REGENT UNIVERSITY
SCHOOL OF NURSING

Doctor of Nursing Practice
Student Handbook
(2024-2025)

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Welcome To Regent University School of Nursing

Dear Student,

It is our pleasure and honor to welcome you to Regent University. You have made a great investment in your future by selecting a school that will give you the high-quality, Christ- centered education necessary to bring innovative solutions to the field of nursing and to prepare you to be Christian leaders to change the world. We offer a supportive, collaborative environment to enhance your success as you progress through our program.

This handbook is a very important resource designed to provide you with information on life as a student at Regent University. Our highly trained faculty and staff will support you every step of the way and help you get the most out of your experience here.

Graduates of this program represent the future of nursing and are well-prepared to improve the care of the patients we serve. We extend our best wishes for a dynamic and rewarding educational experience. Thank you for being a part of Regent's mission to prepare Christian leaders for lives of significant purpose and service.

God's blessings,

Regent School of Nursing Faculty

For this reason, since the day we heard about you, we have not stopped praying for you. We continually ask God to fill you with the knowledge of his will through all the wisdom and understanding that the Spirit gives, so that you may live a life worthy of the Lord and please him in every way: bearing fruit in every good work, growing in the knowledge of God, being strengthened with all power according to his glorious might so that you may have great endurance and patience, and giving joyful thanks to the Father, who has qualified you to share in the inheritance of his holy people in the kingdom of light. For he has rescued us from the dominion of darkness and brought us into the kingdom of the Son he loves, in whom we have redemption, the forgiveness of sins.

~Colossians 1: 9-14

Purpose of the Handbook

This handbook is designed to provide information for graduate students seeking a Doctor of Nursing Practice degree at Regent University regarding policies, procedures, and resources. It is designed for students currently enrolled in the DNP program. This handbook is intended to supplement the Regent University student handbook the Regent University graduate catalog and other Regent University policies as indicated.

Changes made within the academic year will be communicated via e-mail and/or posted in Canvas. Students are responsible to use this handbook as a resource when questions arise as well as a guide through academic and non-academic policies and procedures.

It is the responsibility of the student to review and understand any changes made to the handbook during the entire time they are enrolled in Regent's nursing program as well as recognizing that changes made to policies and procedures may impact them as a student. The updated handbook will be located on the University's School of Nursing website.

Students are required to read the handbook in its entirety and to sign the Handbook Acknowledgement document. (Appendix E)

Mission, Vision, Philosophy

Mission

Regent University's nursing program exists to create a dynamic community of learning to develop exceptionally prepared nurses who will lead to improve health outcomes locally and globally. We promote excellence in teaching, research, service, and practice with a primary focus in faith integration and Christian leadership to change the world. We are committed to being purposeful, caring, disciplined, and celebrative with each student who enters our program.

Vision

The vision of Regent University's nursing program is to be a premier nursing program dedicated to cultivating Christian leaders in the field of nursing to improve health outcomes both locally and globally.

Philosophy

The philosophy of the Regent University nursing program is consistent with the mission, vision, and core values of Regent University in fostering Christian leaders to change the world in the discipline of nursing. The philosophy addresses the concepts of the nursing metaparadigm: patient, environment, health, and nursing. Additionally, it addresses learning. These pillars of nursing education and nursing practice reflect the views of the faculty regarding learning, teaching, and specifically nursing education.

Person

The person is multidimensional and encompasses the physical, emotional, social, and spiritual components of the individual that is receiving nursing care. A holistic approach is necessary to care for the patient in body, mind and soul and extends to the family and community. The patient is valued and is to be treated with respect and dignity and should be empowered to manage their own health and retain the right to make informed decisions about their healthcare. Regent students value each individual as a creation of God complete with a giftedness to serve their unique purpose.

Environment

The environment represents external and internal influences for the patient and student. The external environment goes beyond surrounding physical parameters to include historical, political, economic, cultural, and spiritual influences. Individual experiences and perceptions form the internal environment. Thus, there is a relationship between the health of the patient and the quality of their environment, both externally and internally. It is important that the patient responds and adapts to their environment to achieve healthy outcomes.
Likewise, it is important that the student responds and adapts to their learning environment to master their student outcomes. Regent University's nursing program seeks to support a healthy learning environment, emphasizing spiritual adaptation and enlightenment, as an essential element in promoting wellness in student development and patient outcomes.

Health

Health is a dynamic, multidimensional phenomenon that occurs on a wellness to illness continuum. It is influenced by a patient's body, mind, and spirit. The two concepts, wellness, and illness, are mostly self-defined, allowing for individualized perceptions of health. Wellness is sought throughout the process of healing; therefore, wellness promotion and healthy patient goals are an integral element in nursing and patient education. Healing is an active process that is patient driven by perception, subjective information, and objective, physical evidence. It is therefore important to recognize the autonomy of patients in the healing process. Regent University's nursing program seeks to support the process of health and improving patient outcomes through creating a learning environment that emphasizes the three parts of the person and the definition of healing based on patient autonomy and world-view perspectives.

Nursing

Nursing is a multifaceted healthcare profession that seeks to enhance the quality of life for individuals, families, and communities. Through coordinated care, nurses effectively promote health and prevent illness. Regent University's nursing program seeks to develop caring, service-minded nurses who believe nursing is a calling and a ministry of healing.

Learning

Learning is a continuous, life-long process that occurs at any developmental level and is evidenced by consistent changes in behavior. Students bring previous life experiences to the learning environment. These previous experiences influence the student's attitudes and motivation to learn. To facilitate learning, Regent University nursing faculty serve as teachers, resources, mentors, and professional role models for students. Faculty use a variety of teaching and learning strategies to facilitate the student's practice of professional and advanced nursing. The goal of nursing education at Regent University is to assist the students to think critically, solve problems creatively, integrate faith in the decision-making process, and practice nursing from a caring perspective. Regent University's DNP program is designed to facilitate the development of advanced practice nurses and leaders. Graduates emerge ready to apply evidence-based practices, lead quality improvements, and contribute meaningfully to healthcare in a variety of settings, use cultural sensitivity, and adhere to the standards of professional practice guidelines. The focus is on developing expertise in leadership and advanced nursing roles to meet the health and educational needs of the patient, community, and overall profession.

DNP Overview

Doctor of Nursing Practice (DNP) programs are designed to prepare nurses to practice at the highest level to improve patient outcomes (AACN, 2023). Regent University DNP programs are developed in accordance with the dynamic guidelines provided by Nurse Education Accreditation Organizations. The curriculum provides advanced-level content to DNP candidates, focusing on key practice areas emphasizing the development of advanced competency in evidence-based nursing practice, healthcare-focused quality improvement, and healthcare systems leadership.

The Doctor of Nursing Practice degree supports the quickly growing needs of a challenging and multi-faceted healthcare system. The DNP is recognized as a terminal degree in all fields of advanced practice nursing. The National Organization of Nurse Practitioner Faculties, the leading organization for NP education, has called for and reaffirmed (April 2023) moving to the DNP degree as the entry-level preparation for NPs by 2025 (NONPF, 2023).

Disclaimer

The purpose of this program is to provide individuals with a broad educational background, which integrates the Christian faith, liberal arts, behavioral and social sciences as well as nursing. Courses offered through the School of Nursing, as well as any accompanying materials and instruction, are intended for educational purposes. They are neither designed to give medical / legal advice nor take the place of appropriate legal, professional, or medical consultation. As laws vary from state to state, and from state to state, students are advised to discuss any specific questions with the proper authorities.

Regent University offers two DNP programs as follows:

1) Post-Master's DNP in Nursing Administration and Leadership (non-licensure) – 30 credit hours (a completed master's degree in nursing is required prior to admission to the program)

2) Post-Baccalaureate DNP Program in Advanced Practice Registered Nursing (APRN) (licensure) – 74 credit hours (a completed bachelor's degree in nursing is required prior to admission to the program)

The Post-Baccalaureate DNP has two different concentrations to choose from:
   a) Psychiatric Mental Health Nurse Practitioner Concentration
   b) Family Nurse Practitioner Concentration

   Post-graduate certificate programs (master's in nursing degree minimally required):
   c) Post-Graduate Family Nurse Practitioner Certificate
   d) Post-Graduate Psychiatric-Mental Health Nurse Practitioner Certificate

Doctor of Nursing Practice (DNP) Degree in Nursing Administration and Leadership (30 credit hours) – NON-LICENSURE

The Doctor of Nursing Practice (DNP) degree in Nursing Administration and Leadership is a terminal degree that is open to students currently holding a Master of Science in Nursing degree (MSN). This degree prepares nurses for practice on administrative and leadership levels in a variety of healthcare settings. The graduate of the DNP program will link evidence to practice in order to achieve the highest standards, enhance clinical expertise, and analyze existing healthcare systems.

