice Nursing I (3) NU 667.70 Advanced Pharmacotherapeutics for Neonatal Nurse Practitioners (3)	NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice (3) NU 665.70 Comprehensive Assessment for Clinical Decision-Making for the Mother and the Neonate (3)	18
Year Two Semester One	Semester Two	Semester Three	Credits
NU 696.70 Leadership and Critical Decision Making (3) NU 662.70 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner I (3)	NU 602.70 Health Policy, Legal and Ethical Dimensions of Practice (3) NU 663.70 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner II (3)	NU 605.70 Role of the Advanced Practice Nurse (3) NU 664.70 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner III (3)	18
Year Three Semester One	Semester Two	Semester Three	Credits
NU 706.70 Healthcare Quality and Patient Safety (3) NU 701.70 Scientific Underpinnings for Nursing Practice (3) NU 707.70 Leadership and Inter-Professional Collaboration (3)	NU 702.70 Practice Inquiry: Designs, Methods and Analyses (3) NU 709.70 Current Issues in Health and Social Policy: Planning, Participating and Policy Making (3)	NU 703.70 Theoretical Foundations for Organizational Change in Healthcare Systems (3) NU 708.70 Clinical Prevention and Population Health for Improving the Nation's Health (3)	21
Year Four Semester One	Semester Two	Semester Three	Credits
NU 710.70 Practicum I (3)	NU 711.70 Practicum II (3)	NU 712.70 Practicum III (3)	9
<i>*Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.</i> Practicum Hours 750 hours required of all students for MSN.			Total Credits 66

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.			
<i>DNP Program: Post-Baccalaureate Entry – Sample Part-Time Plan of Study (6 Years)</i>			
Neonatal Nurse Practitioner			
Year One	Semester Two		Credits
Semester One			
NU 570.70 Pathophysiology of Human Disease/Pathologic Aspects of Disease (3)	NU 667.70 Advanced Pharmacotherapeutics for Neonatal Nurse Practitioners (3)	NU 665.70 Comprehensive Assessment for Clinical Decision-Making for the Mother and the Neonate (3) NU 605.70 Role of the Advanced Practice Nurse (3)	12
Year Two	Semester Two	Semester Three	Credits
Semester One			
NU 705.70 Advanced Topics in Health Informatics (3) NU 696.70 Leadership and Critical Decision Making (3)	NU 603.70 Research for Advanced Practice Nursing I (3) NU 602.70 Health Policy, Legal and Ethical Dimensions of Practice (3)	NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice (3)	15
Year Three	Semester Two	Semester Three	Credits
Semester One			
NU 662.70 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner I (3)	NU 663.70 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner II (3)	NU 664.70 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner III (3)	9
Year Four	Semester Two	Semester Three	Credits
Semester One			
NU 706.70 Healthcare Quality and Patient Safety (3) NU 701.70 Scientific Underpinnings for Nursing Practice (3)	NU 702.70 Practice Inquiry: Designs, Methods and Analyses (3)	NU 703.70 Theoretical Foundations for Organizational Change in Healthcare Systems (3)	12
Year Five	Semester Two	Semester Three	Credits
Semester One			
NU 707.70 Leadership and Inter-Professional Collaboration (3)	NU 709.70	NU 708.70	
Year Six	Semester Two	Semester Three	Credits
Semester One			
NU 710.70 Practicum I (3)	NU 711.70 Practicum II (3)	NU 712.70 Practicum III (3)	9
<i>*Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.</i> Practicum Hours 750 hours required of all students for MSN.			Total Credits 66

Pediatric Primary Care Nurse Practitioners

The Pediatric Primary Care Nurse Practitioner (NP) specialty prepares graduates in the advanced care of children and their families. Pediatric advanced practice nurses provide care in clinical practice, school-based health, home health, public health, acute and long-term care settings. The Pediatric Primary Care NP is prepared to manage the direct care of infants and children, and incorporate the various roles associated with advanced nursing practice in a variety of care settings. Students in the master's level curriculum component complete 750 clinical hours; and students complete additional clinical hours in the doctoral level curriculum component for a total of 1,000 clinical hours.

In this program, once students have completed the American Association of Colleges of Nursing's (AACN) Essentials of Master's Education in Nursing (2011), the Master's of Science in Nursing (MSN) degree is conferred. Students are then academically eligible to achieve national certification prior to continuation with DNP courses. Students will be required to achieve national certification as a Pediatric Primary Care Nurse Practitioner within 12 weeks of completing the master's level curriculum component in order to continue and progress in the doctoral level component of the program.

Graduates of the Pediatric Primary Care Nurse Practitioner Program meet the academic eligibility requirements to take the Certified Pediatric Nurse Practitioner - Primary Care (CPNP-PC) Examination offered by the Pediatric Nursing Certification Board (PNCB). Candidates who meet all eligibility requirements established by the PNCB and successfully pass the examination are awarded the credential: Primary Care Certified Pediatric Nurse Practitioner (CPNP-PC).

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

<i>DNP Program: Post-Baccalaureate Entry – Sample Full-Time Plan of Study (4 Years)</i> Pediatric Primary Care Nurse Practitioner			
Year One Semester One	Semester Two	Semester Three	Credits
NU 570.70 Pathophysiology of Human Disease/Pathologic Aspects of Disease (3) NU 603.70 Research for Advanced Practice Nursing I (3)	NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice (3) NU 560.70 Advanced Pharmacotherapeutics (3)	NU 705.70 Advanced Topics in Health Informatics (3) NU 673.70 Comprehensive Assessment for Clinical Decision-Making (3)	18
Year Two Semester One	Semester Two	Semester Three	Credits
NU 696.70 Leadership and Critical Decision Making (3) NU 640.70 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse I (3)	NU 602.70 Health Policy, Legal and Ethical Dimensions of Practice (3) NU 641.70 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse II (3)	NU 605.70 Role of the Advanced Practice Nurse (3) NU 642.70 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse III (3)	18
Year Three Semester One	Semester Two	Semester Three	Credits
NU 706.70 Healthcare Quality and Patient Safety (3) NU 701.70 Scientific Underpinnings for Nursing Practice (3) NU 707.70 Leadership and Inter-Professional Collaboration (3)	NU 702.70 Practice Inquiry: Designs, Methods and Analyses (3) NU 709.70 Current Issues in Health and Social Policy: Planning, Participating and Policy Making (3)	NU 703.70 Theoretical Foundations for Organizational Change in Healthcare Systems (3) NU 708.70 Clinical Prevention and Population Health for Improving the Nation's Health (3)	21
Year Four Semester One	Semester Two	Semester Three	Credits
NU 710.70 Practicum I (3)	NU 711.70 Practicum II (3)	NU 712.70 Practicum III (3)	9
<i>*Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.</i> Practicum Hours 750 hours required of all students for MSN.			Total Credits 66

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

DNP Program: Post-Baccalaureate Entry – Sample Part-Time Plan of Study (6 Years)			
Pediatric Primary Care Nurse Practitioner			
Year One			
Semester One	Semester Two		Credits
NU 570.70 Pathophysiology of Human Disease/Pathologic Aspects of Disease (3)	NU 560.70 Advanced Pharmacotherapeutics (3)	NU 673.70 Comprehensive Assessment for Clinical Decision-Making (3) NU 705.70 Advanced Topics in Health Informatics (3)	12
Year Two			
Semester One	Semester Two	Semester Three	Credits
NU 603.70 Research for Advanced Practice Nursing I (3) NU 696.70 Leadership and Critical Decision Making (3)	NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice (3) NU 602.70 Health Policy, Legal and Ethical Dimensions of Practice (3)	NU 605.70 Role of the Advanced Practice Nurse (3)	15
Year Three			
Semester One	Semester Two	Semester Three	Credits
NU 640.70 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse I (3)	NU 641.70 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse II (3)	NU 642.70 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse III (3)	9
Year Four			
Semester One	Semester Two	Semester Three	Credits
NU 706.70 Healthcare Quality and Patient Safety (3) NU 701.70 Scientific Underpinnings for Nursing Practice (3)	NU 702.70 Practice Inquiry: Designs, Methods and Analyses (3)	NU 703.70 Theoretical Foundations for Organizational Change in Healthcare Systems (3)	12
Year Five			
Semester One	Semester Two	Semester Three	Credits
NU 707.70 Leadership and Inter-Professional Collaboration (3)	NU 709.70 Current Issues in Health and Social Policy: Planning, Participating and Policy Making (3)	NU 708.70 Clinical Prevention and Population Health for Improving the Nation's Health (3)	9
Year Six			
Semester One	Semester Two	Semester Three	Credits
NU 710.70 Practicum I (3)	NU 711.70 Practicum II (3)	NU 712.70 Practicum III (3)	9
<i>*Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.</i> Practicum Hours 750 hours required of all students for MSN.			Total Credits 66

Psychiatric Mental Health Nurse Practitioners

The Psychiatric Mental Health Nurse Practitioner program prepares advanced practice nurses to improve mental health care in their communities. Training is focused on integrated health care settings, a lifespan approach, and in-depth focus on assessment, diagnosis, and treatment of mental health conditions and physical comorbidities. Students in the master's level curriculum component complete 750 clinical hours; and students complete additional clinical hours in the doctoral level curriculum component for a total of 1,000 clinical hours.

In this program, once students have completed the American Association of Colleges of Nursing's (AACN) Essentials of Master's Education in Nursing (2011), the Master's of Science in Nursing degree is conferred. Students are then academically eligible to achieve national certification prior to continuation with DNP courses. Students will be required to achieve national certification as a Psychiatric Mental Health Nurse – Board Certified within 12 weeks of completing the master's level curriculum component in order to continue and progress in the doctoral level component of the program.

Graduates of the Psychiatric Mental Health Nurse Practitioner Program meet the academic eligibility requirements to take the Psychiatric-Mental Health Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC). Candidates who meet all eligibility requirements established by the ANCC and successfully pass the examination are awarded the credential: Psychiatric-Mental Health Nurse – Board Certified (PMH-BC™).

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

<i>DNP Program: Post-Baccalaureate Entry – Sample Full-Time Plan of Study (4 Years)</i> Psychiatric Mental Health Nurse Practitioner			
Year One Semester One	Semester Two	Semester Three	Credits
NU 560.70 Advanced Pharmacotherapeutics (3)	NU 603.70 Research for Advanced Practice Nursing I (3)	NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice (3)	18
NU 705.70 Advanced Topics in Health Informatics (3)	NU 673.70 Comprehensive Assessment for Clinical Decision-Making (3)	NU 570.70 Pathophysiology of Human Disease/Pathologic Aspects of Disease (3)	
Year Two Semester One	Semester Two	Semester Three	Credits
NU 605.70 Role of the Advanced Practice Nurse (3)	NU 696.70 Leadership and Critical Decision Making (3)	NU 602.70 Health Policy, Legal and Ethical Dimensions of Practice (3)	18
NU 613.70 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner I (3)	NU 614.70 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner II (3)	NU 615.70 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner III (3)	
Year Three Semester One	Semester Two	Semester Three	Credits
NU 706.70 Healthcare Quality and Patient Safety (3)	NU 702.70 Practice Inquiry: Designs, Methods and Analyses (3)	NU 703.70 Theoretical Foundations for Organizational Change in Healthcare Systems (3)	21
NU 701.70 Scientific Underpinnings for Nursing Practice (3)	NU 709.70 Current Issues in Health and Social Policy: Planning, Participating and Policy Making (3)	NU 708.70 Clinical Prevention and Population Health for Improving the Nation's Health (3)	
NU 707.70 Leadership and Inter-Professional Collaboration (3)			
Year Four Semester One	Semester Two	Semester Three	Credits
NU 710.70 Practicum I (3)	NU 711.70 Practicum II (3)	NU 712.70 Practicum III (3)	9
<i>*Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.</i> Practicum Hours 750 hours required of all students for MSN.			Total Credits 66

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

<i>DNP Program: Post-Baccalaureate Entry – Sample Part-Time Plan of Study (6 Years)</i>			
Psychiatric Mental Health Nurse Practitioner			
Year One			
Semester One	Semester Two		Credits
NU 560.70 Advanced Pharmacotherapeutics (3)	NU 603.70 Research for Advanced Practice Nursing I (3)	NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice (3)	18
NU 605.70 Role of the Advanced Practice Nurse (3)	NU 673.70 Comprehensive Assessment for Clinical Decision-Making (3)	NU 570.70 Pathophysiology of Human Disease/Pathologic Aspects of Disease (3)	
Year Two			
Semester One	Semester Two	Semester Three	Credits
NU 705.70 Advanced Topics in Health Informatics (3)	NU 696.70 Leadership and Critical Decision Making (3)	NU 602.70 Health Policy, Legal and Ethical Dimensions of Practice (3)	9
Year Three			
Semester One	Semester Two	Semester Three	Credits
NU 613.70 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner I (3)	NU 614.70 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner II (3)	NU 615.70 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner III (3)	9
Year Four			
Semester One	Semester Two	Semester Three	Credits
NU 706.70 Healthcare Quality and Patient Safety (3)	NU 702.70 Practice Inquiry: Designs, Methods and Analyses (3)	NU 703.70 Theoretical Foundations for Organizational Change in Healthcare Systems (3)	12
NU 701.70 Scientific Underpinnings for Nursing Practice (3)			
Year Five			
Semester One	Semester Two	Semester Three	Credits
NU 707.70 Leadership and Inter-Professional Collaboration (3)	NU 709.70 Current Issues in Health and Social Policy: Planning, Participating and Policy Making (3)	NU 708.70 Clinical Prevention and Population Health for Improving the Nation's Health (3)	9
Year Six			
Semester One	Semester Two	Semester Three	Credits
NU 710.70 Practicum I (3)	NU 711.70 Practicum II (3)	NU 712.70 Practicum III (3)	9
<i>*Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.</i> Practicum Hours 750 hours required of all students for MSN.			Total Credits 66

Women's Health-Gender Related Nurse Practitioners

The Women's Health – Gender Related Nurse Practitioner program prepares graduates in the care of women throughout the lifespan across the health-illness continuum. Women's Health – Gender Related NPs practice in hospitals, labor and delivery units, outpatient clinics and primary care practices providing and managing comprehensive health care to women, as well as collaborating with the interprofessional healthcare team. Students in the master's level curriculum component complete 750 clinical hours; and students complete additional clinical hours in the doctoral level curriculum component for a total of 1,000 clinical hours.

