

# MSN

POST MASTERS CERTIFICATE

MASTER of SCIENCE in NURSING and POST MASTERS CERTIFICATE



**2024-25**

# STUDENT HANDBOOK

SCHOOL OF NURSING

A SUPPLEMENT TO THE KING UNIVERSITY  
STUDENT HANDBOOK AND ACADEMIC CATALOGUE

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# TABLE OF CONTENTS

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## MASTER OF SCIENCE IN NURSING AND POST-MSN CERTIFICATE PROGRAMS

School of Nursing Professional Pillars .....	4
<b>GENERAL INFORMATION</b>	
Philosophy .....	5
Mission and Vision Statements .....	5
Honor Code .....	6
Student Representation .....	6
Nursing Pinning Ceremony .....	6
Accommodations for Students with Disabilities.....	6
Statement on Accreditation .....	6
State Licensure Requirements .....	7
Technology Requirements .....	7
Financial Aid .....	8
<b>PROGRAMS OF STUDY</b>	
Program Curriculum .....	9
MSN Program Goals .....	10
Expected Student Outcomes .....	10
Overview of Individual Concentrations .....	11
Preceptor Model .....	12
<b>PROGRAM POLICIES &amp; PROCEDURES</b>	
Student Licensure Requirements .....	13
Program Admission/Criteria.....	13
Transfer of Credits .....	15
Liability Insurance.....	15
Health Records and Certifications .....	15
SON Required Student Forms .....	16
Matriculation and Leaves of Absence .....	17
Time Limits .....	17
Progression and Dismissal in Program .....	17
Withdrawal from Program.....	18
Readmission to Program .....	18
Dismissal from University.....	18
Inclement Weather Policy.....	18
<b>COURSE GRADES &amp; GRADING POLICIES</b>	
Grading Scale .....	19
Incomplete Grades .....	19
Exams and Quizzes.....	19
Lost or Late Assignments .....	20
Grading Disputes .....	20
Grievance.....	21
<b>PROFESSIONALISM</b>	
Graduate Student Rights and Responsibilities .....	21
Academic Integrity .....	21
Standards of Practice and Nursing Code of Ethics .....	22
Attendance and Punctuality .....	22
Guidelines for Cell Phone Use .....	22
Information Technology .....	22
Academic Advising .....	23

Change in Concentration .....	23
Sigma Theta Tau International .....	23
<b>CLINICAL/PRACTICUM REQUIREMENTS</b>	
Clinical Course Faculty Responsibility .....	23
Clinical Faculty Responsibility .....	24
Student Responsibility .....	24
Preceptor Responsibilities .....	25
Clinical Site Attendance .....	25
Dress Code .....	26
Injuries and Blood and Body Fluid Exposure .....	26
Evaluations .....	26
Evaluation Forms.....	27
<b>GRADUATION REQUIREMENTS</b>	
Comprehensive Assessment .....	27
Application for Degree and Graduation Fee .....	28
<b>PORTFOLIO GUIDELINES</b> .....	28
<b>ATTACHMENTS</b>	
A1 MSN Portfolio Guidelines and Grading Rubric .....	29
A2 Post-MSN APRN (FNP/PMHNP/AGACNP) Certificate Portfolio Guidelines and Grading Rubric .....	41
A3 Post-MSN NE Certificate Portfolio Guidelines and Grading Rubric .....	46
<b>PLANS OF STUDY</b>	
MSN Family Nurse Practitioner Plan of Study .....	51
Post-MSN Family Nurse Practitioner Certificate Plan of Study.....	52
MSN Nurse Administration Plan of Study Fall Start .....	60
MSN Nurse Administration Plan of Study Spring Start .....	53
MSN Nurse Educator Plan of Study Fall Start .....	54
MSN Nurse Educator Plan of Study Spring Start.....	55
Nurse Educator Post-MSN Certificate Fall Start Plan of Study .....	53
Nurse Educator Post-MSN Certificate Spring Start Plan of Study .....	54
Pediatric Nurse Practitioner Plan of Study .....	55
MSN Psychiatric Mental Health Nurse Practitioner Plan of Study .....	56
Post-MSN Psychiatric Mental Health Nurse Practitioner Certificate Plan of Study .....	57
MSN Adult Gerontology Acute Care Nurse Practitioner Plan of Study.....	58
Post-MSN Adult Gerontology Acute Care Nurse Practitioner Certificate Plan of Study.....	59
<b>POLICY AND PROCEDURES</b>	
Graduate Student SON Requirements & Checklist .....	61
Emergency Procedure Needlestick, Sharps Injury & Blood and Body Fluid Exposure .....	63
Incident, Injury & Pathogen Exposure Report .....	65
Criminal Background Check Policy .....	67
Drug Screen Policy .....	71

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## Professional Pillar Definitions and Scriptures

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### School of Nursing Guiding Scripture:

Let the word of Christ dwell in you richly in all wisdom, teaching and admonishing one another in psalms and hymns and spiritual songs, singing with grace in your hearts to the Lord. And whatsoever ye do in word or deed, do all in the name of the Lord Jesus, giving thanks to God and the Father by him.

**Colossians 3: 16-17 King James Version**

#### **Integrity**

The ability to walk morally upright in all actions and communications.

Let integrity and uprightness preserve me; for I wait on thee.

**Psalms 25:21 King James Version**

#### **Commitment**

The dedication and service to patients, the profession, collaboration, and continued learning while holding oneself to the highest standards of performance and accountability.

Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.

**Philippians 4:8 King James Version**

#### **Service:**

Committing oneself to assist others to serve others and glorify God

Placing others needs before thy own. Intentional actions that demonstrate a love for others in response to our love for God.

Each one should use whatever gift he has received to serve others, faithfully administering God's grace in its various forms.

**1 Peter 4:10**

#### **Accountability**

Making a decision based upon a knowledgeable understanding of the circumstances, acting on that decision, supporting the decision with evidence-based rationale and reason, and accepting responsibility for the outcome.

Create in me a clean heart, O God; and renew a right spirit within me.

**Psalms 51:10 King James Version**

#### **Civility**

A polite, respectful, and purposefully kind verbal and non-verbal interpersonal communications and behaviors.

And as ye would that men should do to you, do ye also to them likewise".

**Luke 6:31 King James Version**

#### **Compassion**

The feeling of deep sympathy or sorrow for another who is experiencing perceived or actual challenges or suffering, with the desire to alleviate the suffering.

And be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you.

**Ephesians 4:32 King James Version**

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## GENERAL INFORMATION

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### DISCLOSURE STATEMENT

This handbook provides expectations, policies and procedures, information, and guidance to the student and the faculty related to the MSN Program. MSN students must abide by student policies as listed in the King University Academic Catalogue, this MSN Student Handbook, the King University Student Handbook and in the “*Information and Guidelines for Practicum courses for Students and Preceptors*” (in that order of precedence). The School of Nursing policies are subject to and consistent with King University policies. The University and School of Nursing reserve the right to make changes in course offerings, faculty members, instructors, preceptors, and degree requirements as educational and financial considerations require. Policies introduced during the academic year or that change from written policy in the School of Nursing MSN Student Handbook will be distributed via email to the **student’s King University email address**.

Additional sources of information related to student policies are the King University Catalogue which can be accessed at <https://www.king.edu/academics/catalog-and-curriculum/> and the King University Student Handbook which can be accessed at <https://www.king.edu/student-life/resources-for-students/student-handbook/>

**Click here to view the University Course Policies:** <https://www.king.edu/university-policies-syllabus/>

Course-specific policies may also be found in individual course syllabi. In circumstances where there is conflicting information, the student should seek clarification from the faculty. The MSN Student Handbook is applicable to all students in the MSN Program.

## **PHILOSOPHY**

The philosophy of the School of Nursing reflects our beliefs about the role and the education of the professional nurse at all levels, whether it is a generalist preparation at the baccalaureate level, the specialist focus at the master’s level, or the nurse who translates research into practice at the doctorate level. Our philosophy of nursing culminates from a comprehensive blend of nursing theories. Nursing serves society through the competent and compassionate delivery of direct and indirect healthcare services to individuals, families, and communities, guided by Christian values.

Nursing is both an art and a science. The art of nursing includes the theories related to caring that promotes respectful relationships and individual worth. The science of nursing is based upon evidence obtained through research as well as effective interventions gained through experience, and with consideration of each individual or population.