Degree emphasis is placed on nursing roles specializing in nursing administration, as well as systems/organizational leadership and structure. Graduates from the program will be able to assume a number of leadership and administrative roles, although the degree does not prepare the student for Nurse Practitioner licensure. Students who complete nursing degrees at Regent University will have a deep and balanced understanding of nursing practice and Christian faith.

A distinct feature of Regent University School of Nursing degrees is the clear alignment with the mission of the university in terms of Christian leadership, cultural change, and global involvement and outreach. Students who complete nursing degrees at Regent University will have a deep and balanced understanding of nursing practice and Christian faith.

Regent University's DNP program is developed in accordance with *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021).

Program Learning Outcomes for post-Master's DNP in Administration and Leadership

I.   **Develop** and **demonstrate** advanced professional knowledge, skills, and attitudes related to graduate nursing administration, education, and professional nursing roles in the context of person-centered care and interprofessional partnerships. (*Essentials*1,2, NONPF** NP Core Competencies 2022, Scientific Foundations 1, 2*)

II. **Evaluate** Christian, historical, and contemporary perspectives on healthcare policy, advocacy, population health, and **describe** approaches to advancing equitable population health policies. (*Essentials * 1,4; NONPF ** NP Core Competencies 2022, Scientific Foundations 3, 4*)

III. **Translate** and **integrate** scholarship into nursing practice, showcasing one's ability to conduct independent research and engage in scholarly inquiry. (*Essentials * 5; NONPF** NP Core Competencies 2022, Technology and Information Literacy 1, 2, 3, 4, 5*)

IV. **Analyze** and **demonstrate** advanced understanding of quality improvement principles in healthcare, as well as the culture of healthcare environment safety (*Essentials * 3, 6, 7; NONPF ** NP Core Competencies 2022, Leadership Competencies 4; Policy Competencies 1, 2, 3, 4, 7; Health Delivery System 1, 6*)

V. **Develop** and **apply** knowledge of systems-based practice, cost-effectiveness of care, and the relationships between macrosystems, mesosystems, and microsystems. (*Essentials * 3, 7, 8; NONPF ** NP Core Competencies 2022, Leadership Competencies 1, 2, 3, 6, 7*)

VI. **Describe** appropriate use of health care informatics and emergent technologies designed to improve health care of patients, communities, and populations. (*Essentials* 8; NONPF ** NP Core Competencies 2022, Ethics 1, 2, 3; Health Delivery System 3*)

VII. **Apply, compare**, and **contrast** administrative and leadership theories applicable to the professional identity and role of a nurse leader and a nurse educator. (*Essentials* 1, 8, 9; NONPF NP Core Competencies 2022 Quality Competencies 1, 2, 3, 4, 5*)

VIII. **Demonstrate** competence in the professional integration of Christian perspectives in graduate nursing administration, education, and healthcare delivery (*Essentials * 1,2,5 9,10 Independent Practice 1, 2, 3, 4; NONPF NP Core Competencies 2022, Quality Competencies 1, 2, 3, 4, 5*)

AACN Essentials of Education in Nursing (2021)

**National Organization of Nurse Practitioner Faculties (2022)*

The post-Master's DNP program is a minimum of 30 credit hours in length* and is outlined as follows:

Required Core Courses (15 credits):

NURS 805 Role Development of Nurse Leader (3)

NURS 821 Advanced Healthcare Policy & Population Health (3)

NURS 830 Perspectives in Nursing Education (3)

NURS 855 Quality Improvement in Healthcare (3)

NURS 860 Administrative & Leadership Theory (3)

DNP Scholarly Project and Practicum Courses (15 Credits) *:

NURS 801 DNP Scholarly Project I (3)

NURS 802 DNP Scholarly Project II (3)

NURS 803 DNP Scholarly Project III (3)

      NURS 884 DNP Advanced Practicum I (3)

      NURS 885 DNP Advanced Practicum II (3)

* The Commission on Collegiate Nursing Education (CCNE) requires all DNP students to complete a minimum of 1,000 practicum hours post-BSN. Final credit hours required will depend on the number of credit hours the student obtained during MSN studies and on the number of clinical hours the student obtained during practicum courses. Accepted hours will be reviewed on an individual basis with the student's advisor.

Doctor of Nursing Practice (DNP) Degree in Advanced Practice Registered Nursing (APRN) (74 credit hours)

The Doctor of Nursing Practice (DNP) degree in Advanced Practice Registered Nursing is a terminal degree open to students currently holding a Bachelor of Science in Nursing degree. This degree allows nurses to earn a terminal degree in advanced practice. This program offers concentrations that lead to Advanced Practice Registered Nursing (APRN) preparation and licensure. APRN concentrations include (1) Psychiatric Mental Health Nurse Practitioner and (2) Family Nurse Practitioner. The program offers expert preparation in the identified populations and will prepare students to function as change agents by bringing evidence to practice. Upon successful completion of this DNP program, students will be eligible to sit for a national

certification and will be eligible for an appropriate APRN license (licensure requirements differ by state).

Nurses prepared with a DNP are trained as clinical experts, evidence-based change agents for health care and advocates for health locally, regionally, and globally. This degree offers the student preparation in areas of interprofessional collaboration, healthcare policy, and evidence-based research, and educates students on how to navigate health systems, business organizations, and patient-centric advocacy.

A distinct feature of Regent University School of Nursing degrees is the clear alignment with the mission of the university in terms of Christian leadership, cultural change, and global involvement and outreach. Students who complete nursing degrees at Regent University will have a deep and balanced understanding of nursing practice and the Christian faith.

Regent University's DNP program is developed in accordance with *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021).

I.   **Demonstrate** competence in the integration of nursing and the related sciences required to analyze, design, implement, and evaluate aggregate outcomes of nursing care in diverse populations**. .** (*Essentials*1,2, NONPF** NP Core Competencies 2022, Scientific Foundations 1, 2*)

II. **Analyze** and **apply** research outcomes in the practice setting, resolve practice outcomes across healthcare environments and communicate results intended to advance clinical practice... (*Essentials * 1,4; NONPF ** NP Core Competencies 2022, Scientific Foundations 3, 4*)

III. **Demonstrate** competence in the application and determination of appropriate health care informatics and emergent technologies designed to improve health care outcomes (*Essentials * 5; NONPF** NP Core Competencies 2022, Technology, and Information Literacy 1, 2, 3, 4, 5*

IV. **Advocate** for policies and contribute to the development of policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system (*Essentials * 3, 6, 7; NONPF ** NP Core Competencies 2022, Leadership Competencies 4; Policy Competencies 1, 2, 3, 4, 7; Health Delivery System 1, 6*)

V.   **Demonstrate** competence in the leadership, communication, collaboration, and consultation skills required to advance interprofessional teams and partnerships and provide quality and safe care. . (*Essentials * 3, 7, 8; NONPF ** NP Core Competencies 2022, Leadership Competencies 1, 2, 3, 6, 7*)

VI. **Apply** evidence-based advanced clinical decision making to deliver ethical, person-centered, and culturally competent care to diverse individuals, families, and populations. (*Essentials* 8; NONPF ** NP Core Competencies 2022, Ethics 1, 2, 3; Health Delivery System 3*)

VII. **Demonstrate** an advanced level of understanding of nursing and relevant sciences as well as the ability to translate this knowledge into practice in order to promote positive health care outcomes for individuals, populations, or systems... (*Essentials* 1, 8, 9; NONPF NP Core Competencies 2022 Quality Competencies 1, 2, 3, 4, 5*)

VIII. **Demonstrate** skills necessary for independent, person-centered, advanced-level nursing practice and apply best available evidence to continuously improve quality of clinical practice. (*Essentials * 1,2,5 9,10 Independent Practice 1, 2, 3, 4; NONPF NP Core Competencies 2022, Quality Competencies 1, 2, 3, 4, 5*)

   *AACN Essentials of Education in Nursing (2021)
   **National Organization of Nurse Practitioner Faculties (2022)

The post-Baccalaureate DNP program is a minimum of 74 credit hours in length* and is outlined as follows:

Required Core Courses (39 credits):

NURS 508 Theoretical & Ethical Nursing Foundations (3)