In this program, once students have completed the American Association of Colleges of Nursing's (AACN) Essentials of Master's Education in Nursing (2011), the Master's of Science in Nursing (MSN) degree is conferred. Students are then academically eligible to achieve national certification prior to continuation with DNP courses. Students will be required to achieve national certification as a Women's Health – Gender Related Nurse Practitioner within 12 weeks of completing the master's level curriculum component in order to continue and progress in the doctoral level component of the program.

Graduates of the Women's Health – Gender Related Nurse Practitioner Program meet the academic eligibility requirements to take the Women's Health Care Nurse Practitioner Examination offered by the National Certification Corporation (NCC). Candidates who meet all eligibility requirements established by the NCC and successfully pass the examination are awarded the credential: Women's Health Care Nurse Practitioner (WHNP-BC).

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

<i>DNP Program: Post-Baccalaureate Entry – Sample Full-Time Plan of Study (4 Years)</i>			
Women's Health/Gender-Related Nurse Practitioner			
Year One			
Semester One	Semester Two	Semester Three	Credits
NU 705.70 Advanced Topics in Health Informatics (3)	NU 603.70 Research for Advanced Practice Nursing I (3)	NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice (3)	18
NU 560.70 Advanced Pharmacotherapeutics (3)	NU 673.70 Comprehensive Assessment for Clinical Decision-Making (3)	NU 570.70 Pathophysiology of Human Disease/Pathologic Aspects of Disease (3)	
Year Two			
Semester One	Semester Two	Semester Three	Credits
NU 605.70 Role of the Advanced Practice Nurse (3)	NU 696.70 Leadership and Critical Decision Making (3)	NU 602.70 Health Policy, Legal and Ethical Dimensions of Practice (3)	18
NU 590.70 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner I (3)	NU 591.70 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner II (3)	NU 592.70 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner III (3)	
Year Three			
Semester One	Semester Two	Semester Three	Credits
NU 706.70 Healthcare Quality and Patient Safety (3)	NU 702.70 Practice Inquiry: Designs, Methods and Analyses (3)	NU 703.70 Theoretical Foundations for Organizational Change in Healthcare Systems (3)	21
NU 701.70 Scientific Underpinnings for Nursing Practice (3)	NU 709.70 Current Issues in Health and Social Policy: Planning, Participating and Policy Making (3)	NU 708.70 Clinical Prevention and Population Health for Improving the Nation's Health (3)	
NU 707.70 Leadership and Inter-Professional Collaboration (3)			
Year Four			
Semester One	Semester Two	Semester Three	Credits
NU 710.70 Practicum I (3)	NU 711.70 Practicum II (3)	NU 712.70 Practicum III (3)	9
<i>*Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.</i> Practicum Hours 750 hours required of all students for MSN.			Total Credits 66

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

DNP Program: Post-Baccalaureate Entry – Sample Part-Time Plan of Study (6 Years)			
Women's Health/Gender-Related Nurse Practitioner			
Year One	Semester One	Semester Two	Credits
	NU 560.70 Advanced Pharmacotherapeutics (3)	NU 673.70 Comprehensive Assessment for Clinical Decision-Making (3)	NU 570.70 Pathophysiology of Human Disease/Pathologic Aspects of Disease (3) NU 602.70 Health Policy, Legal and Ethical Dimensions of Practice (3)
			12
Year Two	Semester One	Semester Two	Credits
	NU 705.70 Advanced Topics in Health Informatics (3)	NU 603.70 Research for Advanced Practice Nursing I (3)	NU 704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice (3)
	NU 605.70 Role of the Advanced Practice Nurse (3)	NU 696.70 Leadership and Critical Decision Making (3)	
			15
Year Three	Semester One	Semester Two	Credits
	NU 590.70 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner I (3)	NU 591.70 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner II (3)	NU 592.70 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner III (3)
			9
Year Four	Semester One	Semester Two	Credits
	NU 706.70 Healthcare Quality and Patient Safety (3)	NU 702.70 Practice Inquiry: Designs, Methods and Analyses (3)	NU 703.70 Theoretical Foundations for Organizational Change in Healthcare Systems (3)
	NU 701.70 Scientific Underpinnings for Nursing Practice (3)		
			12
Year Five	Semester One	Semester Two	Credits
	NU 707.70 Leadership and Inter-Professional Collaboration (3)	NU 709.70 Current Issues in Health and Social Policy: Planning, Participating and Policy Making (3)	NU 708.70 Clinical Prevention and Population Health for Improving the Nation's Health (3)
			9
Year Six	Semester One	Semester Two	Credits
	NU 710.70 Practicum I (3)	NU 711.70 Practicum II (3)	NU 712.70 Practicum III (3)
			9
<i>*Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.</i> Practicum Hours 750 hours required of all students for MSN.			Total Credits 66

DNP NURSE ANESTHESIA PROGRAM (FULL-TIME ONLY)

The program is 36 months in length, requires completion of 92 credits, and will culminate with a Doctor of Nursing Practice (DNP) degree.

The plan of study includes the following required courses:

CORE COURSES

NU 560.70	Advanced Pharmacotherapeutics
NU 570.70	Pathophysiology
NU 603.70	Research for Advanced Practice Nursing
NU 605.70	Role of the Advanced Practice Nurse
NU 673.70	Comprehensive Assessment for Clinical Decision-Making
NU 701.70	Scientific Underpinnings for Nursing Practice (40 hours)
NU 702.70	Practice Inquiry: Designs, Methods, and Analyses (40 hours)
NU 703.70	Theoretical Foundations for Organizational Change in Healthcare Systems (40 hours)
NU 704.70	Philosophy, Foundations, and Methods for Evidence-Based Practice (40 hours)
NU 705.70	Advanced Topics in Health Informatics (40 hours)
NU 706.70	Healthcare Quality and Patient Safety (40 hours)
NU 707.70	Leadership in Interprofessional Collaboration (40 hours)
NU 708.70	Clinical Prevention and Population Health for Improving the Nation's Health (40 hours)
NU 709.70	Current Issues in Health and Social Policy: Planning Participating, and Policymaking (40 hours)

ANESTHESIA-SPECIFIC COURSES

NU 748.70	Basic Principles of Anesthesia
NU 700.70	Pharmacokinetics and Dynamics of Anesthesia Agents
NU 724.70	Chemistry and Physics Related Anesthesia
NU 775.70	Pathologic Aspects of Disease II
NU 758.70	Advanced Principles of Anesthesia
NU 768.70	Advanced Principles of Anesthesia II
NU 778.70	Crisis Management and Clinical Correlation in Anesthesia

ANESTHESIA CLINICAL COURSES

NU 750.70	Orientation to Clinical Practice
NU 751.70	Clinical Practice I
NU 752.70	Clinical Practice II
NU 753.70	Clinical Practice III
NU 754.70	Clinical Practice IV
NU 755.70	Clinical Practice V
NU 756.70	Clinical Practice VI
NU 757.70	Clinical Practice VII

DNP PRACTICUM COURSES

NU 710.70	Practicum I (60 hours)
NU 711.70	Practicum II (60 hours)
NU 712.70	Practicum III (60 hours)

**DOCTOR OF NURSING PRACTICE (DNP) NURSE ANESTHESIA PROGRAM PLAN OF
STUDY (Class of 2024 and 2025)**

	First Semester (Fall)			Second Semester (Spring)	
NU 560.70	Advanced Pharmacotherapeutics	3 Credits	NU 570.70	Pathophysiology of Human Disease/Pathologic Aspects of Disease	3 Credits
NU 603.70	Research for Advanced Practice Nursing I	3 Credits	NU 700.70	Pharmacokinetics and Dynamics of Anesthesia Agents	3 Credits
NU 673.70	Comprehensive Assessment for Clinical Decision-Making	3 Credits	NU 703.70	Theoretical Foundations for Organizational Change in Healthcare Systems (40 Hours)	3 Credits
NU 709.70	Current Issues in Health and Social Policy: Planning, Participating and Policy Making (40 Hours)	3 Credits	NU 748.70	Basic Principles of Anesthesia	3 Credits
NU 724.70	Chemistry and Physics Related to Anesthesia	2 Credits	NU 750.70	Orientation to Clinical Practice	0 Credits
	Third Semester (Summer)			Fourth Semester (Fall)	
NU 701.70	Scientific Underpinnings for Nursing Practice (40 Hours)	3 Credits	NU 704.70	Philosophy, Foundations and Methods for Evidence-Based Practice (40 Hours)	3 Credits
NU 751.70	Clinical Practice I	3 Credits	NU 706.70	Healthcare Quality and Patient Safety (40 Hours)	3 Credits
NU 758.70	Advanced Principles of Anesthesia I	3 Credits	NU 752.70	Clinical Practice II	3 Credits
NU 775.70	Pathologic Aspects of Disease II	3 Credits	NU 768.70	Advanced Principles of Anesthesia II	3 Credits
	Fifth Semester (Spring)			Sixth Semester (Summer)	
NU 605.70	Role of the Advanced Practice Nurse	3 Credits	NU 707.70	Leadership and Inter-Professional Collaboration (40 Hours)	3 Credits
NU 702.70	Practice Inquiry: Designs, Methods and Analyses (40 Hours)	3 Credits	NU 710.70	Practicum I (60 Hours)	3 Credits
NU 708.70	Clinical Prevention and Population Health for Improving the Nation's Health (40 Hours)	3 Credits	NU 754.70	Clinical Practice IV	3 Credits
NU 753.70	Clinical Practice III	3 Credits			
	Seventh Semester (Fall)			Eighth Semester (Spring)	
NU 711.70	Practicum II (60 Hours)	3 Credits	NU 705.70	Advanced Topics in Health Informatics (40 Hours)	3 Credits
NU 755.70	Clinical Practice V	3 Credits	NU 712.70	Practicum III (60 Hours)	3 Credits
NU 778.70	Crisis Management and Clinical Correlation in Anesthesia	3 Credits	NU 756.70	Clinical Practice VI	3 Credits
	Ninth Semester (Summer)				
NU 757.70	Clinical Practice VII	3 Credits			
				Total Credits	92

**DOCTOR OF NURSING PRACTICE (DNP) NURSE ANESTHESIA PROGRAM PLAN OF
STUDY (Class of 2026)**

	First Semester (Fall)			Second Semester (Spring)	
NU 718.70	Introduction to DNP Studies and the Scholarly Project	1 Credits	NU 570.70	Pathophysiology of Human Disease/Pathologic Aspects of Disease	3 Credits
NU 560.70	Advanced Pharmacotherapeutics	3 Credits	NU 700.70	Pharmacokinetics and Dynamics of Anesthesia Agents	3 Credits
NU 673.70	Comprehensive Assessment for Clinical Decision-Making	3 Credits			
NU 603.70	Research for Advanced Practice Nursing I	3 Credits	NU 748.70	Basic Principles of Anesthesia	3 Credits
NU 717.70	Health and Social Policy	3 Credits	NU 750.70	Orientation to Clinical Practice	2 Credits
NU 724.70	Chemistry and Physics Related to Anesthesia	2 Credits	NU 605.70	Role of the Advanced Practice Nurse	3 Credits
	Third Semester (Summer)			Fourth Semester (Fall)	
NU 751.70	Clinical Practice I	3 Credits	NU 704.70	Philosophy, Foundations and Methods for Evidence-Based Practice	3 Credits
NU 758.70	Advanced Principles of Anesthesia I	3 Credits	NU 714.70	Healthcare Systems, Safety, Quality, and Improvement Science	3 Credits
NU 775.70	Pathologic Aspects of Disease II	3 Credits	NU 752.70	Clinical Practice II	3 Credits
NU 715.70	Leading Strategic Change in an Era of Healthcare Transformation	3 Credits	NU 768.70	Advanced Principles of Anesthesia II	3 Credits
	Fifth Semester (Spring)			Sixth Semester (Summer)	
NU 702.70	Practice Inquiry: Designs, Methods and Analyses	3 Credits	NU 719.70	DNP Scholarly Project Seminar I	4 Credits
NU 753.70	Clinical Practice III	3 Credits	NU 754.70	Clinical Practice IV	3 Credits
NU 716.70	Perspectives in Community Engagement & Population Health	3 Credits			
	Seventh Semester (Fall)			Eighth Semester (Spring)	
NU 755.70	Clinical Practice V	3 Credits	NU 756.70	Clinical Practice VI	3 Credits
NU 778.70	Crisis Management and Clinical Correlation in Anesthesia	3 Credits	NU 713.70	Digital Transformation in Healthcare: Trends and Opportunities	3 Credits