In an uncertain and rapidly changing world, the professional nurse is a partner, provider, leader, and an advocate for consumers of health care in an increasingly diverse and aging population. As a professional discipline, nursing is based on a strong foundation of knowledge from the humanities, arts and sciences, and inter-disciplinary edification which together integrate academic and practice components. The professional nurse functions in a variety of roles addressing the incorporation of cultural, physical, spiritual, and intellectual dimensions of personhood and their influence on health, wellness, and illness prevention. The nurse contributes a unique blend of knowledge, skills, and holistic care tailored to individual or population need. The professional nurse adheres to the code of ethics and laws that direct professional standards of nursing practice. Through planned learning experiences at all levels, students are set on a path for professional nursing practice.

## **MISSION STATEMENT**

We prepare students for professional nursing practice from the generalist level to advanced nursing practice in a Christian environment with academic rigor, while preparing professionals who are resourceful, accountable, and with a passion for serving God, community, and society.

## **VISION STATEMENT**

The vision of the school of nursing is to be recognized as a regionally respected, student-centric nursing program, steadfast in Christian commitment focused on academic excellence and graduating successful nursing professionals who will serve their communities.

#### **KING UNIVERSITY HONOR CODE**

The King University Honor Code, text below, applies to all students, including students in the MSN program:

*On my honor, I pledge to abide by the King University policies described in the Student Handbook. I understand that students at King University are to be honest in words and actions, in particular, not to lie, cheat, plagiarize, or steal. I pledge to conduct myself in a manner based on Christian values and to require the same of fellow students. I understand that a violation of this Honor Code may result in my appearance before the Honor Council.*

Click here to view the University Course Policies: <https://www.king.edu/university-policies-syllabus/>

#### **STUDENT REPRESENTATION**

Each graduate cohort will select at least one class representative to act as a liaison between the students of the cohort and the School of Nursing.

The responsibilities of student representatives are to:

- attend monthly graduate faculty meetings via phone, web meeting or in person (optional)
- provide feedback and/or suggestions from students to graduate faculty
- disclose information gathered at faculty meetings to the representative's cohort

When a representative presents a problem to the faculty, the representative must also suggest a potential solution to the problem. The purpose of the representative is not for verbalizing discontent with individual instructors but to enhance the student educational experience through collaboration with faculty.

#### **NURSING PINNING CEREMONY**

The School of Nursing conducts three Pinning Ceremonies per year at the end of each semester. Pinning ceremonies are typically conducted the Thursday of the last week of class. Pinning Ceremonies are conducted in Bristol at either the First Presbyterian Church or the King University Chapel. The School of Nursing will provide information regarding ordering the King University School of Nursing MSN Pin. Master of Science in Nursing graduates will also be hooded at the Nursing Pinning Ceremony. The Pinning/Hooding Ceremony is in addition to and does not replace commencement exercises.

#### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Click here to view the University Course Policies: <https://www.king.edu/university-policies-syllabus/>

#### **STATEMENT ON ACCREDITATION**

The Commission on Collegiate Nursing Education (CCNE) is an autonomous, national accrediting agency officially recognized by the U. S. Secretary of Education. CCNE contributes to the improvement of the public's health by ensuring the quality and integrity of baccalaureate and graduate education programs by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing education programs and the continuing growth and improvement of collegiate professional education.

The baccalaureate degree in nursing, master's degree in nursing and Doctor of Nursing Practice program at King University is accredited by the Commission on Collegiate Nursing Education, (<http://www.ccneaccreditation.org>). The School of Nursing's baccalaureate, master's and doctoral programs are fully approved by the Tennessee Board of Nursing.

#### **State Licensure Requirements:**

APN students need to review the specific state board of nursing where licensure will be obtained. **Those wishing to license outside of the states of Tennessee or Virginia should contact the State Board of Nursing in the specific state to confirm the program meets licensure requirements prior to course enrollment.** Students may contact the Program Coordinator for additional questions or assistance.

**Contact information for the TN Board of Nursing and other governing TN boards:**

- Tennessee BON <https://www.tn.gov/health/health-program-areas/health-professional-boards/nursing-board/nursing-board/about.html>
- TN APN Licensure Application
  - A notice and formulary must be submitted to the TBON. When completing the notice and formulary, you must have a designated supervising physician and practice location.)
  - A Mandatory Practitioner Profile Questionnaire for Licensed Health Care Providers must be completed and submitted to the TBON prior to receiving a license and updated with 30 days of any change.
  - The Board of Medical Examiners governs your supervision by a physician (their focus is on regulating the physician) and the use of written guidelines/protocols for the medical management of your patients. The TNBON rules are more specific to licensure, prescriptive privileges, managing of pain medications and use of title. You must be familiar with both sets of rules and regulations.
  - Protocols are mandated by the Tennessee Board of Medical Examiners and are defined as written guidelines for medical management. (Chapter 0880-6-.02, Tennessee Board of Medical Examiners Rules and Regulations):

**Contact information for adjacent states' Boards of Nursing:**

- Virginia BON <http://www.dhp.virginia.gov/Boards/Nursing/>
- Virginia APN Licensure Application <http://www.dhp.virginia.gov/Boards/Nursing/PractitionerResources/Forms/>

Additional Board of Nursing contact information and resources can be located at <https://www.ncsbn.org/contact-bon.htm>

**TECHNOLOGY REQUIREMENTS**

All students should be computer literate. A high-speed internet connection is essential. Students will need to have a laptop computer and minimum computer competencies.

A laptop computer with [Microsoft Office 365, wireless and webcam capability is required. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials](#)

**Recommended Minimum Hardware Specifications**

- \* Intel i5 Processor
- \* 4GB RAM
- \* DVD-ROM, either embedded or detached
- \* 128 GB hard drive storage minimum; 256 GB or greater hard drive storage is preferred
- \* Screen Size: 13" or bigger with resolution of at least 1024 x 768
- \* Graphics Card: 512 MB minimum
- \* 100 MB/1 GB NIC and/or 802.11 b/g/n Wireless Network Card
- \* Laptop Operating System: Windows 10 Home Premium or better (32 or 64 Bit) or Mac OSX
- \* **NOTE: Chromebooks and many tablets will NOT meet the minimum requirements for the SON programs.** These include iPads, Android tablets, Windows RT tablets (Surface, although Surface Pro is fine), and all Chromebooks.

We recommend installing the latest versions of Internet Explorer, Google Chrome, and Mozilla Firefox.

- \* Anti-Virus Software

\* A Personal Firewall Software/Internet Security package to protect the computer from unauthorized access via the Internet is suggested.

Students also need access to a scanner and the ability to scan and upload documents. Minimum competencies include basic familiarity with computers, use of the internet, e-mail, word-processing, Excel, media players, screen casting and presentation software.

## Technical Support

### *King's IT Support*

Email [helpdesk@king.edu](mailto:helpdesk@king.edu) or call 423.652.6019 for assistance with your King email, portal log in, and similar issues.

## Canvas Support:

Click here to view the University Course Policies: <https://www.king.edu/university-policies-syllabus/>

To the left of your page in Canvas, click the blue “help” button for support. Live chat, email or call 1 (833) 274-1662 is available 24/7. Please be prepared to describe your issue in detail including the course and specific assignment or area you are having issues with.

## FINANCIAL AID

A variety of scholarships are available to aid promising students. Check the University website and professional associations for additional information. Help is also available in the financial aid office <http://king.edu/financialaid/financial-aid-home.aspx>.

Some websites are:

- <https://www.discovernursing.com>
- <http://www.aacn.nche.edu/students/scholarships>
- <http://www.n-e-f.org/apply.html>
- <https://www.lrp.nih.gov/eligibility-programs>
- <http://bhpr.hrsa.gov/scholarshipsloans/>
- <http://www.nsf.gov/dir/index.jsp?org=EHR>
- <http://www.collegescholarships.org/graduate-nursing.htm>
- <http://www.nursingsociety.org/advance-elevate/careers/nursing-scholarship-opportunities>

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## PROGRAMS OF STUDY

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Program graduates earn the Master of Science in Nursing (MSN) degree or post-master's certificate. The MSN program is for licensed nurses who already have a baccalaureate degree while the post-master's certificate programs are for licensed nurses who already have a master's degree in nursing.