NURS 520 Nursing Informatics (3)

NURS 540 Advanced Pathophysiology (3)

NURS 541 Advanced Pharmacology (3)

NURS 550 Advanced Health Assessment (3)

NURS 605 Global Nursing Leadership & Healthcare Delivery Systems (3)

NURS 633 Research Methods and Biostatistics I (3)

NURS 634 Research Methods & Biostatistics II (3)

NURS 805 Role Development of Nurse Leader (3)

NURS 821 Advanced Healthcare Policy & Population Health (3)

NURS 830 Perspectives in Nursing Education (3)

NURS 855 Quality Improvement in Healthcare (3)

NURS 860 Administrative & Leadership Theory (3)

DNP Scholarly Project and Advanced Practicum Courses (12 Credits) *:

NURS 801 DNP Scholarly Project I (3)

NURS 802 DNP Scholarly Project II (3)

NURS 803 DNP Scholarly Project III (3)

APRN 886 DNP APRN Advanced Practicum (3)

Concentration Courses (23 credit hours) – students must select one of the concentrations below:

Psychiatric Mental Health Nurse Practitioner Concentration (23 specialty credit hours)

APRN 551 Advanced Physical Practice Health Assessment Evaluation (0)

APRN 705 Global Health Challenges and Disparities of Mental Health (2)

APRN 775 Neurobiology & Differential Diagnosis of Mental Disorders (3)

APRN 777 Psychopharmacology (3)

APRN 779 Psychotherapeutic Theories and Clinical Interventions (3)

APRN 780 Psychiatric Mental Health Nurse Practitioner Practicum I (3)

APRN 781 Psychiatric Mental Health Nurse Practitioner Practicum II (4)

APRN 782 Psychiatric Mental Health Nurse Practitioner Practicum III (4)

APRN 797 Comprehensive Concentration Review (1)

Family Nurse Practitioner Concentration (23 specialty credit hours)

APRN 551 Advanced Physical Practice Health Assessment Evaluation (0)

APRN 707 Primary Care Approaches for Children, Adolescence, & Families (3)

APRN 762 Family Nurse Practitioner I: Management of Acute Disease Across the Lifespan (3)

APRN 763 Family Nurse Practitioner II: Management of Chronic Disease Across the Lifespan (3)

APRN 764 Women's Health and Wellness Promotion in Primary Care (2)

APRN 787 Family Nurse Practitioner Practicum I (3)

APRN 788 Family Nurse Practitioner Practicum II (4)

APRN 789 Family Nurse Practitioner Practicum III (4)

APRN 797 Comprehensive Concentration Review (1)

* The Commission on Collegiate Nursing Education (CCNE) requires all DNP students to complete a minimum of 1,000 practicum hours post-BSN. The final credit hours required will depend on the number of clinical hours students obtained previously during post-BSN practicum courses.

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Course Descriptions

UNIV LIB Information Research & Resources (0) In this exploding age of information, it is the objective of the library faculty to prepare graduates to be on the cutting edge of information technology. Information literacy is the ability to effectively access information for problem solving and decision-making; thus, the knowledge and abilities you glean from this course will open doors to lifelong learning. It is imperative for graduate study research. Since the information learned in this course is a vital foundation for all other coursework, its completion is required within the first semester of study. The course takes approximately ten hours to complete.

CHBS 500 Graduate Foundations for Healthcare and Behavioral Sciences (2) Provides the knowledge, resources, and essential skills needed for success at the graduate level. Topics include academic writing, online learning, information literacy, and advising and support services for Psychology/Counseling.

NURS 508 Theoretical & Ethical Foundations (3)
Nursing and other relevant theories that apply to advanced nursing practice. Applies Biblical worldview to ethical decision-making.

NURS 520 Nursing Informatics (3)
Advanced practice nurse's role in the use and management of information in the healthcare industry. Major topics related to nursing informatics and technology.

NURS 540 Advanced Physiology & Pathophysiology (3) *
System-focused content addresses the normal physiologic and pathologic mechanisms of disease that serve as the foundation for advanced clinical assessment, decision-making, and management. Developmental physiology, normal etiology, pathogenesis, and clinical manifestations of commonly found/observed altered health states and responses to illness and treatment modalities.

NURS 541 Advanced Pharmacology (3) *
Expands the advanced practice student's knowledge of the evidenced-based practice of pharmacotherapeutic management. A practical advanced practice approach in applying pharmacological principles across the lifespan for both acute and outpatient care.

NURS 550 Advanced Health Assessment (3)

Comprehensive physical assessment and the obtainment of an in-depth health history across the lifespan; risk reduction, health promotion and prevention, early detection of physical and common emotional illnesses, and clinical decision-making.

NURS 605 Nursing & Healthcare Delivery Systems (3)
Nursing and healthcare delivery systems including organization and financing, and the economic, legal and political factors that influence health care. The role of nursing and healthcare delivery systems in the delivery of safe high-quality care to patients.

NURS 633 Research Methods & Biostatistics I (3)
Expands the research knowledge gained at the baccalaureate level. Application of nursing research to nursing practice along with the role of biostatistics in nursing research.

NURS 634 Research Methods & Biostatistics II (3)
Continued application of nursing research and biostatistics in nursing practice; research project will validate the student's skills in data collection and analysis methods, interpretation and reporting of statistical results. Pre-requisite NURS 633.

APRN 551 Advanced Physical Practice Health Assessment Evaluation (0)
This face-to-face evaluation is for APRN Program concentrations. Students participate in a scheduled face-to-face activity and demonstrate a comprehensive advanced physical assessment following NURS 550 course and prior to participating in APRN practicum courses. Demonstration of specific skills related to Advanced Practice Nursing

APRN 705 Global Health Challenges and Disparities of Mental Health (2)
Addresses mental health needs among diverse global populations, educating culturally competent skills and strategies, which include mental health assessment, interventions, treatment planning, and evaluation. Mental health disorders and treatment efficacy will be examined among different cultures and countries with various levels of available resources and within the context of their specific struggles, societal norms, and values.

APRN 707 Primary Care Approaches for Children, Adolescents, and Families (3)
The focus of this Family Nurse Practitioner specific course explores primary health care problems and family care approaches in the pediatric and adolescent populations. Emphasis is placed on assessment and management of care and health promotion in these populations and as it relates to traditional and non-traditional family units.

APRN 762 Family Nurse Practitioner I: Management of Acute Disease Across the Lifespan (3)
The focus of this Family Nurse Practitioner specific course aligns with the management of acute illnesses and disease in the provision of primary care across the lifespan. Care strategies appropriate to the developmental processes across the lifespan, will be discussed.

APRN 763 Advanced Care Family Nursing II: Lifespan Care of Chronic Illnesses (3)
The focus of this Family Nurse Practitioner specific course is care management of chronic and complex health conditions, the process of diagnosis, and treating the family unit, within the primary and community care settings.

APRN 764 Women's Health and Wellness Promotion in Primary Care (2)
This course will explore current clinical concepts and diagnoses related to the care of healthy and pregnant women. The specific practice roles and importance of interprofessional relationships will be discussed.

APRN 775 Neurobiology & Differential Diagnosis of Mental Disorders (3)
Examine mental health disorders through the complex intersections of human anatomy, physiology, and pathophysiology, providing the context necessary to develop foundational knowledge of major mental disorders across the lifespan. Genetics, human development, degeneration, behaviors, infection, and injury will be examined related to their potential causation and contribution to exacerbation as well as their impact on treatment. Registration Restrictions: Admission into PMHNP or DNP program.

APRN 777 Psychopharmacology (3)
Examine best practices in clinical uses of psychotropic drugs to treat mental health disorders across lifespan within a client-centered comprehensive treatment plan. The risks and benefits of various

psychopharmacological interventions including pharmacodynamics, neuropharmacological mechanisms, and common drug interactions within the context of patient safety and effective outcomes, will be reviewed.

APRN 779 Psychotherapeutic Theories and Clinical Interventions (3)
This course explores the treatment of mental disorders across the lifespan through applications of various evidence-based brief and long-term treatment modalities. It provides an overview of theories of treatment modalities related to pharmacologic, non-pharmacologic, and alternative interventions, self-reflection, and clinical outcome measurement tools.

APRN 780 Psychiatric Mental Health Nurse Practitioner Practicum I (3)
Engage in activities that expand and demonstrate knowledge and skills necessary of the role of a PMHNP in a practice setting with adult clients across the lifespan. Students will demonstrate competencies in safe, collaborative, evidence-based, and ethically sound provision of mental health care with a preceptor. The length of this course is 15 weeks (full semester).