NU 720.70	DNP Scholarly Project Seminar II	3 Credits			
	Ninth Semester (Summer)				
NU 757.70	Clinical Practice VII	3 Credits			
				Total Credits	85

PLAN FOR NATIONAL CERTIFICATION EXAMINATION (NCE) SUCCESS 2024-2025

POSITION STATEMENTS

A. The Purpose of the National Certification Examination (NCE) Plan for Doctor of Nursing Practice Nurse Anesthesia Program students

Successfully passing the National Certification Examination (NCE) is required to become a Certified Registered Nurse Anesthetist (CRNA). The National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) offers this examination to measure the knowledge, skills, and abilities necessary for entry-level nurse anesthesia practitioners. Eligibility to sit for the NCE includes completing a nurse anesthesia educational program accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). As preparation for taking the NCE, Jefferson's DNP Nurse Anesthesia Program (NAP) requires all students to take the Self-Evaluation Examination (SEE) at least twice and achieve a minimum total score of 420 in either NU754 or NU756 as outlined in this policy. Students will be registered for the exam by the Program Director. It is the student's responsibility to schedule a testing date/time and complete the exam by the end of each course listed above. Test center information will be provided to the students by the NBCRNA.

JCN SELF-EVALUATION EXAMINATION (SEE) REQUIREMENTS:

1. Students are required to take the SEE once in NU754 and once in NU756 (paid for by JCN). Students will meet with faculty advisors after each exam attempt to create a personalized NCE study plan.
2. If a student does not receive a minimum total score of 420 on either attempt, they must notify the program administrators within 24 hours of receiving their results.
3. Students who fail to achieve the minimum total score of 420 on one of their first two attempts, will be required to retake the SEE a third time at their own expense by July 31st of their senior year.

If a student does not receive a minimum total score of 420 on the third attempt, they must show proof of registration in an NCE board prep course of their choice. Students are responsible for any charges associated with the board prep course selected.

B. Role of the Faculty

Faculty members assume a key role in the implementation and evaluation of the pre-certification plan. In this role, course faculty is responsible for supervising the students as they progress to full readiness for the NCE. Inherent in the faculty role is active participation with students in the design and implementation of individualized plans to ensure success. Activities undertaken to assist students with NCE testing competence are documented. While the strategies that are utilized to achieve these outcomes are jointly

negotiated between the faculty member and student, individual student outcomes in relation to the NCE are directly attributable to the rigor with which elements of the plan are upheld by the faculty. Course faculty members are responsible for determining if a student has met the plan requirements for a given course.

C. Role of the Student

All elements of the NCE plan apply to nurse anesthesia students and all students are expected to participate fully in its multiple dimensions and to comply fully with its expectations. Inherent in the role that students assume in carrying out the parameters of this plan is the responsibility to frequently communicate/interact with the academic advisor in order to document progress and to define plans to improve outcomes. Students accept full responsibility for assuming an active role in completing all components of the NCE success plan and for following through with all recommendations given and requirements determined. Students acknowledge that failure to adhere to the plan's components will have academic implications. Students will submit to the course faculty the required elements of the NCE success plan for each course listed below. Specific criteria for acceptable completion of requirements will be established by program faculty. Completion of all NCE success plan elements is required for successful course completion. Failure to complete the required elements in the specified time frame will result in course failure.

D. Courses with NCE Success Plan Requirements

Courses with NCE success plan elements are:

NU 700.70 Pharmacokinetics & Dynamics of Anesthesia Agents

NU 748.70 Basic Principles of Anesthesia

NU 752.70 Clinical Practice II

NU 753.70 Clinical Practice III

NU 754.70 Clinical Practice IV

NU 755.70 Clinical Practice V

NU 756.70 Clinical Practice VI

NU 757.70 Clinical Practice VII

NU 758.70 Advanced Principles of Anesthesia I

NU 768.70 Advanced Principles of Anesthesia II

NU 775.70 Pathologic Aspects of Disease II

NU 778.70 Crisis Management and Clinical Correlation in Anesthesia

PhD IN NURSING PROGRAM

PhD IN NURSING PROGRAM PLAN OF STUDY

Sample Full-time Plan of Study

YEAR 1

Fall:

NU 800 Philosophy of Science in Nursing	3
PHS 605 Advanced Statistical Methods for Data Analysis.....	3
Elective.....	3
Total Credits – Year One Fall	9

Spring:

NU 801 Theoretical Approaches to Research.....	3
NU 810 Quantitative Research Methods	3
NU 820 Determinant Models of Human Health	3
Total Credits – Year One Spring.....	9

Summer:

NU 802 Foundations of Scientific Writing.....	3
NU 822 Nursing Research Ethics: The Responsible Conduct of Research	1
Total Credits – Year One Summer	4

YEAR 2

Fall:

PBH 512 Qualitative Research Methods	3
PHS 710 Advanced Health Behaviors Methods & Measurement.....	
NU 812 Database Design and Management	3

<i>Qualifying Examination</i>

Total Credits – Year Two Fall	9
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Spring:

NU 830 Research Residency	1
NU 831.70 Dissertation Seminar	3
PHS 650 Evaluation and Outcomes Research and Design	3
Total Credits – Year Two Spring	7

Summer:

Elective #2.....	3
Elective #3.....	3
Total Credits – Year Two Summer 6	

YEAR 3

Fall:

Defend Dissertation Proposal

Spring:

NU 840 Dissertation Advisement	1
Total Credits – Year Three Fall	1

Summer:

NU 841 Dissertation Advisement 1

Total Credits – Year Three Summer.....1

YEAR 4

Fall: NU 842 Dissertation Advisement 1

Total Credits – Year Four Fall.....1

Spring: Dissertation Defense

STUDENT ACTIVITIES AND AWARDS

STUDENT GOVERNMENT

The Student Government Association in the Jefferson College of Nursing is an important source of extracurricular activities for all students. It's Constitution and Bylaws are available from its student officers or faculty advisor. All students in the Jefferson College of Nursing are encouraged to become active in this organization.

Students in leadership positions, like all students, are held to the [Jefferson Community Standards](#). In particular, student leaders must pay dutiful attention to Article D-2 Freedom of Inquiry and Expression, Points 1 and 2.

NURSING STUDENT GOVERNMENT CONSTITUTION AND BYLAWS

The Constitution and Bylaws of the Student Government Jefferson College of Nursing Thomas Jefferson University

ARTICLE I: DESIGNATION

This organization shall be known as the Student Government Association of the Jefferson College of Nursing of Thomas Jefferson University. This organization shall be referred to as the Nursing Student Government Association. (NSGA)

ARTICLE II: PURPOSES

- Section I: To provide a forum for student input with a goal of continued improvement of nursing education.
- Section II: To facilitate communication between students, faculty, alumni, and the administration of Thomas Jefferson University nursing programs.
- Section III: To facilitate the development of professionalism within the student body.
- Section IV: To promote co-curricular educational experiences.
- Section V: To facilitate the development of leadership and managerial skills for nursing students.
- Section VI: To promote volunteer community experiences for students in conjunction with faculty.
- Section VII: To keep the student body informed of all practical, political, and educational issues relevant to the Profession of Nursing.

ARTICLE III: STRUCTURE OF THE ORGANIZATION

Section I: The organization will follow a structure with representation from each prelicensure program/campus [Traditional BSN, Accelerated BSN Plus (ABSN+) - 1 Year Pathway, Accelerated BSN Plus (ABSN+) - 2 Year Pathway]. Each program/campus will elect 6 delegates. These delegates will assume the roles of:

- President
- Vice-President
- Treasurer
- Corresponding Secretary

- Recording Secretary
- SNAP Leader

Students must be enrolled full time and in good academic standing in order to be eligible for election to a leadership position.

Section II: Rights and Privileges of Student Government Members

All full- and/or part-time members of the nursing classes are members of NSGA and have voting privileges.

Student government committees will be designated as needed by the NSGA president and each committee will choose a chairperson.

All members shall have the right to initiate resolutions, make reports, and propose actions on all issues.

All members shall have one vote on resolutions, except the NSGA president/NSGA Senate Leader, who shall vote a second time in the event of a tie.

Section III: Responsibilities of Student Government Members

Attendance is mandatory for delegates and chairpersons of current Nursing Student Government committees at general meetings.

Attendance is mandatory for delegates and chairpersons at officers' meetings.

ARTICLE IV: ELECTION OF OFFICERS

Section I: The election of delegates is comprised of the entire nursing student body of each prelicensure division of the nursing department, BSN (2-year) and Accelerated BSN Plus (ABSN+) - 1 Year Pathway). The 2 year BSN and Accelerated BSN Plus (ABSN+) - 1 Year Pathway class delegates shall arrange for the election of new student government delegates no later than one month prior to the end of the spring semester. Accelerated BSN Plus (ABSN+) - 1 Year Pathway student elections will take place one to two months after starting the program.

Section II: All newly elected delegates (except Accelerated BSN Plus (ABSN+) - 1 Year Pathway) of the NSGA shall assume their positions at the last meeting of the spring semester in which they are elected Accelerated BSN Plus (ABSN+) - 1 Year Pathway delegates will assume their positions immediately after elections are held.

Section III: The NSGA faculty advisor(s) shall be appointed by the administration of the College of Nursing.

ARTICLE V: MEETINGS

Section I: Regular general meetings of the Nursing Student Government Association shall be held once a month during the academic year. The delegates shall decide a calendar of meetings dates and times at the first meeting of the year. Members will be notified of the calendar in writing and/or by email.

Section II: Special delegate meetings shall be held as the President(s) deems necessary for each program.

Section III: The President(s) has the right to call special meetings with three days' advance notice.

ARTICLE VI: DUTIES OF THE OFFICERS

A. Individual Program Officers [Traditional BSN, Accelerated BSN Plus (ABSN+) - 1 Year Pathway, Accelerated BSN Plus (ABSN+) - 2 Year Pathway]NSGA President – will assume the leadership position at the campus and perform the following duties:

- Will acquire a working knowledge of parliamentary law and procedure and a thorough understanding of the bylaws and standing rules of the organization;
- Will hold monthly meetings as specified in the bylaws;
- Will preside and maintain order at Campus Meetings;
- Will entertain only one motion at a time and state all motions properly;
- Will put all motions to vote and give results;
- Will vote, in the event of a tie;
- Will carry out such duties as may be required by the NSGA or by the right of office; and
- Will act as liaison to other program officers.

B. NSGA Vice-President

- Will, in the absence of the NSGA President, preside and perform the duties of the President;
- Will assume all duties delegated by the President;
- Will maintain status as an official member of all standing committees;
- Will read the results of all votes to the assembly; and
- Will assign a NSGA member to keep minutes of the meeting, etc.

C. Recording Secretary

- Will in the absence of the President, call the meeting to order and preside until the election of a pro term, which should take place immediately;
- Will keep minutes of meetings for all campus proceedings;
- Will take roll at meetings;
- Will provide minutes of all meetings;
- Will record the name of the member who introduces a motion;
- Will develop an agenda for each scheduled meeting; and
- Will carry out such duties as may be required by the NSGA or by the right of office.

D. Corresponding Secretary

- Will maintain a list of all delegates and general membership in NSGA;
- Will notify all members of meetings;
- Will maintain and update the program bulletin boards; and
- Will carry out such duties as may be required by the Nursing Student Government or by the right of office.

E. Treasurer

- Will maintain a financial record of all monies generated by the NSGA;
- Will appoint a member of each individual committee who will be responsible for submitting the money generated by said committee to the Treasurer;

- Will deposit all money in the NSGA Campus Account;
- Will obtain receipts of all money deposited to the NSGA Campus Account;
- Will organize all fundraising activities to include, but not limited to, such activities as bake sales, book sales, candy sales, booster sales, etc.; and
- Will determine that all monies extracted from the NSGA Account will meet with the approval of the Faculty Advisor and will be obtained under authorized signature of the same.