King University's MSN program has developed specialty concentrations in areas of need in the local workforce. Specialty concentrations currently available for admissions at King University are: Family Nurse Practitioner (FNP), Pediatric Nurse Practitioner (PNP), Psychiatric/Mental Health Nurse Practitioner (PMHNP), Adult Gerontology Acute Care Nurse Practitioner (AGACNP), and Nursing Leadership & Administration (NLA). Post-master's certificate programs are offered in Family Nurse Practitioner, Psychiatric/Mental Health Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, and Nurse Educator.

Although there are 15 semester hours (s.h.) of “core” courses required of all MSN students, each MSN specialty concentration has different course requirements, clinical/practicum requirements, and curricular variations.

Certification exams are available for specialty concentrations offered in the King University MSN and post-MSN certificate programs. Educational and experience requirements for taking the certification examinations are different for each specific concentration. In many states, including Tennessee and Virginia, certification by a national credentialing body is required for all advanced practice nurses. Graduates of the FNP program will meet eligibility requirements to take either the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) FNP certification examinations. Graduates of the PNP program will meet eligibility



requirements to take the Pediatric Nurse Credentialing Board (PNCB) certification exam. Graduates of the PMHNP program will meet eligibility requirements to take the ANCC certification exam. Graduates of the Adult Gerontology Acute Care Nurse Practitioner program will meet eligibility requirements to take the ANCC and AACN certification exams. For FNP, PMHNP, PNP, and AGACNP students who plan to practice in a state other than Tennessee, it is imperative that students identify the specific state's APN licensure requirements and scope of advanced nursing practice.

## PROGRAM CURRICULUM

The length of the MSN program depends upon the concentration. Nursing Leadership & Administration is 36 credits, FNP and PNP is 45 credits the PMHNP is 48, and the AGACNP is 45 credits. Post-MSN student transcripts are evaluated for completion of courses and a gap analysis is conducted to determine individual plans of study for each student. The length of the post-master's certificate plans of study depends on the gap analysis and may be completed in 4-5 semesters of part-time study. Plans of Study are located at the end of this handbook for MSN and Post-MSN concentrations. The programs include a variety of online assignments and activities, as well as focused clinical learning experiences with qualified preceptors. Students provide each other with mutual academic, emotional, and logistical support. This peer support contributes to collaborative learning, academic success, and timely program completion. The resulting camaraderie creates personal ties and professional networks that often continue to be influential for life beyond King University.

The FNP, PMHNP, AGACNP, and PNP concentration plans of study are full-time and can be completed in 5 consecutive fifteen-week semesters. The FNP plan of study is offered in a HyFlex format with all clinical and practice-focused courses offered in a face-to-face classroom setting, synchronous online, or asynchronous format. **All Concentrations** will participate in intensive, in person, sessions each semester during their studies. Typically intensives will occur during the first week of each semester with additional days later in the semester being added as needed and with adequate notice. The core courses are in an online format. The FNP program is offered in person at the Southwest Virginia Higher Education Center in Abingdon, VA. However, with the HyFlex format, students may opt to attend class from home online, or watch the recorded lecture at a later time. The PNP plan of study is offered as an online format with mandatory intensives the first two days of each semester. The PMHNP and AGACNP plan of study is delivered in a completely online format and can be completed in 5 semesters.

For the FNP, PMHNP, AGACNP, and PNP students, the MSN faculty uses a variety of instructional modalities to meet specific learning needs. For the face-to-face, synchronous HyFlex programs, courses are held on a one-day-per-week schedule of classes (typically from 8:00 a.m. to 12:30 p.m.) and are recorded for asynchronous students. This plan allows students to schedule work and family obligations around class time. The transition to advanced practice requires that students master important preclinical sciences (advanced pathophysiology, advanced physical assessment, and advanced pharmacology) in addition to diagnosis, treatment, and disease management. Graduate course work, whether online or in a classroom discussion, further expands communication, research, and critical thinking skills. Students reflect on previous learning and work-related experiences while integrating new theory and knowledge applicable to nursing practice. As the clinical practicums become more focused, many students find that they need to adjust their personal and work schedules to be able to meet their clinical learning objectives.

All MSN and Post-MSN certificate students complete clinical practicum hours, although the specific requirements vary by specialty. With faculty guidance and supervision, each student develops a plan to obtain the required clinical/practicum hours and required competencies at an approved clinical placement site. Clinical/practicum hours are indirectly supervised by faculty members and directly supervised by either a faculty member or a community-based preceptor. Specific schedules and hours will vary to accommodate student and preceptor schedules. As a point of reference, consider that it would take 2 days a week (8 hours a day) during a single 15-week semester to complete 240 hours of direct care, clinical time. To be eligible for certification, all advance practice students must complete a minimum of 500 direct patient care clinical hours. Additional information regarding concentration-specific clinical/practicum requirements can be found in the *Information and Guidelines for Practicum Courses for Students and Preceptors* for each concentration.

In addition to required class hours, online assignments, and clinical/practicum hours, students are expected to devote additional time to their studies. The suggested amount of time for additional studies in a master's program is 1:4; thus, each credit would require 4 additional hours of study per week. For example, for Pathophysiology,

which is a 3-credit course, the student should expect to spend an additional 12 hours of study time, outside of class time or required online activities, each week.

### **PROGRAM OUTCOMES**

1. Prepare students in a Christian learning environment to become thoughtful, resourceful, and responsible professional nurses with a passion for serving.
2. Prepare graduates with an evidence-based knowledge of professional nursing to engage in a higher level of practice, education, and leadership within the discipline of nursing.
3. Ensure the quality and alignment of curriculum with national and state standards in order to provide eminent learning experiences suitable to the professional role for which the graduate is being prepared.

### **MSN EXPECTED STUDENT OUTCOMES:**

The MSN program courses promote professional growth in clinical experiences planned to meet students' individual and professional goals. Specialty courses share many common objectives enabling all graduates to achieve the following student outcomes:

1. Assimilate concepts from the fields of nursing, basic sciences, psychological studies, population health and management to implement advanced nursing practice within a specialized area.
2. Plan, participate and lead change strategies within a specialized practice arena to improve outcomes, enhance quality and demonstrate cost effectiveness.
3. Apply process improvement principles and employ performance tools to enhance safety and outcomes within a specialized practice area and/or population focus.
4. Identify problems within a practice area and apply appropriate theories and research findings for problem resolution, change management and dissemination of results.
5. Use care delivery technologies and information systems to coordinate care and maximize safety and communication.
6. Participate in advocacy activities and policy development to affect healthcare access, knowledge, and delivery.
7. Assume the role of consultant, communicator, educator, and collaborator as a member of the interdisciplinary health care team for the coordination and direction of care.
8. Integrate culturally sensitive concepts with a patient/family focus, while demonstrating Christian values in the planning, delivery, and evaluation of services for individuals and populations.
9. Incorporate knowledge from advanced nursing and other sciences to deliver nursing interventions that influence the health care outcomes of individuals and populations.

In addition, concentration-specific expected student outcomes that are continually monitored are:

**Nursing Leadership & Administration** the graduate will demonstrate competency in performing an organizational assessment for outcomes improvement.

**Post-Master's Certificate Nurse Educator:** the graduate will demonstrate competency in the process of curriculum assessment for program outcomes improvement.

**Advanced Practice Nurse** and **Post-Masters Certificate APN:** program completers will pass the national certification exam for licensing as an advanced practice nurse in the relevant population focus.

### **OVERVIEW OF THE INDIVIDUAL CONCENTRATIONS**

The MSN curriculum consists of common core, specialty core courses and clinical for each MSN specialty concentration. The coursework for all concentrations is consistent with the American Association of Colleges of Nursing Essentials of Master's Education in Nursing guidelines and are based on educational philosophies, theories and trends, adult learning principles, and curriculum and instructional design theories. All MSN students take 15 semester hours of core courses essential to advanced practice, regardless of specialty concentration. These include

Healthcare Informatics, Social, Cultural and Political Perspectives on Healthcare and Delivery Systems, Theoretical Basis of Nursing Practice, Research Designs in Nursing, and Global Health Awareness. All students, except those in the Nursing Administration specialty, take clinical core courses, and these include Advanced Physical Assessment, Advanced Pharmacology, and Advanced Pathophysiology.