APRN 781 Psychiatric Mental Health Nurse Practitioner Practicum II (4)
Experience specific tasks associated with the role of a PMHNP while working with children, adolescents, and families. Students will demonstrate competencies in safe, collaborative, evidence-based, and ethically sound provision of mental health care within a rapidly changing mental healthcare delivery system through clinical experiences, class content, and other assignments and activities. The length of this course is 15 weeks (full semester).

APRN 782 Psychiatric Mental Health Nurse Practitioner Practicum III (4)
Expand and demonstrate knowledge and skills necessary for PMHNP practices while working with adult and aging adult clients. Students will demonstrate competencies in safe, collaborative, evidenced-based and ethically sound provision of mental health care within a rapidly changing mental healthcare delivery system through clinical experiences, class content, and other assignments and activities. The length of this course is 15 weeks (full semester).

APRN 787 Family Nurse Practitioner Practicum I (3)
Clinically synthesize knowledge, skills, and advanced practice competencies of a Family Nurse Practitioner across the lifespan. Settings include acute illnesses and geriatric populations. Students will have the opportunity to demonstrate competencies in safe, collaborative, evidenced-based and ethical in a variety of healthcare delivery systems through clinical experiences, class content and other assignments and activities.

APRN 788 Family Nurse Practitioner Practicum II (4)
Clinically synthesize knowledge, skills, and advanced practice competencies of a Family Nurse Practitioner across the lifespan. Care settings include acute care women's health and pediatric care. Students will have the opportunity to demonstrate competencies that are safe, collaborative, evidenced-based and ethical in a variety of healthcare delivery systems through clinical experiences, class content and other assignments and activities.

APRN 789 Family Nurse Practitioner Practicum III (4)
Clinically synthesize knowledge, skills, and advanced practice competencies of a Family Nurse Practitioner providing care across the lifespan. Care setting competencies focus on primary care skills and clinical decision-making in populations with acute, chronic, complex, pediatric or women's health disorders. Students will have the opportunity to demonstrate competencies that are safe, collaborative, evidenced-based and ethical in a variety of healthcare delivery systems

through clinical experiences, class content and other assignments and activities.
examination.

APRN 797 Comprehensive Concentration Review (1)
This is a comprehensive review and practice exam designed to demonstrate competencies for the nurse practitioner population specialty of APRN students preparing for the licensure examination.

NURS 801 DNP Scholarly Project I (3)
Develop and conduct a DNP scholarly project under the direction of a faculty committee. Content of the study can be an empirical study, or another suitable professional activity/project approved by faculty committee. Register for three consecutive terms or by petition. Prerequisites: NURS 633 and NURS 634. Pass/No Pass.

NURS 802 DNP Scholarly Project II (3)
Develop and conduct a DNP scholarly project under the direction of a faculty committee. Content of the study can be an empirical study, or another suitable professional activity/project approved by faculty committee. Register for three consecutive terms or by petition. Prerequisite: NURS 801. Pass/No Pass.

NURS 803 DNP Scholarly Project III (3)
Develop and conduct a DNP scholarly project under the direction of a faculty committee. Content of the study can be an empirical study, or another suitable professional activity/project approved by faculty committee. Register for three consecutive terms or by petition. Prerequisite: NURS 802. Pass/No Pass.

NURS 804 DNP Scholarly Project Continuation (1)
Must register for 1 credit hour per term continuously if the scholarly project is not complete after the 9 credit hours of NURS 801-803. Prerequisite: NURS 803. Pass/No Pass.

NURS 805 Role Development of Nurse Leader (3)
Provides an overview of various nursing leadership roles in various healthcare settings and examines the knowledge, expertise, and character traits necessary to produce an eminent nurse leader.

NURS 821 Advanced Healthcare Policy & Population Health (3)
Foundations of healthcare policymaking. Advanced policy analysis for nurses in leadership roles, as well as population health management. The dynamics related to the roles and influences of healthcare providers and consumers, government, and law.

NURS 830 Perspectives in Nursing Education (3)
Overview of perspectives and issues in nursing education. Various activities and competencies inherent in the role of the nurse educator within academia and healthcare.

NURS 855 Quality Improvement in Healthcare (3)
Key elements of quality improvement in the healthcare environment; indicators for quality assessment and appropriate and relevant benchmarks. Six Sigma to ensure standardization of quality improvement approach.

NURS 860 Administrative & Leadership Theory (3)
Overview of nurse leadership and management; various activities and competencies inherent in the role of the nurse leader within the healthcare setting.

NURS 884 DNP Advanced Practicum I (3)
Supervised practicum experience in a setting approved by the course instructor. Students will have the opportunity to demonstrate advanced skills and competencies that are safe, collaborative, evidence-based and ethical in a variety of healthcare delivery systems. A total of 1,000 post-baccalaureate practice hours are required for the DNP degree.

NURS 885 DNP Advanced Practicum II (3)
Continued supervised practicum experience in a setting approved by the course instructor. Students will have the opportunity to demonstrate advanced skills and competencies that are safe, collaborative, evidence-based and ethical in a variety of healthcare delivery systems. A total of 1,000 post-baccalaureate practice hours are required for the DNP degree.

APRN 886 DNP APRN Advanced Practicum (3)
Clinical practice and leadership experience that will provide the opportunity to gain advanced skills and engage in scholarship. Depending upon the student's track, the clinical practicum site will be the focus area of their DNP Scholarly Project. A total of 1,000 post-baccalaureate practice hours are required for the DNP degree.

NURS 895 DNP Advanced Practicum Continuation (3)
Must register continuously if the student has not completed all practicum hours and requirements after completing NURS 884-885. Prerequisites: NURS 884 and NURS 885. Pass/No Pass.

APRN 895 DNP APRN Advanced Practicum Continuation (3)
Must register continuously if the student has not completed all practicum hours and requirements after completing APRN 886. Prerequisites: APRN 886. Pass/No Pass.

Policies for Admission, Progression & Retention

ADMISSION REQUIREMENTS FOR THE DNP GRADUATE PROGRAM

University requirements:

- Online Application

- Statement of Purpose (serves as writing sample for evaluation)

- The *Statement of Purpose* should reflect an understanding of the role of the graduate nurse as it relates to the pursued degree and population foci.

- Application fee

Additionally, potential graduate nurse candidates must fulfill the following admissions criteria:

- An unrestricted/unencumbered nursing license in the student's state of practice
- A baccalaureate of Science in Nursing (BSN) for post-bachelor's programs and Master of Science in Nursing (MSN) for post-masters programs from an accredited institution, with a minimum of a 3.0 grade point average as verified by official transcripts.
- At least one year of recent clinical nursing practice experience is preferred and is required for APRN concentrations.
- A departmental interview.

All applicants must submit an online application, which includes a written Statement of Purpose (to be evaluated using an entrance requirement writing sample) and an application fee. The Statement of Purpose should reflect an understanding of the role interest of the particular population (student and/or patient) respective to the degree pursuit.

Nursing courses completed at the previous degree level must have achieved a 3.0 GPA or higher as verified by official transcripts.
An unrestricted/unencumbered nursing license in the student's state of practice
A degree as listed above from an accredited institution.

SCHOOL OF NURSING GRADUATE STUDIES PROGRESSION POLICY

- Students in graduate nursing programs must meet the requirements of the School of Graduate Studies to remain in good standing. An overall grade point average (GPA) of 3.0 or better must be maintained to continue in the DNP program.
- In addition, a nursing student must achieve a "B" or better in every graduate nursing course. If a student achieves a failing grade in a nursing course, they must repeat that course when it is next offered to remain in the program.
- If a student's cumulative grade point average falls below 3.0, she/he will be placed on academic probation the following semester. If the student does not achieve a 3.0 cumulative grade point average after one probationary semester, the Director of the School of Nursing will determine if the student should be dismissed from graduate study or continue academic probation. No student will be allowed more than two probationary semesters, whether

consecutive or cumulative. At the end of a second probationary semester, a student whose cumulative grade point average is still below 3.0 will be dismissed from graduate study.

- Students whose performance results in a GPA so far below 3.0 as to make it mathematically impossible to attain an overall GPA of 3.0 after one semester may be subject to dismissal without a probationary term.

- An incomplete grade ("I") indicates that the student was passing the course at the end of the semester but, due to circumstances beyond the student's control, was unable to complete the course work for which the "I" is assigned. The "I" grade cannot be used to allow a student to do additional work to raise a deficient grade or to repeat a course.