F. SNAP Representative

SNAP is a student run organization that represents nursing schools/colleges and students throughout Pennsylvania. Benefits of membership include scholarship monies, access to SNAP publications, conventions, leadership opportunities, Next Generation NCLEX (NGN) reviews, career center for networking, insurance and student loan programs, partnerships with NSGA, and a collective voice in Harrisburg and Washington. Duties of SNAP representative include:

- Will stand as a representative and liaison for Jefferson College of Nursing (JCN) SNAP affairs at both the state and local levels, and shall respond to the responsibilities there to;
- Will appoint two-three officer delegates from the JCN nursing student body to serve SNAP;
- Will form liaisons with other JCN student organizations on an on-going basis as needs arise;
- Will keep the Student Body informed of all practical, political, and educational issues relevant to the profession of Nursing;
- Will keep a list of all JCN SNAP members; and
- Will form committees to meet the needs of the Chapter.

G. Faculty Advisor(s) (NSGA and SNAP)

- Will serve as a faculty/student liaison person and facilitate communications between faculty and students; and
- Will serve as a non-voting member who offers suggestions, guidance, and support related to NSGA and/or SNAP activities.

ARTICLE VII: COMMITTEES

- Section I: The delegates of the NSGA may designate committees that they deem necessary in order to organize the responsibilities and activities of the organization.
- Section II: Members of each committee will be formed on a volunteer basis.
- Section III: Students interested in serving on any committee must indicate, by signature, their interest in said committee by the deadline posted.
- Section IV: The members of each committee will select a chairperson who will be responsible for relaying information to the rest of the NSGA delegates and to fellow classmates.
- Section V: Students may not chair more than one committee unless they are uncontested in each committee in which they are running.

ARTICLE VIII: MEETING PROTOCOL

- Section I: At the commencement of each meeting, the minutes from the previous meeting will be clarified, the treasurer's report will be given, and continuing issues of business will be discussed.
- Section II: Upon completion of previous business, new issues will be opened pending Senate Leader approval.
- Section III: The motion to adjourn must be declared and approved by the majority of those present.
- Section IV: Parliamentary procedure shall be maintained according to Roberts Rules.

ARTICLE IX: DISMISSAL FROM DELEGATE OR CHAIRPERSON STATUS

- Section I: The procedure for dismissal from delegate or chairperson status is as follows:
1. After one failure to report as specified, NSGA President and/or faculty advisor will send a letter to the person stating that they are aware of this failure to report. A reply from the delegate/chairperson in question will be invited.
 2. Upon a second failure to report, a meeting between the NSGA Officers and the delegate/chairperson will be scheduled. At this time open discussion will occur and the delegate/chairperson may express their desire to vacate or maintain the position.
 3. If a third failure to report occurs, a NSGA meeting will be held to determine the future of that member. A two-thirds vote by the members is necessary for removal from office and a reelection will occur.
 4. A delegate/chairperson will not be penalized for an excused absence. A report of the absence should be made prior to the meeting to the Senate Leader.

ARTICLE X: AMENDMENT

Amendments of these Bylaws may be proposed in writing by the President, Dean of the College, or any Faculty member to the Governance Committee for consideration. Recommendations for amendment of the Bylaws shall be circulated by the Committee at least seven days before the next meeting of the Executive Council. Executive Council approval shall require a favorable vote of a majority of the members of the Council. All amendments of these Bylaws shall be subject to approval by two-thirds of the Faculty voting and by the Dean of the College, the President and Board of Trustees, and shall become effective only upon such approval. Vote may be taken by mail ballot or any other method, electronic or otherwise, which is reasonably reliable.

SIGMA THETA TAU INTERNATIONAL

The Delta Rho Chapter of Sigma Theta Tau, the International Honor Society of Nursing, has existed at Thomas Jefferson University since 1980. As one of over 160 chapters nationally, Delta Rho's activities focus on promoting professionalism and scholarship within the nursing community.

Membership in Sigma Theta Tau is an honor conferred on baccalaureate and graduate students who demonstrate superior academic achievement and leadership abilities. New members are received into the chapter at annual induction ceremonies. The honor society's purposes include fostering high professional standards, creative work, and strengthening commitment to the ideals of the nursing profession.

BACCALAUREATE NURSING AWARDS

- **The Dean's Award:** The Dean's award is presented to a graduating student deemed to have outstanding citizenship and who exemplifies Jefferson's values of Put People First; Be Bold and Think Differently; and Do the Right Thing.
- **The Achievement Award for Student Life:** This award is made annually to the senior student who has made an outstanding contribution to College and University student life.
- **The Helen Auerbach Hodes Award:** The Helen Auerbach Hodes Award is presented to the graduating student who has demonstrated excellence in communication and personal skills while showing empathy in meeting the psychosocial needs of patients.
- **The Phyllis Jean Courtney Award:** The Phyllis Jean Courtney Award is presented to the graduating student who has demonstrated excellence in critical care nursing or in a life-threatening situation.
- **The Abraham Feinsinger Memorial Award:** The Abraham Feinsinger Memorial Award is presented to the graduating student who has demonstrated outstanding creativity and innovation in either carrying out an assigned course project, in developing a solution to a clinical nursing problem or initiating change.
- **Joan Jenks Community Service Award:** The Joan Jenks Community Service Award is a student-nominated award in celebration of Dr. Joan Jenks' dedication to community service for underserved populations. The award is presented to the graduating student who has demonstrated an understanding of the importance of the role of nursing in the community and has contributed to improving the community being served.
- **Nursing Leadership Award:** The Nursing Leadership Award is presented to the graduating student who has demonstrated the characteristics of leadership in the classroom, in the clinical area and in the community. The recipient is chosen by members of the student class in recognition of contributions made to the class and to the College.
- **Adaline Potter Wear Award:** The Adaline Potter Wear Award recognizes the graduating student who has consistently demonstrated academic excellence and achieved the highest cumulative Grade Point Average.
- **Dr. Molly Rose Award for Student Leadership in Interprofessional Education:** This award, in honor of Dr. Molly Rose, recognizes a graduating BSN student at the Jefferson College of Nursing who demonstrates role modeling, leadership, dedication, enthusiasm, engagement, and excellence promoting interprofessional education and care.

MASTER OF SCIENCE IN NURSING AWARDS

- **The Dean's Award:** The Dean's award is presented to a graduating student deemed to have outstanding citizenship and who exemplifies Jefferson's values of Put People First; Be Bold and Think Differently; and Do the Right Thing.
- **Dr. Molly Rose Community Catalyst Award:** This award, in honor of Dr. Molly Rose, recognizes a graduate student in their final semester at the Jefferson College of Nursing who exemplifies Dr. Rose's qualities: an exceptional individual who is personally and professionally committed to advancing health and health promotion and serving as a powerful role model in community education and practice.
- **Dr. Kellie Smith Inspirational Award**
This award, in memory of Dr. Kellie Smith, recognizes a graduating MSN student at the Jefferson College of Nursing who exemplifies Dr. Smith's qualities: an inspirational and exemplary individual with grace, strength, courage, positive attitude and deeds committed to serving as a positive role model in community education and/or practice.

DOCTOR OF NURSING PRACTICE AWARDS

- **The Sandra Festa Ryan Award:** This award recognizes a graduating Doctor of Nursing Practice student who has demonstrated outstanding creativity and innovation in advocating for advanced nursing practice.
- **The Susan Schrand Award:** This award recognizes a graduating Doctor of Nursing Practice student who has demonstrated outstanding professionalism, leadership, and advocacy at the local, regional, or national level.

NURSING COURSE DESCRIPTIONS BACCALAUREATE CURRICULUM

Course Number: NU 315
Course Title: Health Assessment Across the Lifespan
Credits: 3 (2 didactic; 1 laboratory)

This course emphasizes normal assessment findings and common variations in health status across the lifespan continuum. This course focuses on the development of foundational assessment and communication skills necessary to acquire subjective and objective health information from patients. This course includes a laboratory component.

Course Number: NU 340
Course Title: Medication Calculations in Nursing
Credits: 1

This course incorporates previously learned arithmetic and mathematical skills to facilitate the mastery of medication calculation skills in preparation for clinical practice. Students will learn how to accurately calculate medication dosages for the administration of medications for the oral and parenteral routes. In addition, students will learn about safety and ethical principles and interprofessional collaboration skills underlying the administration of medications via various routes of administration. Successful completion of this course is a requirement for medication administration in the clinical setting.

Course Number: NU 341
Course Title: Foundations in Nursing
Credits: 4 (didactic 2; laboratory 2)

This course builds a foundation for successful entry into the clinical environment. Concepts of communication, quality and safety, intra- and interprofessional collaboration, health care technology, medication administration, and clinical reasoning are introduced to provide the foundation for professional nursing practice. Concepts basic to the physical, psychosocial, and spiritual health of patients across the care continuum are explored with a focus on evidence-based practice. The course develops the knowledge, skills, and attitudes necessary for patient interactions to provide high quality health care to a diverse patient population throughout the lifespan. This course includes a laboratory component.

Course Number: NU 342
Course Title: Health Promotion Applications Across the Lifespan I
Credits: 7.5 (didactic 3; clinical 3.5; simulation 1)

This course prepares the student for the promotion of health in individuals, families and communities across the lifespan through primary, secondary and tertiary prevention strategies using an evidence base. This course introduces students to foundational concepts, related to individuals, families and populations throughout the care continuum. This course integrates pathophysiology, pharmacology and principles of growth and development related to specific exemplars of selected concepts. It also introduces the student to the role of genetics and genomics in health and illness. The clinical component of this course focuses on the unique needs of patients, families, and communities experiencing acute and chronic physical conditions with an emphasis on foundational skills and assessments. Students' clinical experiences are in both acute care and transition settings, supplemented with simulation.

Course Number: NU 343
Course Title: Pathophysiology
Credits: 3

This course provides an overview of pathophysiologic concepts across the lifespan. The course will address basic principles, processes, and concept associated with common health problems as well as the pathophysiological alterations related to body systems.

Course Number: NU 344
Course Title: Health Promotion Applications Across the Lifespan II
Credits: 10 (didactic 4.5; clinical 4.5; simulation 1)

This course continues preparation of the student for the promotion of health in individuals, families and communities across the lifespan through primary, secondary, and tertiary prevention strategies. This course further explores physical, behavioral and social problems faced by persons, families and communities across the care continuum through the integration of pathophysiology, pharmacology and nursing care related to specific exemplars of selected concepts. This course includes a clinical component in both acute and mental health, supplemented with simulation experiences. By continuing to build on the foundation of nursing knowledge, clinical reasoning and communication skills, as well as knowledge from the biopsychosocial disciplines, the clinical experience will focus on the unique needs of patients and their families experiencing acute and chronic conditions along the care continuum. The clinical experience will provide the students with an opportunity to build on previous knowledge in order to delivery safe and effective patient-centered care as a member of the interprofessional health care team.

Course Number: NU 345
Course Title: Pharmacology
Credits: 3

This course builds a foundation of pharmacology emphasizing the nurse's role and responsibility in safe, effective drug administration. Pharmacotherapeutic agents used in the treatment of illness as well as those used in health maintenance and promotion across the lifespan will be examined with focus on specific drug classifications. Indications for use, modes of action, effects, contraindications, interactions, along with the principles of pharmacokinetics and pharmacodynamics will be explored. Legal, ethical, and cultural considerations related to pharmacotherapeutics and medication administration are presented.

Course Number: NU 346
Course Title: Professional Practice in Nursing
Credits: 2

In this course students are introduced to the role of the professional nurse through the curricular themes of practice excellence, interprofessional collaboration, population health, and innovation. Students will learn about models of health care delivery and the incorporation of evidence into person-centered care. This course also examines the dimensions of professional practice that include nursing theories, role expectations of the professional nurse, and the person-centered care.

Course Number: NU 347
Course Title: Discovery and Evidence-Based Practice
Credits: 2

This course focuses on the process of discovering evidence that will improve the quality and safety of nursing care. The concepts of evidence-based practice, ethics, quality and safety, and health care technology will be addressed and examined in the context of the research process. The importance of interprofessional collaboration to improved practice through scientific discovery is emphasized.

Course Number: NU 493
Course Title: Perspective Seminar
Credits: 2

- A. Introduction to Genetics and Genomics in Nursing
- B. Global Health
- C. Healthcare Ethics
- D. Informatics
- E. Holistic and End-of-Life Care

NU 493A Introduction to Genetics and Genomics in Nursing

This course introduces the basic principles of genetics and genomics and their clinical implications in nursing care. This course provides learners with foundational knowledge of the concept of genetics, including a review of genetic structure and function, the transmission and expression of biological information, inheritance patterns, genetic diversity, and DNA replication. This course will also investigate the study of genomics, which includes the structure, function, evolution, and mapping of the human genome. Learners will explore pertinent topics such as personalized medicine, direct to consumer testing, and the ethical, legal, and social implications of utilizing genetics and genomics in health care.