MSN and post-MSN certificate students who successfully complete the program will develop the knowledge and skills needed to exhibit leadership as nurses in advanced practice capable of making sound clinical decisions and providing competent, culturally sensitive care. Through coursework and individually designed practicum experiences, students will develop the wisdom to objectively analyze the health care work environment. In discussions and through reflective practice, MSN and Post-MSN students will be able to articulate the role of nursing ethics in caring practice, sound clinical judgment, and commitment to patient advocacy. In alignment with the mission of King University and the School of Nursing, all MSN and Post-MSN students will participate in a service-learning project during their program of study within their specialty concentration. Coursework and exposure to emerging technologies will allow students to fully utilize technology in nursing practice. Through didactic content and personal reflection on cultural self-awareness, students will develop the ability to competently assess the health care needs of diverse populations and to promote optimum quality of life. Through interactions with faculty role models and preceptors, MSN and Post-MSN students will develop a commitment to shaping the future of nursing in their chosen specialty role as thoughtful, resourceful, and responsible professionals.

**Family Nurse Practitioner (FNP)** concentration prepares students to provide direct primary care services to families and individuals across the lifespan. Health promotion, illness prevention, health maintenance, detection of alterations in health status, and restoration of health are essential focus areas. The FNP plan of study is consistent with the Criteria for Evaluation of Nurse Practitioner Programs National Task Force on Quality Nurse Practitioner Education and the National Organization of Nurse Practitioner Faculties (NONPF) guidelines to prepare students to meet entry-level competencies for Nurse Practitioner practice, and to write for national certification. Coursework requires evaluation and application of evidence-based practice strategies and development of needed research skills. Classroom activities facilitate examination of critical content including clinical guidelines, diagnostic reasoning, cultural competence, patient safety, pharmacotherapeutics and documentation. In clinical practicum, students apply this knowledge in a variety of practice settings where primary care is delivered. The student acquires skills that allow for detection and management of acute self-limiting conditions, selected crisis situations, chronic stable conditions, and conditions with multi-system consequences.

**Pediatric Nurse Practitioner (PNP)** concentration prepares students to assume the role of advanced nurse leader in pediatric primary care from birth through adolescence. The course of study builds on medical-surgical knowledge with preparation for advanced practice roles specializing in pediatric primary care. The focus is on advanced theoretical knowledge and practice skills needed to function in increasingly complex care settings. The PNP plan of study is consistent with the Criteria for Evaluation of Nurse Practitioner Programs National Task Force on Quality Nurse Practitioner Education and the National Organization of Nurse Practitioner Faculties (NONPF) guidelines to prepare students to meet entry-level competencies for nurse practitioner practice, and to sit for national Primary Care Pediatric Nurse Practitioner certification. Coursework requires evaluation and application of evidence-based practice strategies, outcomes management, clinical research, advanced clinical decision making, examination of critical content including clinical guidelines, cultural competence, patient safety, pharmacotherapeutics and documentation. In clinical practicum, students apply this knowledge in a variety of practice settings where pediatric care is delivered. The student acquires skills that allow for diagnosis and management of a variety of actual and potential health problems commonly encountered while serving as a patient advocate in accordance with the Christian belief in the dignity and worth of the individual and family.

**Psych/Mental Health Nurse Practitioner (PMHNP)** concentration prepares student to assume the role of advanced practice nurse in mental healthcare settings treating patients and populations across the lifespan. The student will acquire knowledge to promote optimal mental health by assessing, diagnosing and managing mental health and psychiatric disorders in a variety of settings. Students will gain optimal understanding of psychopharmacology and psychotherapies, and application in the clinical area. Coursework requires evaluation and application of evidence-based practice strategies and development of needed research skills. The PMHNP plan of study is consistent with the Criteria for Evaluation of Nurse Practitioner Programs National Task Force on Quality

Nurse Practitioner Education and the National Organization of Nurse Practitioner Faculties (NONPF) guidelines to prepare students to meet entry-level competencies for nurse practitioner practice, and to sit for national certification.

**Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)** concentration is a five-semester course of study that builds on and expands baccalaureate nursing knowledge with preparation for advanced practice roles specializing in care of the adult and geriatric population in the acute care setting. The focus is advanced theoretical knowledge and practice skills needed to function in increasingly complex care settings. Emphasis is placed on evidence-based practice, outcomes management, clinical research, and advanced clinical decision-making. Graduates are prepared to assume the role of advanced practice nurse in acute care settings with a focus on the adult and geriatric population. The AGACNP plan of study is consistent with the Criteria for Evaluation of Nurse Practitioner Programs National Task Force on Quality Nurse Practitioner Education and the National Organization of Nurse Practitioner Faculties (NONPF) guidelines to prepare students to meet entry-level competencies for nurse practitioner practice, and to sit for national certification

**Nursing Leadership & Administration:** provides advanced health care and business study in economics, quality, finance, (employment) law, ethics, and organizational management. Student clinical experiences synthesize nursing and business knowledge in diverse settings. Through application of research process, students develop answers to nursing questions about best practices, performance improvement, and quality outcomes. Graduates are prepared to function as members of interdisciplinary executive teams. Graduates are prepared to function as nurse managers, nurse directors, clinical coordinators, program planners, consultants, or chief nurse executives in hospitals, medical centers, or health science centers. Courses in nursing administration focus on health care policy, delivery systems, resource management, and program evaluation.

The **Post Master's Nurse Educator** allows students to prepare for a variety of roles such as nursing faculty, health educators, clinical nursing instructors, and staff development educators. Content includes the use of technology in teaching, curricular design, classroom assessment, evaluation of education outcomes, and program effectiveness. The nurse educator practicum is individually designed to allow development in the chosen nurse educator role. Experts in nursing education serve as preceptors in academic or healthcare system settings.

**COURSE DESCRIPTIONS: See the University Catalogue**

#### **PRECEPTOR MODEL**

Preceptor mentoring involves expert, practicing clinicians from the community in the teaching of MSN and Post-MSN students. Preceptors are essential to provide practical experience to the students during the clinical/practicum courses. Preceptors are community professionals, including nurse clinicians, nurse practitioners, physicians, physician assistants, nurse educators, and nurse leaders who volunteer their expertise and allow students' access to patients and clinical sites. King University faculty work closely with students and preceptors to help achieve a good match between the needs and goals of the student and the interests and teaching style of the preceptor.

The School of Nursing's graduate faculty members serve as student advisors, having responsibility to assist in placing, approving, and overseeing student clinical practice. Clinical experiences are dictated by preceptor, faculty work schedules, and clinical facility needs. Because competition for clinical/practicum sites is high and typical graduate students are employed fulltime, students are required to be greatly involved in clinical placement arrangements. Faculty and students work collaboratively to identify preceptors who assist students to meet expected student outcomes. Due to the number of students seeking clinical placement and the available suitable locations, students may be required to travel a distance for preceptor clinical experiences to meet the stated clinical course outcomes. See *Information and Guidelines for Practicum Courses for Students and Preceptors* for additional details regarding clinical practicum experiences for each MSN specialty role. Selected MSN courses will be awarded precepted clinical hours, wherein the course faculty serves as the preceptor.

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## PROGRAM POLICIES & PROCEDURES

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**King University Faculty and Students are required to use their King University email for all King University business correspondence. This requirement includes electronic correspondence with King University personnel and students. The use of personal or work email accounts for university related business is not permitted. Students should check their King University email daily for updates and/or announcements and respond to all emails within 48 hours.**

Click here to view the University Course Policies: <https://www.king.edu/university-policies-syllabus/>

### STUDENT LICENSURE REQUIREMENTS

All graduate students must hold a current unencumbered Registered Nurse license with privileges to practice in any state where practicum hours will be completed. Graduate students should not be on probation and must report any past or current disciplinary action taken by a State Regulatory Board directly to the Dean of the School of Nursing. Proof of current licensure must be submitted to the SON via the compliance management system. Any clinical hours planned to be completed outside of Tennessee or Virginia should be discussed with the course faculty, clinical faculty, or program coordinator.

All applicants and continuing students may not be on probation and must report any past or current discipline taken by a State Board of Nursing by means of a scheduled meeting with the Dean of the School of Nursing.