- Students must maintain an unencumbered registered nurse license in all states where they are currently licensed throughout the duration of the graduate program and in the state(s) where they fulfill clinical course requirements. If at any time during enrollment in the graduate program a student's nursing license becomes encumbered, suspended, or revoked, the student must immediately report this to the Director of the School of Nursing. If a student's registered nurse license is suspended or revoked, or a student fails to report any changes in licensure status to the Director of the School of Nursing, the student will be administratively withdrawn from the graduate program. A student's ability to continue enrollment in the graduate program with an encumbered license will be reviewed on an individual basis considering the restriction/limitations placed on the student's practice as a registered nurse by the board of nursing in the state issuing the encumbered license.

- W/F will be treated as unsuccessful attempts in nursing courses.
- Students may only enroll in a nursing course twice.

Students are required to read the progression policy and sign the Progression Policy acknowledgement document. (Appendix A)

ACADEMIC PROBATION

Academic probation notifies the student that the quality of work is below the required standard and that continuation of unsatisfactory work will result in dismissal from the School of Nursing. A student is placed on probation following one failure in a nursing course or if the GPA falls below 3.0. The maximum load for students on probation is 12 credit hours. Students can remain on probation for only one semester. To be removed from probation, the student must pass the nursing course in question and/or raise the GPA to a minimum of 3.0. If this does not occur, the student is dismissed from the nursing program.

Graduation Requirements

General DNP Graduation Requirements

All requirements for a Doctor of Nursing Practice (DNP) degree must be met. In addition, a grade of B or better must be earned in each nursing course. Students must follow the Regent University policy for Intent to Graduate and fulfill all Regent University requirements for graduation.

To qualify for graduation, DNP degree candidates must complete all the requirements on the following checklist and any listed within the University catalog. A student deficient in any area will not receive a diploma until the requirement is complete.

- ✓ Submit a completed Graduation Application to the Registrar by the posted deadline.
- ✓ Maintain a 3.0 GPA or higher.
- ✓ Complete all required coursework with a minimum of a B or better.
- ✓ Fulfill all financial obligations to Regent University.
- ✓ Submit all required completed practicum paperwork.
- ✓ Complete all practicum hours and requirements.
    - o Refer to the Graduate Studies Practicum Guide for details.
- ✓ Complete and successfully defend an approved Scholarly Project.
    - o Refer to the Scholarly Project Handbook for details.

DNP Policies and Procedures

DISABILITY SERVICES

Regent University and the nursing program strive to make courses and facilities as accessible as possible for all individuals. Please visit the Disability Services website at https://www.regent.edu/community-spiritual-life/disability-services/ for further information.

GRADING SCALE

The following grading system applies to the School of Nursing graduate programs:

Grade	Percentage	Quality Points	Meaning of Grade
A	93–100	4.00	Superior
A-	90-92	3.67	
B+	87-89	3.33	Good
B	83-86	3.00	Satisfactory
B-	80-82	2.67	Failing
C+	77-79	2.33	Failing
C	73-76	2.00	Failing
F	0-72	0	Failing

Students must receive a grade of B or higher to pass their courses.

Length of Courses:

- Courses are generally eight or fifteen weeks, and subject to change.
- Courses with the code APRN, DNP Practicum and Scholarly Project courses are 15 weeks.

Disenrollment

A student's enrollment may be terminated by the School of Nursing for any of the following reasons:
1. Academic:

a. Failure to perform satisfactorily at the graduate level and/or make satisfactory progress toward the degree. Examples of unsatisfactory performance include, but are not limited to, the following: failure to maintain an overall 3.0 or better grade point average (GPA) or inability to complete academic courses within reasonable time frames.

b. Failure to register for more than one semester without an authorized leave of absence.

c. Failure to graduate within the maximum time limit allowed by the graduate school (5 years for the DNP program). The student may petition to the University's Vice President of Academic Affairs to have this requirement waived / length of the program extended for an appropriate cause.

2. Unprofessional Personal Conduct:

a. Failure to behave consistently with the code of ethics of the nursing profession and the rules, regulations, and code of conduct of the School of Nursing, the College of Health and Behavioral Sciences, and Regent University.

b. Failure to uphold principles of academic honesty and integrity.

c. Failure to demonstrate suitability for clinical practice and as defined by professional standards of practice.

3. Failure to maintain the required cumulative GPA (3.00):

a. To remain in good standing as a student, the required cumulative GPA for courses taken at Regent University is 3.00. (You may be required to maintain a higher GPA to meet some financial aid requirements.)

4. Multiple Failures of Coursework:

a. Students who fail to pass two or more classes may be subject to academic dismissal, even if the initial failed course is taken again with a passing grade. Courses are considered not passed if a student earns a grade below B or a grade of FX, WF, or NP is posted.

5. Failure to Demonstrate Clinical Competence:

a. Faculty members evaluate students for clinical competence and serve as "gatekeepers" to the profession. This role exists outside of a student's academic performance. Rather, it focuses on the student's ability to meet the plurality of professional competencies such as, but not limited to, professional judgment, competence, adherence to ethical standards, conducting oneself with compassion and respect for others, displaying personal accountability and responsibility, integrity, boundary management, psychological well-being, and personal maturity. Students who fail to demonstrate appropriate conduct and competencies described above, students who do not achieve a passing level of clinical competency during clinical placements, and those who are judged to be clinically unsuitable for continued patient responsibilities (because of personal or professional conduct), or unsuitable for advanced nursing practice by the SON / CHBS faculty and leadership may be dismissed from the program.

b. Because of the risk to the public for failing to prevent a person from advanced nursing practice who is not properly suited, the presumption in any dismissal case will be in favor of the program's judgment and the student must produce a successfully compelling argument demonstrating that the program acted arbitrarily or capriciously in reaching its decision to win an appeal.

6. Financial:

a. For failure to meet tuition and financial obligations to Regent University.

Preceptor and Affiliation Information

The nursing program at Regent University will utilize preceptors in the monitoring of student experience within clinical settings. Faculty, not preceptors, will be responsible for student evaluation. For the purposes of Regent University's DNP program, a preceptor is defined as one who meets the criteria to facilitate the learning process in the clinical setting with the responsibility of serving as a practitioner and mentor for role acclimation. Preceptors are provided the opportunity to give feedback and guidance to the student but are not responsible for evaluating students. Preceptors serve as a mediator of the student's professional clinical performance and the pre-established clinical goals for the assigned course. Students are responsible for knowing the laws and rules of their state board of nursing for clinical practice.

PRECEPTOR REQUIREMENTS

- Must hold a DNP in Nursing or Higher
    - See practicum handbook for exceptions.
- APRN DNP Preceptors must have a valid and active license in the state and field pursued.
- Must be actively employed in the specified fields.
- Must have an unrestricted, active RN license.
- Must be willing to adhere to mutually established goals/objectives of the course.
- More than 1 year of experience is preferred.

- Must be willing to offer the necessary clinical hours required to complete clinical courses.
- Must actively work with the patient population to ensure efficient role orientation for the student.
- DNP preceptors will be provided with the Graduate Preceptor Guide that further explains their role.
- Must adhere to any specific requirements of the Board of Nursing where the student is precepting.

CLINICAL REQUIREMENTS

To complete the nursing curriculum, students within the DNP program are required to complete precepted clinical hours as outlined by accrediting entities. Students could possibly enter clinical courses at different times according to their individualized degree plans. Prior to entering preceptorship courses, students must ensure all proper documentation is complete prior to obtaining precepted clinical hours. Faculty will work with students to develop preceptorships and aid students with the documentation of preceptors and facilities for their practicum sites.

PRECEPTORSHIP SITE COMPLIANCE

The Nursing Program requires students to enroll in an electronic management of student screenings as required by Regent University. The system is both FERPA and HIPAA compliant. Components include a background check, drug screen, CPR certification, immunizations, and signed program forms (including verification of meeting program technical standards). All forms are available for download. Students are responsible for completing all documentation and proper filing of documents with the clinical compliance vendor. Students must maintain current documentation throughout program progression.

Practicum Hour Clinical Logging System

This policy outlines the requirements and guidelines for all Nursing students at Regent University regarding the use of the Practicum Hour Clinical Logging System for maintaining and demonstrating effective completion of the required patient care experiences applicable to their degree. The purpose of this policy is to ensure consistency, accuracy, and compliance with regulatory bodies while documenting clinical hours and experiences during the practicum. Additional information is in the Graduate in Nursing Practicum Guide.