NU 493B Global Health

This course provides an overview of global health and the intersection of nursing practice related to global health initiatives. Basic principles of global health will be explored. This course emphasizes the importance of understanding cultural health beliefs, cultural humility, ethics, and their impact on initiatives to improve global health. The role of the nurse as a leader in global health initiatives will be explored through the review of nurse-led health improvement initiatives.

NU 493C Healthcare Ethics

This course provides an in-depth analysis of nursing ethics, by introducing students to basic descriptive, normative and applied ethics theory. The course closely evaluates the intersection of bioethics and nursing ethics in application for the professional nurse within the acute care, public health, and global biotech settings. The course will focus on the unique role of nursing in health care, special professional and ethical responsibilities. Course emphasis will assist nurses in the development of their own personal values and capacity to make ethical decisions in practice.

NU 493E Holistic and End-of-Life Care

This course introduces undergraduate nursing students to holistic nursing which incorporates the care of the mind, body, and spirit. The learner will be prepared to bridge the gap between traditional and holistic interventions in the care of patients. This course will provide an in-depth overview regarding holistic end-of-life care for patients throughout the life span. The student will be prepared to care for patients and families who require an interdisciplinary and holistic approach when facing a life-threatening illnesses and/or death. This course will explore spirituality and cultural considerations; family dynamics and caregiving; symptom management; loss, grief, and bereavement; and complementary/integrative approaches to holistic and end-of-life care.

Course Number: NU 494
Course Title: Population Health and Care Transition Management
Credits: 4 (didactic 2; clinical 1.5; simulation 0.5)

This course provides the student with an understanding of determinants of health and health disparities on a population level. Health promotion of populations through primary, secondary, and tertiary prevention will be identified in connection with nursing and public health principles. This course also explores the practice and theory of care transitions management using interdisciplinary teams. Strategies used to

improve patient outcomes through person-centered, cost effective care are highlighted using relevant Clinical exemplars.

Course Number: NU 495

Course Title: Health Promotion Applications Across the Lifespan III: Childbearing & Childrearing Families

Credits: 9.5 (didactic 4; clinical 4.5; simulation 1)

Building upon Health Promotion Applications across the Lifespan I, this course further expands the students' preparation in the promotion and delivery of healthcare across the lifespan through primary, secondary, and tertiary prevention strategies, using an evidence base, with a concentrated focus on childbearing and childrearing families. The course integrates pathophysiology, pharmacology and nursing care related to specific exemplars of selected concepts and relate them to childbearing and childrearing families when in the clinical setting and along the health care continuum. Students participate in collaborative partnerships with other healthcare professionals to improve patient outcomes. The clinical experiences are in both acute care and simulation settings.

Course Number: NU 496

Course Title: Clinical Judgement Applications

Credits: 10 (didactic 3; clinical 6; simulation 1)

This course prepares students to critically analyze complex clinical situations and to recognize patterns of how specific conditions present in different patient populations. The course builds upon previous coursework and clinical practicums to synthesize the scientific process, evidence, clinical judgement, and creative problem-solving to support clinical decision-making across the care continuum. Students use concepts from health promotion, disease prevention, health restoration, and health maintenance for person centered care. This course includes simulation and two clinical components: an advanced medical/surgical clinical rotation, and a selected placement rotation from available clinical settings.

Course Number: NU 497

Course Title: Transitions to Professional Practice Next Generation NCLEX (NGN) Prep

Credits: 3

The first half of this course provides the nursing student with advanced professional nursing skills that seek integration of essential transition to practice concepts; such as nursing excellence, interprofessional collaboration, and innovative health care improvement strategies that comprehensively evaluate current workforce issues and trends. Additionally, this course incorporates professional nurse leadership, technology and health care reform that focuses on patient and family centered care that optimize care outcomes.

The second half of this course provides the nursing student with the opportunity to explore test-taking strategies and to devise a personal plan of study for the Next Generation NCLEX (NGN) preparation that is designed to ensure successful completion of licensure requirements. Course content emphasizes Next Generation NCLEX (NGN) style test question practice, electronic testing practice, refinement of test-taking strategies, assessment, and readiness.

Course Number: NU 498

Course Title: Promoting Health and Quality of Life Along the Care Continuum

Credits: 3

Students will have the opportunity to participate in one of four sections surrounding curricular themes: patient-centered care, interprofessional partnerships, population health, and innovation. All themes have core commonalities of promoting health and quality of life across the care continuum. Within each section, students will explore aspects such as interprofessional team models, healthcare entrepreneurialism and environmental health, with a focus on leadership and communication skills,

patient advocacy, innovation, and culturally sensitive strategies to promote healthy people, communities, and populations. The patient-centered care section of the course is presented as a seminar and will explore the concepts of caring, clinical reasoning, evidence-based practice, leadership, and quality and safety. Throughout the semester students will examine patient-centered care from various perspectives (patient, nurse, healthcare system, and globally) through discussion, guest speakers, small group work, and individual assignments. The goal of the course is to have students embrace patient-centered care as an integral part of their identity as a professional nurse.

NURSING COURSE DESCRIPTIONS

GRADUATE CURRICULUM

Course Number: NU 560
Course Title: Advanced Pharmacotherapeutics
Credits: 3

A practical examination of select topics in contemporary pharmacotherapeutics. Emphasizes rational decision-making skills in the selection of drug therapy. Considers the social, economic and emotional impact of drug therapy.

Course Number: NU 570
Course Title: Pathophysiology of Human Disease/Pathologic Aspects of Disease
Credits: 3

Covers topics in general and systemic pathology, providing an overview of major aspects of human pathology and the pathophysiology of major diseases.

Course Number: NU 590
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner I
Credits: 3

Introduces the women's health care nurse practitioner student to the conceptual basis for meeting the health promotion and maintenance needs of the well woman, pregnant mother, and the postpartum well woman. Prepares the student to contribute, support and work collaboratively with other health care team members in meeting the health needs of this group. Requires 250 hours of clinical practicum with a preceptor.

Course Number: NU 591
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner II
Credits: 3

Addresses the conceptual basis for meeting the health promotion and maintenance needs of the infertile woman and the high risk pregnant woman. Prepares the student to contribute, support and work collaboratively with other health care team members in meeting the health needs of this group. Requires 250 hours of clinical practicum with a preceptor.

Course Number: NU 592
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner III
Credits: 3

Addresses the conceptual basis for meeting the health promotion and maintenance needs of women with gynecological disorders. This course will prepare the student to contribute, support and work collaboratively with other health care team members in meeting the health needs of this group. Requires 250 hours of clinical practicum with a preceptor.

Course Number: NU 602
Course Title: Health Policy, Legal and Ethical Dimensions of Practice
Credits: 3

Introduces graduate health profession students to the legislative process at the national, state and local levels. Emphasizes increasing awareness of and examination of the healthcare delivery system. Explores issues and trends associated with healthcare policy development and their implications.

Course Number: NU 603
Course Title: Research for Advanced Practice Nursing I
Credits: 3

Prepares advanced practice nurses to be proficient in the utilization of research including the evaluation of research and identification of researchable problems within the clinical practice setting. Examines the theoretical bases and reasoning for advanced practice nursing in order to enhance critical thinking and scientific inquiry. Explores the use of measurement and data collection techniques, statistical techniques and procedures, analysis of qualitative and quantitative data, and reporting, interpreting and evaluating research outcomes.

Course Number: NU 604
Course Title: Research for Advanced Practice Nursing II
Credits: 3

Prepares advanced practice nurses to be proficient in the utilization of research and evidence-based practice in order to guide clinical and organization decision-making, practice change, and quality care delivery and patient outcomes.

Course Number: NU 605
Course Title: Role of the Advanced Practice Nurse
Credits: 3

Explores the role and practice of the advanced practice nurse as expert clinician, educator, consultant, collaborator, researcher, and administrator. Examines the historical, social, political, philosophical, and economic forces that have and continue to influence the role and practice of advanced practice nursing. Enables graduate students to become knowledgeable about the role of the advanced practice nurse as a member and leader of the healthcare team.

Course Number: NU 607
Course Title: Transforming Health Care Delivery: A Systems Perspective for Innovation
Credits: 3

This course examines systems theories and the principles of systems thinking as a framework for understanding the dynamic changes occurring in health care. Thinking and acting from a systems perspective enables leaders to focus on the future: innovating and transforming to meet the changing needs of patients, the workforce, and their communities. Key current and emerging health care trends will be explored. Principles and practices for leading innovation and methods for developing and evaluating ideas for operational redesign, new products and services will be introduced.

Course Number: NU 608
Course Title: Leadership and Management for Operational Excellence
Credits: 3

This course provides students a balanced mix of theory, evidence-based strategies, and practical skills as they strive to embed the principles of high reliability and safety, operational excellence, and continuous process improvement in their organizations. This includes not only excellence in providing quality, safe health care, but in execution of key business strategies to meet the organization's targets for productivity, costs and other key performance indicators. Financial management systems for decision-making are explored, as are processes and tools for achieving cost-effective, quality outcomes.

Course Number: NU 609
Course Title: Health Economics, Finance, and Policy
Credits: 3

This course examines the foundational concepts and principles underlying the current and historical financial, social, economic, and political structures that shape health and health care delivery in the United

States. Students will analyze the impact of economic, political, social, and regulatory policies and incentives on health care cost, access, quality, outcomes, and value from the perspectives of consumers, providers of services, insurers, and payers. Emerging issues will be explored with an emphasis on students acquiring the skill to argue and illustrate the value of nurses' work, on outcomes, cost and value and on the ethical development of supporting payment systems that enable nurses to make essential contributions to improving care and outcomes for diverse populations.

Course Number: NU 610
Course Title: Strategic Communication in the Workplace
Credits: 2

This course examines key concepts of communication theory and practice helping students become more effective, confident, and ethical leaders. Students reflect upon their own distinctive set of interpersonal communicative styles and behaviors and that of others, while exploring strategies to effectively communicate whatever the situation, audience, or message. Ultimately, the course helps students adapt their communication in a way that motivates others to excel, cultivates working relationships and alliances and fosters a deeper sense of organizational engagement.

Course Number: NU 611
Course Title: Leadership Practicum and Seminar I
Credits: 4

This course includes the first of two field placements and accompanying faculty-led seminars that will provide students with opportunities to gain practical leadership/management experience in health care settings and health influencing environments. Students will work under the direction and supervision of a faculty member and a mentor in an environment where the student advances leadership skills through problem-solving, decision-making, communication, change management, systems thinking, and innovation. Students contribute to the functioning of the health care agency and complete and present the results of an agency-designated project(s) during the practicum. All aspects of practicum will be completed under the supervision and/or approval of the preceptor and/or course instructor in individual practicum placement in addition to an accompanying online seminar that will allow reflection and professional development based upon the individual experiences of students.

Course Number: NU 612
Course Title: Leadership Practicum and Seminar II
Credits: 3

This course includes the second of two field placements and accompanying faculty led seminars that will provide students with opportunities to gain practical leadership/management experience in health care settings and health influencing environments. Students will work under the direction and supervision of a faculty member and a mentor in an environment where the student advances leadership skills through problem-solving, decision-making, communication, change management, systems thinking, and innovation. Students contribute to the functioning of the health care agency and complete and present the results of an agency-designated project(s) during the practicum. All aspects of practicum will be completed under the supervision and/or approval of the preceptor and/or course instructor in individual practicum placement in addition to an accompanying online seminar that will allow reflection and professional development based upon the individual experiences of students.

Course Number: NU 613
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner I

Credits: 3

This course will examine how nurse practitioners can work with adults experiencing psychiatric illness and behavioral health concerns. The first half of the course will focus on critical skills central to the role of the psychiatric mental health nurse practitioner, including communication, diagnosis, documentation, and assessment. Particular emphasis will be placed on foundational knowledge, skills, and resources necessary for the nurse practitioner to care for a general adult population at periods of symptom exacerbation, throughout life transitions, and throughout older adulthood. This foundational course will further examine the development of the therapeutic relationship with the individual, the use of various therapies for treatment, and the use of pharmacological intervention when needed. Students in the course will additionally be exposed to individualized cognitive behavioral therapy, group treatment, interdisciplinary collaboration, and system level interventions. This course will employ the structure of DSM-5 diagnoses, using them as a guiding framework for treatment, but will expand case conceptualization beyond DSM diagnosis. The bio-psycho-social formulation and evidence based practice will be emphasized.