*Primary state of residence is defined by the Enhanced Compact as “the state of a person’s declared fixed permanent and principal home or domicile for legal purposes.” The Nurse Licensure Enhanced Compact authorizes Registered Nurses licensed and residing in an enhanced compact state to practice in other enhanced compact states without the necessity of obtaining an additional license. The Enhanced Nurse Licensure Compact facilitates nursing practice among the compact states by requiring the nurse to maintain a license in his/her primary state of residence that grants “multi-state privilege” to practice in other compact states. However, this privilege requires that the nurse practice according to the laws and regulations of each state in which the nurse practices or provides care (i.e., the state in which the patient is located at the time care is rendered), either physically or electronically. Nursing practice is not limited to patient care and includes all nursing practice as defined by each compact state’s practice laws.*

(State TN, Dept. Health, Health Related Boards JH/G5086005/BN)  
<https://www.tn.gov/content/dam/tn/health/healthprofboards/medicalexaminers/Nursing%20eNLC%20Final%20Rules%20adopted%20121217%20.pdf>

### PROGRAM ADMISSION/CRITERIA

The MSN program is open to qualified applicants who hold a bachelor’s degree in nursing from an accredited school and the post-MSN programs are open to qualified applicants who hold an MSN degree from an accredited school. All MSN and post-MSN certificate students must hold a current unencumbered license as a registered nurse with the privilege to practice in Tennessee. All applicants must complete an online application.

The MSN and Post-MSN Certificate programs are academically rigorous programs developed to prepare nursing educators, nursing administrators, and nurse practitioners who integrate Christian faith, scholarship and service into their daily lives and careers. Admission to these programs is competitive and focuses on multiple factors to determine the best candidates. Decisions for admission are based on demonstrated academic performance, work history, professional accomplishments, community service, and writing ability. Applicants must submit the following documents to be considered for admission:

- King University application.
- Official transcripts of all academic work demonstrating the applicant holds a Baccalaureate degree in nursing from a school accredited by the Accreditation Commission for Education in Nursing (ACEN) or the Commission on Collegiate Nursing Education (CCNE) and has cumulative undergraduate GPA of 3.0 or higher

- A Bachelor of Science in Nursing degree with transferrable course work in Health Assessment, Nursing Research/Evidence-based Practice, and Statistics. (Pathophysiology is recommended for FNP, PNP, PMHNP, AGACNP, and Nurse Educator programs). A Master of Science in Nursing for Post-MSN Certificate applicants is required.
- A brief personal essay – prompt provided by admissions.
- Two letters of recommendation. One academic (former nursing instructor) and one from a professional source. An additional academic recommendation is required for those seeking guaranteed admission.
- Copy of current curriculum vitae including professional organization memberships and activities and community service.
- Copy of current unencumbered Registered Nurse license with privileges to practice in any state where practicum hours will be completed. Copy of certificates in area of clinical specialization (if applicable)
- Optional interview – applicant will be notified by admission committee
- Admission exam is not required but GRE scores may be submitted.

#### Guaranteed Admission Criteria:

Students completing the BSN degree from King University may apply for guaranteed admission to an MSN program during the final semester of the BSN program. Students applying for guaranteed admission must meet the following admission criteria in addition to those listed above:

- cumulative undergraduate GPA of 3.5 or higher
- Three letters of recommendation: Two academic and one professional.
- Received no academic sanctions during BSN program

Guaranteed admission is contingent on time of application and seats available per semester. Early application submission is advised.

#### *Only completed applications are reviewed*

Each candidate must complete all required sections of the application, including all disciplinary actions at previous schools, and upload all required documents before the application can be processed and sent to the appropriate MSN Admissions Committee for consideration. The application can be accessed at <https://studentapp.king.edu/Application/Simplified> Application deadlines for Fall admission is March 1 and for Spring admission is November 1.

The MSN Admissions Committee will review all complete applications for both MSN and post-master's certificate programs, select the candidates that meet the set criteria and rank them based on their ability to successfully complete the program. For admission, the MSN Admissions Committees will review applicant files and schedule optional interviews as needed. An applicant may notify an Enrollment Counselor if he/she would like to request an interview with the admission committee. Once candidate files are reviewed, the admissions committee will assign one of the following four admission statuses.

- **Admitted**—The student meets or exceeds all required admissions criteria therefore is fully admitted to the MSN program without any conditions. Should we add wait-list
- **Conditionally Admitted:** The student does not meet the minimum admission requirements however the MSN Admissions Committee and Program Director permit the candidate to enter the program with agreed upon conditions which must be met in order to progress in the program. If the agreed upon conditions are not met, the student can be dismissed from the program.
- **Provisionally Admitted**—The MSN Admission Committee may grant provisional admittance to applicants who do not yet meet all the admission requirements (anticipated completion of a final semester of a degree program or a single course prior to the start of the MSN program) but have been able to demonstrate they have been academically successful in the past. The MSN Admissions Committee will

permit the candidate to enter the program as long as the agreed upon conditions are satisfactory met by the student.

- **Provisionally/Conditionally Admitted:** The MSN Admission Committees may grant provisional/conditional admittance to applicants who do not meet the minimum grade point average admission requirement and do not yet meet all of the admission requirements but anticipated completion of a final semester of a degree program or a single course will occur prior to the start of the MSN program which could affect the grade point average of the student.
- **Admission Denied—** The MSN Admissions Committee have found the applicant does not meet the minimum criteria for admission to the MSN program or believes the applicant is not likely to succeed in the MSN program therefore, the committee will deny acceptance.

The MSN Admissions Committee typically makes its decision within two weeks after interviews. The Admissions Office will notify applicants of the status of the MSN Admissions Committee review in writing or by e-mail

### **Graduate Transfer Credit**

MSN students may transfer up to **6 credits** of graduate study from another accredited institution and program to be credited toward core or elective program requirements at King.

Students applying to attend a Postmaster certificate program will have a Gap analysis completed to evaluate transferring credits for approval.

Courses being transferred must have been assigned a grade of “B” or higher and must have covered content which is required for a particular core course or specialty program concentration. To request transfer credit, the student must obtain the Authorization for Acceptance of Prior Graduate/Doctoral Work for from the Office Registration and Records. This completed form, along with an official transcript verification of the course and course description must be submitted to the Office of Registration and Records, which will be reviewed by School of Nursing faculty. When authorization of acceptance is given, the Office of Registration and Records will be notified.

### **LIABILITY INSURANCE**

All students are required to maintain clinical practice liability insurance. This insurance is purchased through the University and is included in the fees charged to MSN students. The insurance covers the student only for activities directly related to King University. It does not cover an accidental injury to the student that may occur before, during or after classroom activities. The policy also does not cover the registered nurse while working at their employment setting. Insurance independently maintained by the MSN student is optional but will not replace the insurance purchased through the University.

### **HEALTH RECORDS AND CERTIFICATIONS**

Special health requirements are applicable for all nursing students and include Hepatitis B immunization (or signed declination), health history, physical exam immunization records and annual high-risk TB screening, skin test or chest x-ray may be required prior to clinical enrollment. An influenza vaccine and a urine drug screen are also required for clinical placement. MSN and post-MSN students must maintain current BCLS (CPR) certification and submit proof to the SON office. CPR certification course must include certification for infant, child, and adult. AHA BCLS for Healthcare Providers is preferred. All nursing students must clear a criminal background check upon admission to the School of Nursing and before admission to the clinical sites utilized by King University. The Criminal Background Check policy is in the back of this handbook. Students may contact the King University Security Department (423-652-4333) with questions regarding background checks. All students must hold and maintain a current and unencumbered RN license in TN or an enhanced compact state for registered nurse license. Students are required to report any action/disciplinary measure levied against nursing license to the School of Nursing within one month of action taken. Any student who cannot practice as a licensed Registered Nurse will not be allowed to continue in the program of study. Students may apply for readmission upon reinstatement of Registered Nurse license

Patient safety requires health care providers maintain good health, therefore, graduate students who work full-time in a clinical facility may submit copies of personal health records providing the record meets requirements showing evidence of satisfactory physical and mental health, including evidence of immunizations. The Dean of Nursing has final authority regarding acceptance of alternative health records. Nursing students must comply with any special requirements mandated by individual clinical agencies prior to the start of the clinical experience. All clinical requirements, and associated costs, are the responsibility of the individual student.

### **SON STUDENT REQUIREMENTS AND FORMS**

Prior to starting nursing classes, each student is given written instructions regarding required health forms, which are to be completed and turned in. Each clinical student must present evidence of good health and freedom from communicable disease as well as CPR certification. Throughout the program of study in nursing, students may be asked to present evidence of satisfactory physical, emotional, or mental well-being. Any appraisal measures used to determine such physical and/or emotional fitness will be in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, so as not to discriminate against any individual on the basis of disability.

Students will be given the compliance management system account information, access codes and instructions at or prior to orientation. The SON forms and requirements must be received in **compliance management system** by the fourth week of the first semester of class. There is a one-time fee of \$75 for the compliance management system account that includes the urine drug screening required upon admission. Students completing clinical hours are required to comply with any additional requirements and/or specific guidelines mandated by each clinical site.