Criminal Background Check and 10 Panel Drug Screen Progression

1. Students must complete a background check and drug screen application. A report is generated and sent to the Director of Clinical Training.
2. Reports are reviewed by the Director of Clinical Training as part of the pre-enrollment approval process and before the student may enroll in nursing classes.
3. On receipt of the background check, the Director of Clinical Training will review the results of the background check as well as the 10-panel drug screen. The results will be placed into one of two categories: no concern or concerns.

No Concern

The student has no discrepancies or areas of concern and may proceed with

enrollment.

Concern

Results of the background check or 10-panel drug screen have results that present concern. When this occurs, the Director of Clinical Training will meet with the Director of the School of Nursing. A hold will be placed on the enrollment process until the nursing program has cleared the applicant's background check and/or drug screen or has rejected the applicant.

Progression of Concerns

(See Note of Concern- Appendix D)

1. The student is contacted and asked to review the report.
2. The student must submit a written explanation to include.
   A. The circumstances surrounding the reported incident or provide proof of prescription medication for a positive drug screen.
   B. The reason the information reported should not be a disqualifying factor for continuation in the nursing program.
3. A conference or conference call may be scheduled with the student, and the Director of Clinical Training will meet with the Director of the School of Nursing to discuss results to allow the applicant to answer questions or provide additional information.
4. The Director of the School of Nursing will contact the applicable Board of Nursing (per the student's license) and explain the circumstances and provide supporting documentation and ask for the BON recommendation.
5. The Director of the School of Nursing will present the circumstances and the applicable BON recommendation to the Nursing Faculty Council.
6. The Nursing Faculty Council reserves the right to make a decision regarding eligibility for admission into the program.
7. If approved for admission into the program, the student must sign a release of information document that may be shared within the University or the affiliating clinical sites. Some criminal convictions and pending criminal charges may result in limitations on a student's practicum placement and in some cases dismissal from the nursing program.

Substance Abuse Policy

The substance abuse policy of the nursing program is consistent with that of the University. The Regent University nursing program is committed to maintaining a healthy and drug and alcohol- and alcohol-free environment for the safety of our students, faculty and staff, visitors, and patients. The program believes that each nursing student has a personal obligation to practice health-conscious behaviors intended to foster clear and rational decision-making as well as function in a safe and therapeutic manner throughout the program. Our patients' safety is paramount; this concern serves as the foundation of the Substance Use Policy. Use, possession, or distribution of illegal drugs, impairment while in the educational setting, and/or abuse of drugs or alcohol that impacts a student's ability to operate in the nursing program will subject a student to dismissal from the program.

Dress Code Policy

All students, regardless of education concentration, will present to all practicum and clinical simulation experiences in a manner that demonstrates professionalism. Students will appear in business casual dress with mid-thigh length white lab coat and School of Nursing name tag. Women will wear dresses, or skirts or dress pants with modest blouses and appear neatly groomed. All dresses and skirts must be between mid-knee and ankle length. Men will wear dress pants with dress shirts and appear neatly groomed. Pants and skirts must cover all undergarments completely and student's midriff and waist area such that the top fit is appropriate, conservative, and modest in nature. All students should wear dress shoes that are slip resistant, and closed toe. No attire should restrict the student's mobility or ability to participate in clinical activities or sterile procedures. All hair color should be natural in color and maintained in a style that does not interfere with clinical procedures as long hair should be pulled back and off the patient's face and neck. Facial hair must be trim and hygienic such that it would fit under a mask for sterile procedures and not interfere with N95 mask fitting appropriate. Nails should be kept short and neutral tones. Students should not have any visible facial piercings; students are permitted a single piercing per ear lobe with a single stud. Any deviation from this standard of dress code will require prior approval by DNP Program Director and Director of School of Nursing

Unsafe and Unethical Nursing Practice

The safety of the students, faculty, staff, and patients is of utmost importance to Regent University and the Regent University nursing program. Any behavior that is deemed unsafe or unethical will immediately be addressed by the Department of Nursing and Regent University. The Department of Nursing will follow the discipline procedures as outlined in the Regent University Handbook: *The Student Discipline Process.*

Academic Integrity/ Plagiarism

All students are expected to adhere to the Regent University Honor Code, which can be found within the Student Handbook at
https://www.regent.edu/admin/stusrv/student_handbook.cfm. Each examination, paper, and other written or electronically submitted assignment is submitted pursuant to the Honor Code Plagiarism.

Confidentiality and Privacy in Practice (HIPAA)

HIPAA - Health Insurance Portability and Accountability Act- "The Department of Health and Human Services and all other health care agencies must ensure that their customers (ex: clients, insured individuals, providers, and health plans) that the integrity, confidentiality, and availability of electronic protected health information they collect, maintain, use, or transmit is protected" (Federal Register, 2003, p1). Individual clinical sites may require students to attend their own HIPAA training sessions.

All students of the Department of Nursing are required to sign the HIPAA form and upload to the tracking database. (See Appendix B)

Communication Policy

The Regent University nursing program strives to maintain open and clear communication with all students and constituents. As such, it is the policy to update students on changes via their Regent University email address and Canvas. As outlined in this handbook, students are expected to check their email on a regular basis.

Necessary changes to curriculum will be communicated and approved via the Curriculum and Instruction Review Committee (CIRC).

Late Assignment Policy

- Quizzes and written assignments will have 5 % taken off each day it is not submitted up to 7 days and after 7 days, a student will receive a zero.

- Discussion Posts- Discussion Posts- Due to the nature of discussions (specifically, regarding responses), Discussion posts are more time-sensitive than other assignments, because of this both the initial post and the responses are due as scheduled by the professor and participation is required.

    - *Please note: Regardless of the details described above for late assignments, it is very important that you keep your instructor apprised of your progress and any significant factors that may be contributing to your delay and requiring additional time.*

Emergent situations may include, but are not limited to:
- Hospitalization
- Serious illness
- Military service obligation
- Natural disaster
- Death or serious injury/illness of an immediate family member

➤ *All non-emergent situations will be subjected to the late assignment penalty outlined above.*

Non-emergent situations may include, but are not limited to:
- Work and or family obligations
- Vacations
- Computer or internet problems
- Other personal reasons that may interfere with the student's ability to submit assignments by the due date.

Attendance Policy

Regent University recognizes the importance of class attendance and participation for students' learning. While attendance alone does not guarantee learning, engagement with the class through regular attendance and participation is essential to learning, both to the individual student and to the class itself as all benefit by others' contributions. At Regent University, class attendance, understood as the act of being present, is considered to be separate from participating in the class, understood as active engagement through discussion and other forms of interaction. Both are valuable to student learning. Like other institutions of higher education, Regent University is required to maintain accurate attendance records by the U.S. Department of Education. Instructors are responsible to maintain accurate records regarding attendance and to follow course policies for grading student work, including student's participation. Students are responsible to attend and participate in class and to follow campus policies. The instructor (not the student) is responsible to establish and make decisions about applying the class attendance policy. Normally, expectations for participation—such as those for quality work in the group discussions (including those in Canvas)—differ from the minimal requirements for attendance. Thus, at the instructor's discretion, a student who is merely present or absent might lose participation points. Instructors determine whether students may gain back lost participation points (for example, through additional work). Students should be aware that work turned in late (papers, discussion board posts, etc.) could result in the loss of participation points or other components of the final course grade, as instructors follow their policy for receiving late work from students. Attendance is tracked weekly as follows: For any week (seven (7) days) in which a student does not attend class or, for online courses, participate in academic activities for the course in Canvas, the student will be considered as having not attended. The standard by which a final date of attendance in the class is measured will be the last date on which the online student engages in academic activity for the course in Canvas or

the on-campus student attends the on-campus class for a course, whichever is more recent. "Academic activity" includes submitting an assignment, taking an exam or tutorial, engaging in computer-assisted instruction, participating in online discussion about academic matters, or initiating contact with a faculty member to discuss academic matters concerning the course. Students should be aware that this date could affect their financial aid and financial obligations. In all classes, it is the student's responsibility to contact his/her instructor(s) to notify them of illness when the illness prevents the student from meeting academic requirements, such as attending class or meeting stated deadlines. In the case of illness which prevents students from attending a campus class, students are normally expected to notify the professor either prior to the scheduled class or at least within twenty-four (24) hours after the absence. In all cases, the instructor may request of the student a medical excuse from a health professional or other appropriate person (such as a resident director.) Students who are excused from a campus class (or from meeting an academic deadline) due to an illness or authorized activity (see below) maintain the responsibility to meet course requirements; the absence does not remove the responsibility for the student to complete required work.