Course Number: NU 614
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner II

Credits: 3

This course will examine how nurse practitioners can work with individuals and families with children experiencing psychiatric illness and behavioral health concerns. Particular emphasis will be placed on foundational knowledge, skills, and resources necessary for the nurse practitioner to care for these patients throughout their developmental trajectory, at times of symptom exacerbation, and at the time of transition to adult services. This course will further examine the development of the therapeutic relationship with the child/adolescent and family, the use of various therapies for treatment, and the use of pharmacological intervention when needed. Students in the course will additionally be exposed to group treatment, interdisciplinary collaboration, and system level interventions. This course will employ the structure of DSM-5 diagnoses, using them as a guiding framework for treatment, but will expand case conceptualization beyond DSM diagnosis. The bio-psycho-social formulation and evidence based practice will be emphasized.

Course Number: NU 615
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner III

Credits: 3

This course will examine how to work with vulnerable/special populations and deeply explore role/scope issues related to entry to practice for the psychiatric mental health nurse practitioner. The first half of the course will focus on advanced skills in therapeutic communication and psychopharmacology. Emphasis will be placed on building upon skills from the first and second semester, specifically in advanced diagnostic assessment, family therapy, and complex medication management. This course will further prepare the student for transition into practice by increasing skills in decision making to improve outcomes, use of evidence based practice, career development, and professionalism. This course will continue to employ the structure of DSM-5 diagnoses, using them as a guiding framework for treatment, but expanding upon case conceptualization beyond the DSM-5. The bio-psycho-social formulation and evidence based practice will continue to be emphasized.

Course Number: NU 618
Course Title: Trends in Education & the Nurse Educator Role
Credits: 3

This course introduces learners to emerging trends in education and the complex role of the educator in the academic setting. The scholarship of teaching and developing the science of nursing education as essential competencies of the advanced nurse educator are emphasized. Students will study specific emerging trends in-depth to advance their role in promoting effective educational practices.

Course Number: NU 619

Course Title: Online Education & Instructional Design in Academic Nursing

Credits: 3

This course introduces learners to foundational concepts of online education and instructional design models. Qualities of effective use of technology and digital learning experiences to enhance teaching and learning remotely in nursing education are emphasized.

Course Number: NU 630

Course Title: Diagnostic Reasoning and Clinical Decision-Making for Adult Care Advanced Practice Nurse

Credits: 3

Focuses on the comprehensive management of acute and chronic complex health problems experienced by adults. Incorporates principles for health promotion, health maintenance and disease prevention into the therapeutic regime. Addresses gynecological care of women. Emphasizes complex illnesses and multi- system illness of the cardiovascular, pulmonary, neurological, renal, gastrointestinal systems, infectious disorders and nutritional disorders. Incorporates concepts of cost effectiveness and efficacy, quality and care management into the plan of care. Requires 250 hours of clinical practicum with a preceptor.

Course Number: NU 631

Course Title: Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse I

Credits: 3

The course is designed to introduce students to the role of the adult gerontology-acute care advanced practice nurse in managing the health care of chronically ill adult and older adult patients who are hospitalized. Course content focuses on the integration of core and support course content in the assessment, diagnosis and management of chronic health problems in adult and older adult patients through a conceptual approach. Concepts, theories, and research related to health promotion, health maintenance, restoration, prevention and clinical management of chronic illness and injury of epidemiologically significant problems and potential problems are included. Students will collaborate with health care providers to develop a multidiscipline oriented approach to patient care in the hospital setting. Clinical practicum is required concurrently.

Course Number: NU 632
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse II

Credits: 3

This is the second of three, 3-credit courses, designed for the adult gerontology acute care advanced practice nurse students. The course is designed to introduce adult gerontology acute care advanced practice nurse students to the care of patients who experience surgical intervention. Course content focuses on the integration of core and support course content in the assessment, diagnosis and management of health and illness conditions seen in adult and older adult patients in the hospital setting. Concepts, theories, and research related to health promotion, health maintenance, restoration, and the prevention of acute illness and injury of epidemiologically significant problems and potential problems are included. Students will collaborate with health care providers to develop a surgically oriented, multidiscipline approach to the care of adult and older adult patients. Clinical practicum is required concurrently.

Course Number: NU 633
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse III

Credits: 3

The course is designed to introduce students to the role of the adult gerontology acute care advanced practice nurse in managing the health care of adult and older adult patients who are experiencing critical illness. Course content focuses on the integration of core and support course content in the assessment, diagnosis and management of adult and older adult patients with life threatening illness through a conceptual approach. Concepts, theories, and research related to health promotion, health maintenance, restoration, prevention and clinical management of critical illness and injury of epidemiologically significant problems and potential problems are included. Students will collaborate with health care providers to develop a multidiscipline oriented approach to patient care in the hospital setting. Clinical practicum is required concurrently.

Course Number: NU 640
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse I

Credits: 3

Introduces the conceptual basis for meeting the health promotion and maintenance needs of diverse pediatric populations and their families. Prepares the student to assume the role of a health care provider, and to contribute and support the collaborative responsibility to other health care members in meeting the health care needs of children from birth through young adulthood. Requires 250 hours of clinical practicum with a preceptor.

Course Number: NU 641
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse II

Credits: 3

Introduces the conceptual basis in assessing, diagnosis, and managing the care of diverse pediatric populations with acute health problems in partnership with their families and coordinated across health care delivery systems. Prepares the student to assume the role of health care provider and to contribute and support the collaborative responsibility to other health care members in meeting the care needs of children with chronic conditions from birth through young adulthood. Requires 250 hours of clinical practicum with a preceptor.

Course Number: NU 642
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse III

Credits: 3

Introduces the conceptual basis in assessing, diagnosing, and managing the care of pediatric populations with common chronic conditions in partnership with their families and coordinated across health care delivery systems. Prepares the student to assume the role of health care provider and to contribute and support the collaborative responsibility to other health care members in meeting the care needs of children with acute health problems from birth through young adulthood. Requires 250 hours of clinical practicum with a preceptor.

Course Number: NU 643
Course Title: Emergency Nurse Practitioner Role/Emergency Care I
Credits: 4

This course will provide an overview of the role of advanced practice nursing in emergency care settings. The focus is on the assessment and management of individuals across the lifespan seeking emergency care. Students will utilize evidence-based screening, differential diagnosis, and management skills of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Students will have the opportunity to utilize classroom, lab, clinical experiences, and evolving leadership skills in selected emergency care practicum settings. Successful completion of both the didactic and clinical components of the course with a grade of 80% or higher is necessary to pass the course.

Course Number: NU 644
Course Title: Emergency Nurse Practitioner Procedures/ Emergency Care II
Credits: 4

This course will focus on increasing knowledge and technical proficiency important to the provision of emergency care by nurse practitioners. The course provides a comprehensive introduction to the skills and procedures necessary to provide safe and effective emergency and urgent care. Through online modules, lectures, and skills development students will recognize when and which procedure is needed in the management of a patient with a specific diagnosis. In addition, students will practice intermediate skills and build up to more challenging skills specific only to the emergency department, as well as continue with evolving leadership skills. Students will fulfill the necessary practicum hours for the course and practice skills in a safe learning environment with faculty and preceptors.

Course Number: NU 645
Course Title: Collaborative Management/Advanced Emergency Care III
Credits: 4

This course will focus on increasing knowledge and technical proficiency important to the provision of advanced emergency care by nurse practitioners in a collaborative emergency care environment. The course provides the future emergency nurse practitioner (ENP) the opportunity to increase knowledge and practice procedures necessary to provide safe and effective advanced emergency and urgent care. Through online modules, lectures, and skill development students will build upon emergency nurse practitioner skills important in the management of a patient with a specific diagnosis, mass casualty situation, and disaster care. Students will have the opportunity to build leadership skills and communication skills to prepare them for leadership roles within emergency medicine departments and hospital systems. Students will fulfill the necessary practicum hours for the course and practice skills in a safe learning environment with faculty and preceptors.

Course Number: NU 662
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner I

Credits: 3

Introduces the conceptual basis for meeting the health promotion and maintenance needs of the normal pregnant mother and the normal neonate and the high risk pregnant mother and the high risk neonate. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other health care members in meeting the health needs of the pregnant mother with prenatal care and neonates at birth. Includes concepts, theories and research related to health promotion, health maintenance and prevention of illness and injury of epidemiological significant problems. Integrates core and support course content as well as the use of critical thinking and diagnostic reasoning skills to provide an in-depth focus on assessment, diagnosis and management of primary health care needs. Requires 250 hours of clinical practicum with a preceptor.

Course Number: NU 663

Course Title: Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner II

Credits: 3

Addresses the conceptual basis for meeting the health promotion and maintenance needs of the normal pregnant mother and the normal neonate and the high risk pregnant mother and high risk neonate. Presents common variations in pregnancy and neonates. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other health care members in meeting the health needs of the pregnant mother with prenatal care and neonates at birth. Includes concepts, theories and research related to health promotion, health maintenance, and prevention of illness and injury of epidemiological significant problems. Integrates core and support course content as well as the use of critical thinking and diagnostic reasoning skills will allow for an in-depth focus on assessment, diagnosis and management of primary health care needs. Requires 250 hours of clinical practicum with a preceptor.

Course Number: NU 664

Course Title: Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner III

Credits: 3

Focuses on the management of the high-risk neonate. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other health care members in meeting the health needs of the high-risk neonate and family. Includes concepts, theories and research related to management of care and prevention of complications, as well as health promotion, health maintenance and prevention of illness and injury of epidemiological significant problems. Integrates core and support course content as well as the use of critical thinking and diagnostic reasoning skills to provide an in-depth focus on assessment, diagnosis and management of health care needs. Require 250 hours of clinical practicum with a preceptor.

Course Number: NU 665
Course Title: Comprehensive Assessment for Clinical Decision-Making for the Mother and the Neonate
Credits: 3

Refines and expands upon prior health assessment skills including comprehensive history taking, development and psychosocial assessment and recognition of pathological changes as well as variations of normal. Stresses the development of clinical decision-making skills, taking into consideration life circumstances, economic, cultural and developmental variations. Emphasizes taking a detailed problem-based history of the mother, physical assessment of the neonate and the development of case presentation skills and charting. Students learn to differentiate, interpret and document normal and abnormal findings.

Course Number: NU 667
Course Title: Advanced Pharmacotherapeutics for Neonatal Nurse Practitioners
Credits: 3

Designed to meet the needs of nurses in advanced practice who are eligible for prescriptive privileges. Provides a comprehensive and clinically pertinent analysis of pharmacokinetics and pharmacodynamics of selected agents. Emphasizes the pharmacotherapeutic agents commonly used in the intensive care nursery, delivery room and in high-risk follow-up of the neonate.

Discusses medication for the pregnant woman with a preexisting condition prior to pregnancy or during pregnancy. Critically analyses mechanisms of action, bioavailability, adverse effects, toxicities, cultural, social and economic aspects of pharmacodynamics, which are used as a foundation for clinical decision making.

Course Number: NU 673
Course Title: Comprehensive Assessment for Clinical Decision-Making
Credits: 3

Prepares students to obtain and interpret data for development of a plan of care for clients throughout the life span. Students demonstrate proficiency performing a physical examination on a healthy individual. Emphasizes taking a comprehensive health history, performing physical assessment, interpreting data to determine differential diagnosis and accurately and concisely recording pertinent data. Introduces the role of the nurse practitioner, family theory principles and cultural beliefs used in clinical decision-making.

Course Number: NU 674
Course Title: Management of Common Health Problems in Primary Care
Credits: 3

Introduces principles of health promotion and disease treatment and prevention for young and middle age adults. Addresses common alterations in adult health treated in the primary care setting. Requires 250 hours of clinical practicum with a preceptor.

Course Number: NU 675
Course Title: Management of Women and Children in Ambulatory Care
Credits: 3

Presents principles of primary care emphasizing health promotion and disease treatment and prevention for the child from birth through adolescence and for women. Explores Family Systems theory and concepts that are pertinent to the practice of the nurse practitioner. Requires 250 hours of clinical practicum with a preceptor.

Course Number: NU 676
Course Title: Management of the Adult and Older Adult in Ambulatory Care
Credits: 3

Focuses on the complex issues relating to the management of the health status of adults and older adults in primary care settings. Integrates the distinct role of the nurse practitioner as a primary care provider and patient advocate into the client-provider-family partnership in the management of chronic illness. Requires 224 hours of clinical practicum with a preceptor.

Course Number: NU 678
Course Title: Academic Nursing Seminar I: Facilitating Learner-Centric Development and Socialization
Credits: 3

This course introduces the teaching and learning process in nursing education and provides a forum for analysis of the role of nurse educators in preparing students to develop values and behaviors essential to practice. Students will explore learning theories, principles, and innovative teaching strategies for diverse learners in a variety of settings, with an emphasis on the learner-centered philosophy. Academic performance of students will be discussed.

Course Number: NU 680
Course Title: Academic Nursing Seminar II: Contemporary Curriculum Design and Role Execution Practicum
Credits: 3

This course emphasizes models and issues of curriculum design, implementation and evaluation processes used in nursing education. Learners will analyze course sequencing, competency leveling, and the influence of the institution, practice and program standards, and accreditation requirements into the curriculum. Additionally, students will collaborate with their preceptors to explore the role of the faculty member. Students are expected to facilitate a learning session under the guidance of, and in collaboration with, a preceptor as an application in how curriculum design guides teaching and learning.