Students entering FNP, PNP, PMHNP, or AGACNP programs Fall 2020 or later will use Typhon clinical documentation system to document all clinical hours, encounters, and evaluation information. Further information can be located in the *Information and Guidelines for Practicum Courses for Students and Preceptors*.

**Deadline for student requirements and forms new students: fourth week of class first semester**

**Deadline for student requirements year two:**

**Fall Admission - July 1<sup>st</sup>**

**Spring Admission - November 1<sup>st</sup>**

The following requirements and forms must be submitted via the compliance management system:

- KU SON Student Health History Form
- KU SON Healthcare Provider Health and Physical Assessment Form
- Record of Immunizations
- Hepatitis B Vaccine record or declination
- Documentation of TB skin test, CXR or completion of High-risk Exposure Screening Tool
- Influenza vaccine (yearly)
- Current, unencumbered Tennessee RN license or enhanced compact state license with ability to practice in Tennessee and any state where clinical hours will be completed
- BCLS (CPR) certification (adult, child, and infant)
- Review of KU MSN Student Handbook Acknowledgement
- Date of fingerprinting for Criminal Background Check
- KU SON HIPAA Acknowledgement
- Urine Drug Screen: completed via the compliance management system

### **RELIGIOUS OBJECTIONS**

A student has the right to refuse immunizations due to religious objections. If you select this option, we ask that you provide an official clergy statement and affirm your reason under the penalties of perjury.



## **MATRICULATION, CONTINUOUS ENROLLMENT, AND LEAVES OF ABSENCE**

**Matriculation** occurs after students meet admission criteria and begin the first semester at King University. To maintain matriculation, students must be continuously enrolled, unless a Leave of Absence has been granted by the Dean of Academic Affairs of the University.

**Leave of Absence-** Refer to the University Catalog for policy. Readmission to nursing programs will be granted on a space-available basis only. Communication with the Student Success Specialist, Program Coordinator can assist with readmission questions.

## **TIME LIMITS**

Students must complete all degree requirements within **six (6) years** from time of entry. No additional time is given to students during a Leave of Absence.

## **PROGRESSION IN THE MSN PROGRAM/DISMISSAL FROM THE MSN PROGRAM**

All MSN and post-master's certificate students must maintain a cumulative GPA of 3.0 or better throughout the program of study. A grade of B- or higher is required in all MSN/post-MSN clinical nursing courses and a grade of C+ or higher is required in all MSN/post-MSN non-clinical nursing courses. The grade point average will only reflect grades received in course work completed at King University. If a student's cumulative GPA falls below a 3.0, the student may be placed on Academic Probation for one semester to improve the cumulative GPA to at least 3.0. If, after the semester of Academic Probation, the cumulative GPA is not at least 3.0 the student will be dismissed from the program. If more than two grades of 2.3 (C+) or lower are earned, even if the student maintains a 3.0 GPA, the student will be dismissed from the program. A grade of C+ or lower is a failing grade for master's level clinical/practicum courses. A failed course must be repeated; a student is only allowed to repeat ONE course during the MSN program.

Progression may be denied for reasons such as inability to demonstrate professional judgment, inability to demonstrate knowledge, values, or necessary skills. Unsafe practice, unethical professional practice, or attitudes incompatible with professional performance are sufficient to warrant dismissal. Students who fail to submit assignments in a timely manner, who fail to demonstrate competency in clinical settings, fail to accept responsibility, frequent class absences, canceling of scheduled days with a preceptor or tardiness may be dismissed. Students who do not abide by online requirements may be dismissed. These examples are not intended to be a comprehensive listing of all reasons a student may be denied progression in the program.

The School of Nursing reserves the right to counsel or dismiss any student who does not satisfy requirements of scholarship, health, or personal suitability for advanced practice nursing. Students unable to continue in the program are those who do not meet the School of Nursing's performance standards for progression or who are deemed unsuitable for personal/professional reasons. Expected student behaviors are based on standards from the American Nurses' Association Code for Nurses. Examples of nursing activities reflecting expected personal/professional behaviors (not inclusive) include: demonstrates personal responsibility, accountability, integrity, and honesty; demonstrates respect for faculty and clients and their rights; avoids behavior inconsistent with professional standards, such as chemical dependency and abuse or engaging in or supporting criminal behavior.

Violations of local, state, and federal laws and/or violation of the King University Honor Code, or the campus policies it upholds, will be referred to the appropriate law enforcement agency and/or Student Affairs Office. The King University Student Handbook, King University Catalogue, and this MSN/Post-master's Certificate Handbook-contain information pertaining to campus policies.

Students are required to report any action/disciplinary measure levied against nursing license to the School of Nursing within one month of action taken. Any student who cannot practice as a licensed Registered Nurse will not be allowed to continue in the program of study. Student may apply for readmission upon reinstatement of Registered Nurse license.

## **WITHDRAWAL**

A student who wishes to officially withdraw from an individual course must notify his/her instructor and advisor as soon as the decision to withdraw is determined. The student will need to complete a course withdrawal form which can be obtained from the Office of Registration and Records or from their Student Success Specialist. A student who fails to attend the first two weeks of class will automatically be withdrawn from a course.

A student who wishes to officially withdraw from King University and the MSN/Post-MSN program must contact his/her advisor and Student Success Specialist. The student will then submit the withdrawal form to the Office of Registration and Records.

A student withdrawing from King will receive a grade of 'W' in all courses for the term unless there is a course that has not begun in which case the course would be dropped from the student's record. No student will be allowed to withdraw from King later than the last day to withdraw from a course as published in the academic calendar.

For additional information regarding the withdrawal process refer to the King Student Handbook and to the policy for Withdrawal from the Institution in the University Catalog.

## READMISSION

Readmission is not automatic. Students seeking readmission must submit an **Application for Readmission** to the King University Admissions Office. An essay discussing rationale for readmission is highly suggested. Successful applicants for readmission must be competitive with the current new applicant pool and meet all current admission requirements. There must be space available in the courses and/or clinical placements needed by the applicant. The student must have met all financial obligations to the University. The MSN Nursing Admissions Committee will evaluate both the application and the school's ability to accommodate the readmission of the applicant. Once a decision is made, the student will be notified of readmission status by the Admissions Office.

## DISMISSAL FROM THE UNIVERSITY

Enrollment termination and dismissal from the University can occur for several reasons. Most commonly, students are dismissed for failure to maintain overall GPA, for failing to maintain at least minimum grades for practicum experiences, for frequent absences or tardiness to class or clinical, failing to meet online requirements, or failing to adhere to professional conduct codes. A student may be dismissed for failing to complete the degree within time limit and for reasons specified in other applicable University or program policies, regulations, and requirements for the school of nursing. Students may appeal decisions through the student academic appeals process. The student should complete the "Withdrawal" form and follow procedure as outlined on the form when leaving King University. For complete information, refer to the Academic Appeals policy in the University Catalog. Students are obligated to follow the policy for appeals.

## INCLEMENT WEATHER

Click here to view the University Course Policies: <https://www.king.edu/university-policies-syllabus/>

**Note:** Be aware of **campus specific differences** in schedule changes and cancellation of classes as announced by King University Campus Security for inclement weather.

As the MSN/post-MSN certificate programs include practicum experiences apart from regularly scheduled classroom courses, across a wide geographic area, in the event the university is **not closed**, the MSN/post-MSN certificate student will confer with the clinical faculty of the course regarding attendance during threatening and inclement weather. Regarding practicum experiences, during times the university **has issued a schedule change or cancellation**, the student will confer with the clinical faculty of the course regarding attendance at a clinical site for independent practicum experiences with a preceptor. It is advised that good judgment be employed in all cases of potentially hazardous travel to clinical sites. If a student will not attend clinical due to inclement weather the student must notify the clinical preceptor and clinical faculty.

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## COURSE GRADES & GRADING POLICIES

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The school of nursing calculates grades as A, A-, B+, B, B-, C+, C, C-, D, or F. MSN nursing majors and post-MSN certificate students must earn a **B- or higher** in all NURS clinical courses, a grade of C+ **or higher** in all non-clinical NURS courses and maintain an overall GPA of **3.0/4.0 scale**. Final course grade calculations are NOT rounded up. All grades in school of nursing courses are recorded in the electronic learning management system.