Students are advised to seek communication with the instructor as soon as possible regarding how they may make up missed work. Conversely, a student who has unauthorized absences normally may not make up missed work. In all cases, communication with the instructor about how to meet the academic requirements of the course is critically important since the instructor establishes these requirements. Students are responsible for notifying and seeking approval from the instructor whose classes will be missed due to an academic activity authorized by the administration, such as a theatre production or similar, planned event approved by the university. A student's absence due to an approved out-of-course activity shall not be considered authorized unless 1) the absence is in fact a result of participation in the approved out-of-course activity; 2) the student has notified the faculty member whose class will be missed before the date of the anticipated absence and has arranged to make up any missed work; 3) the student is absent only for the dates originally approved. Additional absences shall not be considered acceptable. The student must notify the instructor in writing before the class occurs and, when approved by the instructor, make arrangements to make up the missed work. Such arrangements may include additional assignments in lieu of class attendance. When, in the judgment of the instructor, the student is performing so poorly in class or the nature of the class session is such that the student will be put at risk by the absence, the instructor will notify both the student and the other faculty member about the risks, with the intention of working out a mutually agreeable solution. The final decision for administering the class attendance policy resides with the faculty member whose class is missed.

Participation Policy

There will be 8 synchronous live Zoom sessions. Attendance of live sessions is expected. However, we understand that work schedules and other circumstances can preclude students from attending every live session. In those situations, students can earn their credit for attendance by watching the recording of the live session and providing a brief write up of what they learned in that session. Therefore, credit for each live session can be earned by: (1) either attending the session live or (2) watching the recorded session and providing the write up. Students must attend the live session or provide an alternative assignment per course instruction.

Quizzes

Quizzes will be completed in Canvas. The quizzes are timed and require students to have adequately studied the material prior to taking each quiz. The utilization of Lockdown Browser and a webcam should be anticipated by students for all quizzes and exams.

Canvas Policy

Students are expected to log in to Canvas and check the Announcements section of Canvas at least once a week beginning one week before the start of the course. Students must keep their e-mail address current in Canvas; they are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.

For courses with online discussions, they will be posted in Canvas. Unless otherwise instructed, the student's postings have word limits. The purpose of these parameters is to promote writing that is both thorough and concise. The instructor will post questions and activities weekly. Discussion questions will be posted in advance. Since not everyone will see things identically, students are to review one another's postings to further their insight and learning. This is an important benefit of dialogue.

Note that the expectations for quality work in the Canvas group discussions differ from the *minimal* requirements for attendance.

Please check the navigation menus on the Regent student home page and in Canvas for University Library and Academic Support information, Student Services, Canvas Tutorials and Resources, and Disability Services, among others.

Some basic computer skills you are expected to have mastered before taking an online course include the following: sending and receiving emails, opening or sending an email attachment, searching the Internet, using Microsoft Word, and downloading files. Numerous online tutorials are available to teach you how to use Canvas. Access "Canvas Information" from the Regent "home" page in the "Popular Links" menu.

If you have technical problems with Canvas and/or are not able to log in, please contact the Help Desk/IT department. You can e-mail the Help Desk at: helpdesk@regent.edu or call at (757) 352-4076.

Student Expectations

Student Responsibilities

It is the responsibility of the Regent University nursing student to adhere to the Regent University Code of Conduct and to the policies and procedures described in this Handbook. It is the student's responsibility to periodically check the student handbook for changes and updates.

Online Learning Responsibilities/ Email Etiquette

Regent University DNP Nursing students must also demonstrate academic readiness and technological proficiency.

- Academic Readiness- It is the responsibility of the student to have the supplies necessary to participate in the online environment and clinical setting. This includes but is not limited to a computer, secure internet connection, and Microsoft Word software.
- Technology Proficiency- All Regent University students should demonstrate a minimum level of technological proficiency to be successful in the online environment. The Help Desk is available to students via telephone at 757-352-4076.
- Email Etiquette – Students are expected to read and, when appropriate, respond to emails within 24 hours. Email will be utilized as the standard mode of communication and will be utilized to disseminate changes. The students' Regent University email address will be used for all communication.

Course Expectations

Didactic courses will occur via the online learning platform Canvas. The instructor will closely monitor student engagement and attendance. Assessments will include dialogues, quizzes/tests, presentations, case studies, and presentations. It is the responsibility of the student to access the course at least once weekly to be considered present. Attendance and participation policies are clearly outlined in the course syllabi.

Shadow Health

Shadow Health is a Digital Clinical Experience (DCE) found in some courses. Students are expected to participate in the DCE as assigned. These experiences prepare students for the practicum. Learning from the Shadow Health modules and other class assignments should be incorporated into the practicum experience to meet the course objectives. Students will receive a PIN number in the specific class.

Student Evaluation

At the end of each course, students are given the opportunity to evaluate the course and the instructor/s. Evaluations will be reviewed by faculty and leadership. Evaluations will be used to continually improve the program.

Access to Records (FERPA)

FERPA is a Federal law that protects the privacy of student education records and information. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The rights transfer to the student when they reaches the age of 18 or attends a school beyond the high school level. Please see http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html. Faculty must have documented written permission from a student before speaking to a parent/spouse regarding the student's education record or academic progress.

Academic Advising

Students will have access to an academic advisor and faculty mentor upon admission to the University. The advisor and nursing faculty collaborate to ensure the best experience possible for the student.

Student Grievance Procedure

Student appeals and grievances must follow the procedures as outlined in the Regent University Student Handbook.

Appendix A

PROGRESSION POLICY ACKNOWLEDGEMENT

Regent University School of Nursing

Graduate Studies Progression Policy

1. Students in graduate nursing programs must meet the requirements of the School of Graduate Studies to remain in good standing. An overall grade point average (GPA) of 3.0 or better must be maintained to continue in the DNP program.

2. In addition, a nursing student must achieve a "B" or better in every graduate nursing course. If a student achieves a failing grade in a nursing course, they must repeat that course when it is next offered to remain in the program.

3. If a student's cumulative grade point average falls below 3.0, she/he will be placed on academic probation the following semester. If the student does not achieve a 3.0 cumulative grade point average after one probationary semester, the Director of the School of Nursing will determine if the student should be dismissed from graduate study or continue on academic probation. No student will be allowed more than two probationary semesters, whether consecutive or cumulative. At the end of a second probationary semester, a student whose cumulative grade point average is still below 3.0 will be dismissed from graduate study.

4. Students whose performance results in a GPA so far below 3.0 as to make it mathematically impossible to attain an overall GPA of 3.0 after one semester may be subject to dismissal without a probationary term.

5. An incomplete grade ("I") indicates that the student was passing the course at the end of the semester but, due to circumstances beyond the student's control, was unable to complete the course work for which the "I" is assigned. The "I" grade cannot be used to allow a student to do additional work to raise a deficient grade or to repeat a course.

6. Students must maintain an unencumbered registered nurse license in all states where they are currently licensed throughout the duration of the graduate program and in the state(s) where they fulfill clinical course requirements. If at any time during enrollment in the graduate program, a student's nursing license becomes encumbered, suspended, or revoked, the student must immediately report this to the Director of the School of Nursing. If a student's registered nurse license is suspended or revoked, or a student fails to report any changes in licensure status to the Director of the School of Nursing, the student will be administratively withdrawn from the graduate program. A student's ability to continue enrollment in the graduate program with an encumbered license will be reviewed individually considering the restriction/limitations placed on the student's practice as a registered nurse by the board of nursing in the state issuing the encumbered license.

7. W/F will be treated as unsuccessful attempts in nursing courses.

8. Students can only enroll in a nursing course twice.

I have read and understand the expectations and regulations of the Regent University Graduate Nursing Progression Policy.

_____

Printed Name   Date

_____

Signature

APPENDIX B

Regent University's Nursing Program Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Information Packet Protecting the Privacy of Patient's Health Information

 Overview: The first-ever federal privacy standards to protect patient's medical records and other health information provided to health plans, doctors, hospitals, and other health care providers took effect on April 14, 2003. Developed by the Department of Health and Human Services (HHS), these new standards provide patients with access to their medical records and more control over how their personal health information is used and disclosed. They represent a uniform, federal base of privacy protections for consumers across the county. State laws providing additional protections to consumers are not affected by this new rule.