Course Title: Academic Nursing Seminar III: Measuring Learning Outcomes and Role Execution Synthesis

Credits: 3

This course culminates in the synthesis of role behaviors specific to the academic nurse educator and presents strategies for assessing and evaluating student learning outcomes. Qualities of effective measurement and assessment instruments will be presented with a focus on test construction, analysis and other evaluation measures for the classroom and clinical areas. Additionally, students will collaborate with their preceptors to explore the role of the faculty member. Students are expected to develop an evaluation measurement of a didactic course or clinical course under the guidance of, and in collaboration with, a preceptor.

Course Number: NU 685

Course Title: A Case-Based Approach to the Diagnosis and Pathophysiology of Headache Disorders

Credits: 4

This course focuses on primary and secondary headache disorder diagnosis and pathophysiology. The first unit will focus on common primary and secondary headache diagnosis based on the accepted classification system: the International Classification of Headache Disorders 3rd edition. Participants will gain an understanding of how to use this classification criteria, as well as learn how to conceptualize its advantages and disadvantages. This unit will also discuss key features of the physical exam. The second unit will discuss when to use diagnostic testing modalities such as brain imaging and interpretation of their results. The third unit will provide an overview of the pathophysiology of migraine, trigeminal autonomic cephalalgias, tension-type headache, and cranial neuralgias.

Course Number: NU 686

Course Title: Current and Emerging Treatments and Procedural Skills for Headache Disorders

Credits: 4

This course focuses on the treatment of primary and secondary headache disorder diagnosis. Unit IV will cover current and emerging outpatient pharmacological preventive and acute treatment options. This unit will also discuss medication overuse headache. Unit V will discuss the use of other treatment modalities, including neuromodulation devices and procedural interventions such as nerve blocks. This unit also focuses on emergency room, outpatient, and inpatient infusion treatment programs and highlights aspects of a multidisciplinary treatment approach. Unit VI will provide details on select primary and secondary headache disorders that have unique treatment approaches, such as spontaneous intracranial hypotension, painful lesions of the cranial nerves and face pain, and hypnic headache, among others. Finally, Unit VII will provide an overview on how to incorporate psychological and behavioral assessment and treatments into the management of headache disorders.

Course Number: NU 687

Course Title: Psychological Factors in Headache Medicine with an Introduction to Business Management

Credits: 2

This short course will provide practical information on office, billing, and revenue management for a headache medicine practice.

Course Number: NU 696

Course Title: Leadership and Critical Decision Making

Credits: 3

This course will focus on the knowledge and skills required for nursing and health care delivery to prompt practice excellence. Emphasis will be placed on leadership rationale and systems leadership as means to promote high quality and safe patient care. The aim of this course is to prepare a graduate to provide quality cost-effective care, to participate in the implementation of care, and to assume a leadership role in the

management of human, fiscal, and physical health care resources.

Course Number: NU 699

Course Title: Independent Study

Credits: Credits variable: maximum of 6

Provides an opportunity for students to investigate, in depth, an area in nursing related to their program goals. May consist of directed study, reading or research under the guidance of a member of the Graduate Faculty. Students desiring to enroll in this course must have a proposal outlining their activities approved by their advisor. The depth and breadth of these proposed activities should be commensurate with the

number of credits awarded. Methods of supervision, content and evaluation of the independent study will be determined by the student and the faculty advisor.

Course Number: NU 700
Course Title: Pharmacokinetics and Dynamics of Anesthesia Agents
Credits: 3

This course will focus on drugs commonly employed to produce either sedation, general, or regional anesthesia. Ancillary medications administered during the perioperative period such as sedatives, opioids, neuromuscular blocking agents, anticholinesterases, anticholinergics, and drugs to reverse these effects will also be explored in-depth.

Course Number: NU 701
Course Title: Scientific Underpinnings for Nursing Practice
Credits: 3

Explores the evolution and development of theories relevant to nursing practice, grand and middle-range theories, and their philosophical underpinnings and implications. This course has practicum hours.

Course Number: NU 702
Course Title: Practice Inquiry: Designs, Methods and Analyses
Credits: 3

This course focuses on research and quality improvement designs, methods, and measurements pertaining to students' evidence-based project proposals. Proposals include problem identification; a search, analysis, and synthesis of the literature and evidence; translating evidence to construct a strategy or method to address the problem, and a plan for implementation. Project management principles are applied to the proposed project. This course has practicum hours.

Course Number: NU 703
Course Title: Theoretical Foundations for Organizational Change in Healthcare Systems
Credits: 3

Provides a comprehensive exploration of organizational change theories and systems thinking approaches within an ethical context. The goal of this course is to develop and refine the leadership/management change skills of students to transform practice and educational environments in order to enhance the quality of nursing and healthcare delivery systems. This course has practicum hours.

Course Number: NU 704
Course Title: Philosophy, Foundations, and Methods for Evidence-Based Practice
Credits: 3

This course provides students with the knowledge and skills to appraise, translate and apply relevant research findings to clinical practice. Students are provided a framework to identify practice problems related to their clinical area of interest, systematically search, analyze, and synthesize the literature and evidence, and apply the evidence to guide quality improvement process changes for practice and outcomes of care. Ethical considerations are examined in the context of health care research. This course has practicum hours.

Course Number: NU 705
Course Title: Advanced Topics in Health Informatics
Credits: 3

Examines advanced topics in health informatics including revolutionizing health care through information and computer technology. This course has practicum hours.

Course Number: NU 706

Course Title: Healthcare Quality and Patient Safety
Credits: 3

Focuses on quality and patient safety initiatives. Strategies for creating a culture of quality and patient safety will be examined. The goal of the course is to provide the student with the scientific knowledge base and practical tools necessary for leadership in health care quality and patient safety initiatives so that an organizational quality infrastructure can be built. This course has practicum hours.

Course Number: NU 707
Course Title: Leadership and Inter-Professional Collaboration
Credits: 3

Focuses on the knowledge and skills necessary to provide exemplary leadership of groups and inter-professional teams with an emphasis on relationship building and team building. The goal of this course is to further enhance the student's leadership skill development in order to resolve complex clinical situations, improve practice environments, and lead integrated health care delivery teams. This course has practicum hours.

Course Number: NU 708
Course Title: Clinical Prevention and Population Health for Improving the Nation's Health
Credits: 3

Examines concepts related to health care outcomes identification, health promotion, disease prevention, disease management, and the design of innovative health care delivery models for vulnerable, underserved, and minority populations. This course has practicum hours.

Course Number: NU 709
Course Title: Current Issues in Health and Social Policy: Planning, Participating and Policy Making
Credits: 3

Focuses on understanding how health care is organized, financed, and delivered in the U.S. and examines key issues currently on the U.S. national policy agenda. Students will conduct health policy analysis, examine stakeholders' perspectives and environmental factors, and develop feasible policy options and recommendations. This course has practicum hours.

Course Number: NU 710
Course Title: Practicum I
Credits: 3

This is the first of three practicum courses to provide students the opportunity for application of knowledge gained in all core courses over the final three semesters of doctoral study. The Doctoral Project begins in this course. This course has practicum hours.

Course Number: NU 711
Course Title: Practicum II
Credits: 3

This is the second of three practicum courses to provide students the opportunity for application of knowledge gained in all core courses over the final three semesters of doctoral study. The Doctoral Project continues in this course. Provides the opportunity for application of knowledge gained in all core courses over the final three semesters of doctoral study.

This course has practicum hours.

Course Number: NU 712
Course Title: Practicum III
Credits: 3

This is the third of three practicum courses to provide students the opportunity for application of knowledge gained in all core courses over the final three semesters of doctoral study. The Doctoral Project concludes in this course. This course has practicum hours.

Course Number: NU 713
Course Title: Digital Transformation in Healthcare: Trends and Opportunities
Credits: 3

This course focuses on understanding the current and future state of digital transformation. At the core of this transformation is the ability to leverage data to deliver actionable insights and predictions using artificial intelligence and machine learning. Students explore digital technologies and apply informatics processes, tools and tactics to retrieve and critically analyze digital data and information to promote and lead effective and equitable delivery of health care services in accordance with best practice and professional, ethical, and regulatory standards. This course has practicum hours.

Course Number: NU 714
Course Title: Healthcare Systems Safety, Quality, and Improvement Science
Credits: 3

This course focuses on principles and practices of safety science, quality improvement and implementation science and applies evidence-based strategies to minimize risk of harm to patients and providers of care. Students will apply associated principles, practices and tools to establish safe and just environments of care, foster cultures of physical and psychological safety, and engage patients and interprofessional partners in the provision of safe, equitable, team-based, person-centered care. This course has practicum hours.

Course Number: NU 715
Course Title: Leading Strategic Change in an Era of Healthcare Transformation
Credits: 3

This course focuses on leadership and organizational change theories and how they apply to successfully leading strategic, unplanned, and chaotic change in complex healthcare settings. The course offers a unique blend of evidence-based content, personal insight assessments, role-specific examples and scenarios, and change application exercises and discussions. The goal of the course is for students to cultivate a growth mindset to build and lead problem-solving interprofessional teams that transform systems in diverse, dynamic, volatile and ambiguous health care environments. This course has practicum hours.

Course Number: NU 716
Course Title: Perspectives in Community Engagement and Population Health
Credits: 3

This course explores population health as a framework for improving health in society. The course focuses on an application of the concepts and methods for conducting an in depth assessment of health status among populations, which serves as the foundation for the health improvement planning process. Principles of epidemiology are applied in analyzing population and organizational level data to provide understanding of population needs and resources. Multiple determinants are examined in relation to health status measurement, health and disease trends, and health disparities at a community, national, and global perspective. Students will explore how evidence is utilized in determining population-based interventions and policies directed at health promotion and disease prevention. This course has practicum hours.

Course Number: NU 717
Course Title: Health and Social Policy
Credits: 3

This course focuses on understanding how health care is organized, financed, and delivered in the U.S. and examines key issues currently on the national and global policy agendas. Students conduct health and social policy analyses, examine stakeholders' perspectives, ethics, environmental factors, and anticipated consequences. Goal-directed feasible policy options and recommendations are developed. Advocacy strategies related to the profession, justice and vulnerable populations are explored and applied to a variety of venues. This course has practicum hours.

Course Number: NU 718
Course Title: Introduction to DNP Studies and the Scholarly Project
Credits: 1

This course focuses on the requisite mindset and essential skills and abilities necessary for success in the DNP program. Topics include intellectual curiosity, professionalism, personal well-being, time management, academic writing, ethical conduct, practicum requirements and the scholarly project process.

Course Number: NU 719
Course Title: DNP Scholarly Project and Practicum Seminar I
Credits: 3

This course requires students to finalize the evidence-based project proposal and project management plan, implement the plan and evaluate the outcomes. Implementation strategies are aligned with the healthcare systems' or community of interests' existing culture, infrastructure, and practices. This course has practicum hours.

Course Number: NU 720
Course Title: DNP Scholarly Project and Practicum Seminar II
Credits: 3

This course is designed to assist students in the completion of their project. Focus is placed on the business, policy, technology, and leadership implications of students' projects and dissemination strategies. Students evaluate sustainability of the project, appropriateness of key indicators and adoption for larger scale implementation in clinical practice or health systems. Strategies and tools to help students proactively navigate their careers as clinical practice leaders are discussed. This course has practicum hours.

Course Number: NU 724
Course Title: Chemistry and Physics Related to Anesthesia
Credits: 2

This course builds on students' prior knowledge of the fundamental principles of chemistry and physics. The course develops an understanding of that chemistry, biochemistry and physics knowledge as it relates to the theory and practice of nurse anesthesia.

Course Number: NU 725
Course Title: Introduction to Executive Leadership DNP Studies
Credits: 1

This course introduces students to the opportunities and rigor of doctoral education, as well as to the mindset and skills that contribute to academic success. Topics include personal and professional well-being, ethical conduct, academic resources, practicum requirements and the scholarly project process.

Course Number: NU 726
Course Title: Trends Shaping the Future of Executive Leadership in Health Care
Credits: 3

This course focuses on the accelerating demands on today's healthcare leaders and the essential skills needed to inspire, influence, and foster inclusive, positive work environments. Topics include the impact of economic, political, and socio-cultural forces, the implications of law, standards, and regulatory

requirements, and the skill of relationship building. Strategies include executive presence, strategic messaging, and media engagement.