The numerical values for the school of nursing grade scale are:

4.0 =	A =	95 – 100	2.3 =	C+ =	78 – 79
3.7 =	A- =	90 – 94	2.0 =	C =	75 – 77
3.3 =	B+ =	88 – 89	1.7 =	C- =	70 – 74
3.0 =	B =	85 – 87	1.0 =	D =	65 – 69
2.7 =	B- =	80 – 84	0.0 =	F =	64 or below

### **INCOMPLETE GRADES**

An “incomplete” grade must be applied for by the student and must receive approval from the course faculty and the Registrar. An Incomplete can mean the student did not have enough time to complete coursework or clinical hours due to unforeseen life events or the faculty member or preceptor believes the course work is not appropriate for master’s-level work. To remove the “I” from the student’s record, the student is expected to sign a contract (available in the Office of Registration and Records) with the course faculty and/or preceptor clearly indicating the reason for the incomplete grade, the steps to be taken to meet the course requirements and the date for completion of the work. Copies of the contract should be forwarded to the student’s advisor and the Dean of the School of Nursing. Contracts are a binding agreement between the faculty member, preceptor and student.

According to King University policy, any grade of “I” must be completed within six weeks from the date the course ends. Incomplete grades that are not resolved by the end of the six weeks after the last day of the course in which it was assigned will automatically be assigned the grade of “F”.

*Note: Until an incomplete grade is removed, it is calculated as an “F” in the semester grade point average. This will sometimes cause a student to be suspended, placed on academic probation, or dismissed. This could also impact financial aid or scholarship assistance. At the time the incomplete grade is removed the academic standards committee will reevaluate the student’s status.*

### **EXAMS AND QUIZZES**

Students do not have an automatic right to “make-up” missed exams or quizzes. Making up a missed assignment is at the discretion of the instructor and may be in an alternate format and at a time and date of the instructor’s designation. Students are expected to verify dates for exams and quizzes listed in the course syllabus or topical outline recognizing changes may be announced in class during a time when students were absent or not fully aware of announcements. Students must ask another student to collect handouts or other information in missed classes. Instructors are not responsible for repeating class material to absent or late students. Students are responsible for contacting the instructor prior to an absence to discuss options, if any, for make-up work. Each course instructor includes specific expectations in course syllabi. Students are required to know and follow course syllabi guidelines. Students are expected to check their King University e-mail and their online Canvas course daily for announcements.

### **LOST OR LATE ASSIGNMENTS**

All assignments are to be completed by the due date. Assignments submitted after the due date will be graded as stated in the specific grading rubric and/or grading guidelines for the assignment. Assignments submitted late and not rubric-guided may receive a minimum 10% reduction in the earned grade per-day. Students are responsible to communicate with the instructor prior to any unavoidable and legitimate absence and discuss options for make-up work. Making up a missed assignment is at the discretion of the instructor and may be in an alternate format and at a time and date of the instructor’s designation

### **GRADING DISPUTES**

Students reasonably expect fairness in grading, explanation of how course components are graded, and understanding of how grades are determined. Faculty members determine which course components are graded and the weight of each assignment in determining the final grade. Faculty members assign grades using the school of nursing’s grading scale. Individual assignment grade calculations are carried out to the .00 place and final course grade calculations are NOT rounded up. Faculty members provide course syllabi that specify grading components.

If a student believes a grade was not fairly assigned, the student may appeal. Students must first schedule an appointment/online video conference with the course faculty member, bring the assignment in question to the faculty's attention, and request an explanation of how the grade was determined. If an agreeable decision cannot be reached between faculty and student, the student may appeal to the Program/Concentration Coordinator. If an agreeable decision cannot be reached, the student may appeal to the Dean of the School of Nursing. If no resolution is reached after discussing the issue with the Dean, the student may then submit a written petition to the Academic Standards Committee. The complete Academic Appeals policy is located in the King University Catalogue and should be consulted for information as to process and procedure. Contact the Office of Academic Affairs for questions regarding process and procedure.

The following should be noted:

- Students are expected to have addressed the concern with the professor of the course in question (if applicable), the chair of the department/program coordinator (if applicable), and the dean of the school before pursuing any appeal with the Office of Academic Affairs or the ASC.
- The ASC conducts its reviews based on the documents received. Therefore, any letter or documentation of appeal should specifically detail the reasons for which he/she believes the committee should overturn, modify, or amend decisions of the professor, department chair/program coordinator, and/or school dean.
- Normally, the ASC will be concerned with grades, course policies, and institutional academic procedure. Normally, the committee will not hear appeals of procedure particular to schools or departments. The committee should only hear appeals with regard to school or departmental policies and procedures when it is determined that the appeal relates to unfair or inconsistent application of a policy or procedure.
- If deemed necessary, the Office of Academic Affairs will convene a meeting of the ASC at a mutually convenient time to all members of the committee.
- The committee may then render a decision based on its review of the submitted documents.
- Review by the Office of Academic Affairs and/or the ASC is the final forum for appeals of the nature noted above.
- Normally, the Academic Standards Committee process should render a decision to the student within 30 days of receipt of a written appeal. In the event that the process will extend beyond 30 days, the student should be notified in writing of the delay, the reason(s) for the delay, and the anticipated completion date.

## **GRIEVANCE**

Refer to the King University Student Handbook – Grievance Policy/Procedure

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# **PROFESSIONALISM**

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## **GRADUATE STUDENT RIGHTS & RESPONSIBILITIES**

MSN/post-MSN certificate students are expected to exhibit initiative and to be responsible for planning and executing graduate study. Students must clearly identify their personal and professional goals for clinical experience and work collaboratively with faculty to identify preceptors and clinical settings. Final arrangements for preceptors/clinical settings are coordinated with the course faculty and/or the program coordinator and are subject to faculty approval. Students are expected to exhibit professional demeanor at all times and to adhere to the code of academic integrity.

## **ACADEMIC INTEGRITY**

Academic integrity mandates students follow a strict code of professionalism meaning that work submitted, in written or other form, is the product of the student's own efforts. Students must adhere to standards and norms of scholarly writing and research, including the distinction between academic honesty and plagiarism. Cheating,

plagiarism, forgery, or other forms of academic misconduct are not tolerated. Each student has the responsibility to ensure that personal study and participation in the academic process is honestly conducted so that the student's integrity is not questioned. Faculty members will conduct courses that foster academic integrity. Additional information on the King University Honor Code is in the KU Student Handbook; students are responsible for reading this document in its entirety.

For course work, unless specifically exempted, examinations, quizzes, skills lab practice, case studies, research projects, papers, projects, and other assignments must be the work of the individual student. Source citation is mandatory when using ideas, data, or wording of others. In research or course assignments, any alteration, fabrication of clinical data, falsification of student logs or otherwise inaccurately reporting participation in assignments are examples of academic misconduct. Any alteration or fabrication of experimental data is considered academic misconduct in research. Intentionally aiding another student in such activities is a violation of the professional conduct code.

Faculty reserves the right to specify administration of exams and quizzes. Faculty may specify where students sit during an exam. Faculty may limit time for online exams or quizzes. Faculty may give "open book" or "take home" exams, administer exams in class or laboratory or exams may be posted electronically on Canvas. In such instances, faculty should clearly define the rules applicable to such exams. Unauthorized communication or use of unauthorized materials during exams constitutes academic misconduct and is considered an Honor Code violation. Students are encouraged to cooperate and assist in prevention of cheating and plagiarism by reporting misconduct. Condoning such activity is equally damaging to the school and students; and is a violation of the Honor Code. Cheating and/or plagiarism will result in disciplinary action as deemed appropriate, including academic sanctions imposed by faculty, suspension, and/or expulsion from the MSN program. **Academic integrity is expected in all activities that occur online and all activities related to clinical practicum hours conducted within an outside healthcare agency.**

Students at off campus instructional sites and those participating in nursing clinicals, student teacher assignments, internships, and community service experiences are subject to King's Honor Code, as well as the host site's organizational policies and procedures. Written assignments may be channeled through an online plagiarism detection system. Students visiting a foreign country must abide by the laws of that country. Students who violate campus policies may be subject to disciplinary action through the Student Conduct Process.

All Honor Code violations will be reported to the Office of Dean of Students. Additional information is available in the Student Handbook.