 The HIPAA legislation had four primary objectives:

1. Assure health insurance portability by eliminating some instances of failure to insure due to pre- existing conditions.
2. Reduce healthcare fraud and abuse.
3. Enforce standards for health information.
4. Guarantee security and privacy of health information.

Congress called on HHS to issue patient privacy protections as part of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). HIPAA included provisions designed to encourage electronic transactions and also required new safeguards to protect the security and confidentiality of health information.

 Patient Protections:

The new privacy regulations ensure a national floor of privacy protections for patients by limiting the ways that health plans, pharmacies, hospitals, and other covered entities can use patients' personal medical information. The regulations protect medical records and other individually identifiable health information, whether it is on paper, in computers, or communicated orally. Key provisions of these new standards include:

- *Access to Medical Records.* Patients generally should be able to see and obtain copies of their medical records and request corrections if they identify errors. Health plans, doctors, hospitals, clinics, nursing homes, and other covered entities generally should provide access to these records within 30 days and may charge patients for the cost of copying and sending the records.

- *Notice of Privacy Practices.* Covered health plans, doctors, and other health care providers must provide a notice to their patients how they may use personal medical information and their rights under the new regulation. Patients will be asked to sign, initial, or otherwise acknowledge that they received this notice.

- *Limits on Use of Personal Medical Information.* The privacy rule sets limits on how health plans and covered providers may use individually identifiable health information. To promote the best quality care for patients, the rule does not restrict the ability of doctors, nurses, or

other health care providers to share information needed to treat their patients. In other situations, though, personal health information generally may not be used for purposes not related to health care, and covered entities may use or share only the minimum amount of protected information needed for a particular purpose. In addition, patients would have to sign a specific authorization before a covered entity could release their medical information to a life insurer, a bank, a marketing firm or another outside business for purposes not related to their health care.

- *Prohibition on Marketing.* The privacy rule sets new restrictions and limits on the use of patient information for marketing purposes. Pharmacies, health plans, and other covered entities must first obtain an individual's specific authorization before disclosing their patient information for marketing. At the same time, the rule permits doctors and other covered entities to communicate freely with patients about treatment options and other health-related information, including disease management programs.

- *Stronger State Laws.* The new federal privacy standards do not affect state laws that provide additional privacy protections for patients. They confidentiality protections are cumulative; the privacy rule will set a nations "floor" of privacy standards that protect all Americans, and any state law providing additional protections would continue to apply. When a sate law requires a certain disclosure---such as reporting an infectious disease outbreak to the public health authorities---the federal privacy regulations would not preempt the state law.

- *Confidential Communications.* Under the privacy rule, patients can request that their doctors, health plans, and other covered entities take reasonable steps to ensure that their communications with the patient are confidential. For example, a patient could ask a doctor to call his or her office rather than home, and the doctor's office should comply with that request if it can be reasonably accommodated.

- *Complaints.* Consumers may file a formal complaint regarding the privacy practices of a covered health plan or provider. Such complaints can be made directly to the covered provider or health plan or to HHS' Office for Civil Rights (OCR), which is charged with investigating compiling and enforcing the privacy regulations.

Information about filing complaints should be included in each covered entity's notice or privacy practices. NOTE: 866-627-7748 or http://www.hhs.gov/ocr/hipaa

Civil and Criminal Penalties. Congress provided civil and criminal penalties for covered entities that misuse personal health information. Penalties may range from $100 per violation up to $25,000 per year for each requirement or prohibition violated. A more severe penalty may be levied (up to $250,000 and 10 years in prison) if the offenses are committed with the intent to sell, transfer, or use protected health information for commercial advantage, personal gain, or malicious harm.

A major outcome of HIPAA is the creation of security rules that ensure the safety and privacy of individually identifiable healthcare information and records.

REFERENCES/RESOURCES:

U. S. Department of Health & Human Services. (2003). *Fact sheet: protecting the privacy of patients' health information.* Available online: http://www.hhs.gov/ocr/hipaa

University of California, San Francisco. (2002). UCSF Campus & UCSF Medical Center: what is HIPAA? Available online http://www.fresno.ucsf.edu/housestaffportal/documents/HIPAA101module.pdf

Appendix C

Acknowledgement of Receipt of HIPAA Privacy Guidelines

I have received a copy of the HIPAA Privacy Guidelines. I have read and understand the privacy

regulations set form in the Health Insurance Portability Accountability Act of

1996. I will not violate these guidelines in any way when working with clients, patients, or residents

in healthcare facilities.

_____

Signature

_____

Printed Name

_____

Date

APPENDIX D

NOTE OF CONCERN

Student Name:
Faculty Name:
Date:
Course (if applicable):

The Note of Concern refers to the initial point of contact when concerns about student's professional behavior or academic performance have been observed by faculty/instructor. This form is to serve primarily as a communication tool. The specific categories of concern and observations are noted below.

The note of concern serves to complete four goals:

- Identify the specific area to be addressed by faculty to the student.
- Schedule a meeting with the faculty and student at an agreed-upon time.
- Conduct a meeting with the faculty and student; and
- Determine the need for further action to include a potential remediation plan with specific expectations and timeline for meeting said expectations.

- The Note of Concern remains on file in the School of Nursing until graduation.
- If the Note of Concern is completed satisfactorily, the Note of Concern will reflect student improvement.
- If unsatisfactory resolution of the Note of Concern (a guidance document), the concern may warrant the utilization of additional measures per the Regent University Student Handbook. University Disciplinary actions are reserved for extreme situations yet are available if guidance documents do not yield an appropriate resolution.

1) Identified Areas of Concern and reason for Note of Concern

____Lack of participation in class discussions/collaborate/Zoom.   Explanation:
____Assignment(s) late or missing.   Explanation:
____Repeated missed classes/required meetings.   Explanation:
____Written and/or oral communication not at graduate level standard.   Explanation:

_____Response to faculty requests not appropriate/respectful/lacks professionalism
Explanation:

_____Inability to be open, flexible, and cooperative.
Explanation:

_____Repeated excuses for late or inadequate work
Explanation:

_____Amenability to supervision/ Lack of responding to faculty and professional supervision/Inability to be flexible.
Explanation:

_____Inability to demonstrate basic clinical skills.
Explanation:

☐　　　1st Note of Concern　　　　　☐　　　2nd Note of Concern

2) Schedule meeting with the faculty and student at an agreed-upon time

_____Persistent difficulties with technology.
Explanation:

3) Conduct a meeting with the faculty and student.

☐　　Conference with Faculty/Instructor Scheduled:

☐　　Student refused to meet or sign the Note of Concern:

Instructions: Clearly indicate the expectation to be taken by the student with the following timeline: initial task & begin date, mid-review (and follow up meeting), and expected completion date

4) Professor Recommendations & Collaborative Action Plan to be taken by student:

☐ Referred to Writing Center for assistance with writing skills/paper preparation
☐ Referred to Writing Mentor to assist in more detailed and comprehensive remediation for

writing skills development
☐ Remedial work or additional assignments to include:
☐ Referred to outside counseling
☐ Other (Specify):

Begin Date:

Mid-Review Date: Meeting Scheduled? ☐ Yes ☐ No   If no, reason:

Expected Completion:

STUDENT ACKNOWLEDGEMENT/UNDERSTANDING of RECOMMENDATIONS

☐	I have met with the faculty and discussed the recommendations. I understand and agree to complete the steps required.
☐	I have met with the faculty and do not agree with the recommendations and requirements. I understand that this concern may be upgraded to a Professional Development Form (PDF) and subsequent meetings.

The Note of Concern is intended to guide students and give them an opportunity to improve before their academic progress is affected. If a student does not sign and return the NOC in 7 days, it may result in the receipt of a Professional Development Form.

_____   _____
Student Signature   Date

_____   _____
Faculty Signature   Date

Instructor: Please send this completed form to the Director of Nursing

APPENDIX E

DNP HANDBOOK SIGNATURE PAGE

I,_____, have read the DNP Student Handbook in its entirety. I understand that I am bound to the policies and procedures outlined in the handbook and those in the University Catalog and Regent University Student Handbook.

I have read and understand the Progression Policy_____(initial)

I have read and understand that while didactic courses are in an asynchronous online format, per CCNE requirements, I must complete clinical hours._____(initial)

I have read and understand the necessity of medical clearance prior to obtaining clinical hours. Medical clearance will be documented and reviewed by the Clinical Clearance Coordinator_____(initial)

I understand that a background check and drug screening will be complete using the tracking database program prior to obtaining clinical hours._____
(initial)

_____

Student Name

_____   _____
Student Signature   Date