Course Number: NU 727
Course Title: Innovation, Creativity and Well-Being in Health Care
Credits: 3

This course focuses on using innovation to lead effectively, work collaboratively, and engage employees in their health and well-being, despite everyday challenges. Students will apply design-thinking concepts, processes and tools to harness the power of diverse perspectives and creative thinking to solve health care's critical workforce and workplace problems

Course Number: NU 728
Course Title: Executive Leadership DNP Project and Practicum Seminar I
Credits: 4

This course provides students with opportunities to gain executive leadership experience in health care systems or communities of interest across the health care delivery continuum. Tailored to individual interests and experience, students will participate, manage and evaluate agency-designated projects or finalize and implement a project related to an organizational healthcare or nursing practice problem. Seminars will address key operational questions that challenge students to think and listen more deeply and enhance their ability to lead in increasingly complex healthcare environments.

Course Number: NU 729
Course Title: Executive Leadership DNP Project and Practicum Seminar II
Credits: 3

This course provides students with continuing opportunities to gain executive leadership experience in health care systems or communities of interest across the health care delivery continuum. Students will finalize, evaluate, and disseminate their organizational healthcare or nursing practice project. Seminars will address key strategic questions that challenge students to think more deeply and listen more attentively as they refine their ability to lead in increasingly complex healthcare environments.

Course Number: NU 748
Course Title: Basic Principles of Anesthesia
Credits: 3

This course is divided into three sections that introduce students to the basic principles underlying the specialty of anesthesia. The first section focuses on preoperative assessment of the patient and includes topics on the preoperative evaluation, the anesthetic implications of the presence of co-morbid diseases, anesthesia risk, psychological preparation and the use of preoperative medication. The second section focuses on the anesthesia machine, the anesthesia checklist, medical gas systems, electrical safety, and ancillary anesthesia equipment, monitoring modalities, breathing systems, carbon dioxide, and fluid management. The third section focuses on patient positioning, patient safety issues, temperature and humidity regulation, and infection control.

Course Number: NU 750
Course Title: Orientation to Clinical Practice
Credits: 0

This course orients students to the clinical practice of nurse anesthesia. Students will integrate didactic content from the classroom setting for an understanding of the basic anesthetic clinical setup and pre-operative examination. Student participation, skills labs, and a culmination of a simulation immersion experience will introduce students to the preparation of the anesthesia setting in the operating room (OR)/anesthetizing site, pre-operative patient assessment, equipment, and medication checks all used in the practice of anesthesia.

Course Number: NU 751
Course Title: Clinical Practice I
Credits: 3

In this course students begin to receive graduated, guided instruction in the clinical management of relatively young healthy ASA class I & II patients undergoing uncomplicated surgery who are receiving various types of general, regional, or monitored anesthesia care. Instruction is focused on the preparation and planning of the anesthetic, including administering the anesthesia under continual supervision and direction. Emphasis is placed on the technical instruction and experience, and correlation of the Basic Principles of Anesthesia course content. Students receive formative and summative evaluations, which are rated on a 6-point progression scale.

Course Number: NU 752
Course Title: Clinical Practice II
Credits: 3

In this course students continue to receive 1:1 clinical instruction, focusing on ASA I & II patients undergoing uncomplicated surgery who are receiving various types of general anesthesia or regional anesthesia. Clinical instructors expect students to be more self-directed, developing comprehensive anesthesia care plans. Students receive formative and summative evaluations, which are rated on a 6-point progression scale.

Course Number: NU 753
Course Title: Clinical Practice III
Credits: 3

In this course students continue to receive individual in-depth instruction in advanced clinical nurse anesthesia practice. Rotations in specialty anesthesia areas such as neuroscience, cardiovascular, thoracic, obstetrics, and pediatrics begin this semester. Students are taught to handle challenging patients who are at high risk for surgery and anesthesia. Emphasis is on critical, complex anesthesia management with advanced monitoring techniques, use of various pharmacologic agents, and managing high-stress scenarios. Students are expected to articulate a verbal anesthesia care plan with their clinical preceptor. Clinical instructors expect students to be self-directed, developing comprehensive anesthesia care plans. Students receive formative and summative evaluations, which are rated on a 6-point progression scale.

Course Number: NU 754
Course Title: Clinical Practice IV
Credits: 3

In this course students continue to receive individual in-depth instruction in advanced clinical nurse anesthesia practice in specialty areas as neuroscience, cardiovascular, obstetrics, thoracic, regional, and pediatric anesthesia. Students develop and utilize practical clinical applications of nurse anesthesia theory. Students are individually assigned to specialty areas and will be formally evaluated at the end of each specialty. Clinical instructors expect students to be more self-directed and able to develop increasingly comprehensive anesthesia care plans. Students will receive formative and summative evaluations, which are rated on a 6-point progression scale.

Course Number: NU 755
Course Title: Clinical Practice V
Credits: 3

In this course students continue to receive individual in-depth instruction in advanced clinical nurse anesthesia practice. Rotations in specialty anesthesia areas such as neuroscience, cardiovascular, thoracic, obstetrics, and pediatrics continue this semester. Students are taught to handle challenging patients who are at high risk for surgery and anesthesia. Emphasis is on critical, complex anesthesia management with advanced monitoring techniques, use of various pharmacologic agents, and managing high-stress scenarios. Students are expected to articulate a verbal anesthesia care plan with their clinical preceptor. Clinical instructors expect students to be self-directed, developing comprehensive anesthesia care plans. Students receive formative and summative evaluations, which are rated on a 6-point progression scale.

Course Number: NU 756
Course Title: Clinical Practice VI
Credits: 3

In this course students continue to receive individual in-depth instruction in advanced clinical nurse anesthesia practice. Rotations in specialty anesthesia areas such as neuroscience, cardiovascular, thoracic, obstetrics, and pediatrics continue this semester. Students are expected to care for challenging patients who are at high risk for surgery and anesthesia. Emphasis is on critical, complex anesthesia management with

advanced monitoring techniques, use of various pharmacologic agents, and managing high-stress scenarios. Students are expected to articulate a verbal anesthesia care plan with their clinical preceptor. Clinical instructors expect students to be self-directed, developing comprehensive anesthesia care plans that include the practical application of nurse anesthesia theory. Students receive formative and summative evaluations, which are rated on a 6-point progression scale.

Course Number: NU 757
Course Title: Clinical Practice VII
Credits: 3

In this course students continue to receive individual in-depth instruction in advanced clinical nurse anesthesia practice in specialty areas as Neuroscience, Cardiovascular, Obstetrics, Thoracic, Regional and Pediatric anesthesia. Students develop and utilize practical clinical applications of nurse anesthesia theory. Students are individually assigned to specialty areas and are formally evaluated at the end of each specialty rotation. Clinical instructors expect students to be self-directed and able to develop comprehensive anesthesia care plans. Students will receive formative and summative evaluations, which are rated on a 6-point progression scale.

Course Number: NU 758
Course Title: Advanced Principles of Anesthesia I
Credits: 3

This course was designed to build upon concepts presented in NU748 Basic Principles of Anesthesia. Advanced principles of anesthesia are introduced and integrated into anesthetic case-based learning. Students develop intellectual and clinical competence in the management of patients and special populations with increased complexity. Students are prepared to care for patients undergoing bariatric, laparoscopic, robotic, neuraxial, extra-thoracic, extracranial, intracranial, burns, neck, neuroskeletal, orthopedic, perineal, pelvic, vascular, hepatobiliary, pancreatic, and neuromonitoring procedures.

Course Number: NU 768
Course Title: Advanced Principles of Anesthesia II
Credits: 3

This 3-credit course is designed to prepare students for the administration of monitored anesthesia care (MAC), local, regional and general anesthesia for patients, including special populations, undergoing a wide variety of diagnostic and surgical procedures. The course will prepare students to care for patients with various co-morbid diseases while incorporating anatomy, physiology, pathophysiology, pharmacology.

Course Number: NU 775
Course Title: Pathologic Aspects of Disease II
Credits: 3

This course builds on previous knowledge gained concerning pathophysiological disease concepts presented in prerequisite coursework. This course provides students with a detailed description and breakdown of cardiac and pulmonary anatomy, physiology and function. Other systems presented in this course include the musculoskeletal, pulmonary, hepatobiliary, endocrine, renal, hematologic, gastrointestinal, immune, and central nervous system along with other systemic pathologies including cancer, immune/infectious diseases, and substance misuse. This course will also focus on the ways in which pathologic changes affect the anesthetic management of patients scheduled for a wide variety of diagnostic and/or surgical procedures who present with these co-morbid diseases.

Course Number: NU 778
Course Title: Crisis Management and Clinical Correlation in Anesthesia
Credits: 3

This course introduces the doctoral nurse anesthesia student to the principles of crisis management in anesthesia through a series of case studies and simulation modalities. Students explore dynamic clinical reasoning, human performance theory, and anesthesia crisis resource management (ACRM) principles. Crisis management and clinical correlation through simulation, clinical reasoning, and debriefing of complex crises occurring in the anesthesia environment. Students apply prior knowledge learned in the classroom and clinical arena, demonstrating how to minimize risk, create a crisis plan, manage, and recover from crisis events.

Course Number: NU 800
Course Title: Philosophy of Science in Nursing
Credits: 3

This introductory course focuses on the logic of inquiry in the natural and social sciences. Concepts for discussion include cause, determination, measurement, error, prediction, reduction, and the roles of theory and experiment. In addition to these central issues of scientific inquiry, the broader questions of values in science are discussed. The distinction between natural and social science—laws, theories, methodologies, confirmation, and acceptance—is also explored. The course concludes with introductory discussions on how nursing as an applied science discipline connects to these intellectual developments.

Course Number: NU 801
Course Title: Theoretical Approaches to Research
Credits: 3

This course explores the evolution and development of theories relevant to nursing practice, grand and middle-range theories, and their philosophical underpinnings and implications.

Course Number: NU 802
Course Title: Foundations of Scientific Writing
Credits: 3

This course will develop competencies in scholarly communication through applying the micro and macrostructure of storytelling to scientific writing in health sciences research.

Course Number: NU 810
Course Title: Quantitative Research Methods
Credits: 3

This quantitative methods course focuses on understanding and evaluating the scientific rigor of published quantitative research. Practical approaches to applying quantitative methods to address practice-based healthcare problems will be examined including research design, sampling, measurement, data collection, data analysis, and human subject protection. Emphasis is placed on scientific principles and techniques used to minimize bias and maximize internal and external validity in quantitative inquiry.

Course Number: NU 811
Course Title: Team Science for Biomedical Research
Credits: 3

This course provides students with basic knowledge to engage in team-based biomedical and clinical research. Students will learn how team science is critical to developing future biomedical research since complex problems will require solutions from teams of specialists from diverse backgrounds who are skilled at crossing the boundaries of disciplinary silos. Students will join an existing research team to learn how to access relevant information on complex problems as well as learn how to form, lead, participate in,

and evaluate research teams. The course will cover key concepts of team science and enable students to learn about the critical components of effective teams.

Course Number: NU 812
Course Title: Database Design and Management
Credits: 3

This course lays the groundwork for database design, data collection and data management. The approach focuses on identification, formalization, and verification of study data, and is appropriate for both straightforward and complex clinical research studies. Students will learn how to ask for information and organize it into well-defined data collection instruments. Students completing this course will develop a fundamental facility for data collection, data organization, and data analysis for research projects, including data cleaning, coding, determining shape of distribution and outliers, and handling missing data. Students will learn to use SPSS for database design and data analysis, and to use electronic data collection platforms such as Qualtrics, REDCap (Research Electronic Data Capture) and Microsoft Office Excel. Students will derive their familiarity with each application through a series of research project simulations.

Course Number: NU 820
Course Title: Determinant Models of Human Health
Credits: 3

In this course, students will survey selected determinants of health including social, cultural, biological, ecological, psychological factors, and structure and function of health services relative to access, acceptability, and affordability.

Course Number: NU 830
Course Title: Research Residency
Credits: 3

The focus of this course is to engage nursing PhD students in a team science experience within a multidisciplinary research team. Students will apply principles of research design and innovation to develop and implement a project that supports and/or extends the work of the research team.

Course Number: NU 831
Course Title: Dissertation Seminar
Credits: 3

This course provides advanced study in the student's discipline-specific research interest leading to the completion of the dissertation proposal. The course will cover developing and identifying the key elements/dimensions of the project and structuring that into a significance and background/literature review section clearly articulating the healthcare context. In addition, the course will help students develop a well-defined research question(s)/problem statement and specific aims for the proposed project. Students will also learn to identify the methodology or process plan that is in alignment with the research question(s)/problem statement. This will include the target population, recruitment approach, data collection, project implementation, analytic strategy, human subjects and/or other steps. Students will be expected to draw on all their coursework as they prepare a dissertation proposal.

Course Number: NU 840 – NU 844
Course Title: Dissertation Advisement
Credits: 1

During dissertation advisement, students work with their dissertation success team chair and committee to complete the dissertation research, further develop and defend the dissertation proposal, complete IRB submission and approval, and successfully defend the final dissertation. Student progression through this course is self-paced including completion of learning outcomes and assessments. The course may be repeated up to 5 times. Additional repetitions must be approved by the dissertation success team chair.

Students must make satisfactory progress on the dissertation work to receive course credit. The course is graded on a pass/fail basis.