## **STANDARDS OF PRACTICE AND NURSING CODE OF ETHICS**

Academic ethos calls faculty and students to treat all members of the learning community with respect. Toward this end faculty and students promote academic discourse and free exchange of ideas by listening with civil attention to all individuals. In the practice setting, students will practice safely and competently promoting quality care and best practice. Students will collaborate with others for improvement of care and advancement of professional practice. Students demonstrate commitment to ethical and professional practice by basing care and actions on current national standards and guidelines. Standards and guidelines students should be familiar with include: The American Association of Colleges of Nursing's *The Essentials of Masters Education* (AACN, 2011); The Code of Ethics with Interpretive Statements (2015). The FNP, PMHNP, and PNP curriculum integrates standards from the Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016); Core Competencies for Nurse Practitioners (NONPF, 2014); The Consensus Model for APRN Regulation (2008); Tennessee Law Regulating the Practice of Nursing (2015, Rev.), The Rules of Tennessee Board of Nursing for Advanced Practice Nurses and Certificates of Fitness to Prescribe (June 2015, Rev.), and the *TN Department of Health Pain and Addiction Medicine Competencies* (2018).

## **ATTENDANCE AND PUNCTUALITY**

Course enrollment symbolizes intent to attend class and clinical experiences. Attendance and tardy policies are specified in syllabi and discussed by course faculty at the beginning of each course. Attendance at all orientation and intensive and sessions are essential to student success. Students with illness, injury, or other condition

temporarily affecting their ability to function effectively in didactic and or clinical areas must contact their instructor, Student Success Specialist and clinical preceptor immediately. Timely notification facilitates alternative planning to meet clinical and educational objectives, if possible. Students must be punctual. Tardiness adversely affects the educational experience and is disruptive and disrespectful to other students and faculty. Absence from, leaving early from and lateness to class and/or clinical experiences does not release students from responsibility for all work. Excessive absences, leaving early or tardy behavior from regularly scheduled classes or clinical experiences will jeopardize student grades and may result in course failure and/or administrative withdrawal from the MSN program. Failing to adhere to participation schedules/deadlines in online or face-to-face courses can result in course failure or dismissal from the program. Non-participation in an online course for one week is considered equivalent to an absence.

#### **GUIDELINES FOR CELL PHONE USE**

Students must be courteous and respectful of faculty and other students in class by muting or turning off cell phones or beepers. Cell phone use in the clinical setting is at the discretion of the clinical agency policy. If students need to be available for personal or work-related emergencies, place the phone on “vibrate” and sit near the door for easy exit to return a call. Notify the instructor prior to class if you need to accept calls. Instructors may ask students to leave class if students violate cell phone policy or continually disrupts class. If a student needs to be available for calls during clinical, a discussion with the preceptor should occur regarding clinical agency policy. Students are required to follow clinical agency policy at all times. At no time should cell phone use interfere with the clinical learning experience.

#### **INFORMATION TECHNOLOGY**

The Policy on the Responsible and Ethical use of Computing & Information Technology Resources is available in its entirety on the King website under Information Technology. Additional use and guidelines for the King University computer network is in the King University Student Handbook.

#### **ACADEMIC ADVISING**

Graduate students are assigned a graduate faculty academic advisor after formal acceptance into the graduate program. Faculty advisors will be listed on the Student Portal. Students are encouraged to contact their advisor to discuss specific questions related to role choice or clinical requirements.

Academic advising activities can include guidance in scheduling plans, discussion and clarification regarding school policies and procedures, preceptor selection and clinical placement arrangements, development of research projects, completion of final portfolios and evaluation in achieving course and program outcomes. Each student is advised to anticipate counseling needs and should schedule regular appointments throughout each semester.

#### **CHANGE IN CONCENTRATION POLICY**

Students desiring change from one master’s specialty concentration to another must request the change in writing to the Dean of the School of Nursing. The student must inform their current nursing faculty advisor about the request for change and possible interview with the Program/Concentration Coordinator faculty member responsible for the new concentration.

- Advisors are strongly encouraged to counsel students as quickly as possible when a concentration change is requested.
- Students are permitted to change concentrations only if there is space available in the new concentration course of study.
- Students are permitted to change concentrations only if in good standing in original course of study.

- Students must understand that change in concentration may result in interruption of program progression and/or delay in graduation.
- Students are responsible for meeting all course work in the new concentration; changing concentration may mean courses completed may not be transferable.

#### **SIGMA THETA TAU INTERNATIONAL – EPSILON SIGMA CHAPTER-AT –LARGE**

Epsilon Sigma chapter became an at-large chapter of Sigma Theta Tau, International in 2014, accepting into its membership qualified individuals from area schools of nursing and qualified community nurse leaders. Member schools are East Tennessee State University, King University, Lincoln Memorial University and Milligan College. The honor society recognizes superior achievement, research, leadership, high professional standards, creative work, and commitment to the high ideals of the nursing profession among nursing students and community members. Membership is open to qualified BSN, MSN, and DNP students at King University. Membership is an honor conferred on students by invitation following a committee review of the student's qualifications.

Sigma Theta Tau International supports the Virginia Henderson Research Library and provides major resources annually in the form of research grants, conferences, publications, films, exhibits and awards to its members on a competitive basis.

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## **CLINICAL/PRACTICUM EXPERIENCE & RESPONSIBILITIES**

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Clinical/practicum experience is a core component of graduate nursing programs and concentrations. The MSN/post-MSN program requires students complete a minimum clinical component, with clinical hour requirements determined by the student's specialty concentration. Students, in consultation with their faculty advisor, complete a plan identifying how they intend to meet required clinical hours. A student may conduct clinical learning experiences at their place of employment; however, the student cannot be precepted by a person who is his/her supervisor, family member or participates in the student's employee evaluation. All preceptors will be approved by a SON faculty member. Additional clinical information and clinical forms are in concentration-specific *Information and Guidelines for Practicum Courses for Students and Preceptors*. The following responsibilities are expected of faculty, student, and preceptor:

#### **CLINICAL COURSE FACULTY RESPONSIBILITY**

1. Assist students in developing goals and objectives for clinical experiences.
2. Work in partnership with students identifying a clinical site and preceptor appropriate for the planned experience. Although consideration will be given to students' geographical preferences, faculty will approve the final clinical assignments based on the availability of the preceptors, the match between the characteristics and student learning needs, and the focus of the semester.
3. Review all course and clinical requirements with student.
4. Verify completion of all documents related to preceptorship, including preceptor request, preceptor profile, curriculum vitae, and clinical contract. Maintain communication with Clinical Faculty regarding student performance.
5. Develop and maintain relationships with preceptors, clinical faculty and clinical sites.
6. Determine degree to which student has achieved course objectives and completed course requirements. The clinical faculty assigns final grade.
7. Send letters of appreciation and verification of precepted hours to clinical preceptors.
8. Verify all appropriate student paperwork complete and in student file.

#### **CLINICAL FACULTY RESPONSIBILITY**

1. Ensure all SON requirements are completed prior to student entering clinical facility. Faculty may contact SON office to verify completion of requirements.

2. Meet with students (by email, web meeting, or phone call) to introduce yourself to your students. Give the students contact number in case they have an emergency or need to reschedule your clinical site visit.
3. Assist students in developing goals and objectives for clinical experiences. Remind students to submit signed copies of goals and objectives by the first week of clinical.
4. Communicate with preceptors and provide with appropriate clinical information and required forms and to discuss student performance. Provide preceptors contact information.
5. Review clinical requirements with student.
6. Coordinate with each student to perform a clinical site visit and evaluation.
7. Develop and maintain relationships with preceptors and clinical sites.
8. Assist student throughout clinical experience to ensure appropriate learning.
9. Conduct clinical site visits as indicated in the NP Clinical Site Visit Policy and as necessary.
10. Participate in student evaluation with preceptor; faculty maintains responsibility for student evaluation.
11. Determine degree to which student has achieved course objectives and completed course requirements. The clinical faculty assigns final grade.
12. Grade clinical assignments within 1 week of due date.
13. Ensure all clinical paperwork (clinical logs, faculty and preceptor evaluations, verification of hours, etc.) are in each student's file. Sign each file verifying documentation is complete.
14. Send letters of appreciation and verification of precepted hours to clinical preceptors at end of each semester.
15. Notify program coordinator of any issues during semester.

#### **STUDENT RESPONSIBILITY**

1. Discuss clinical placement with faculty. Students should recommend potential sites and request preceptors who could meet their educational needs. Preparation in advanced practice roles may require that students be prepared to commute to clinical sites that can offer the needed clinical learning experience.
2. Provide faculty and SON staff with the Clinical Site Request form with potential preceptor's name, CV, credentials, address, telephone number, and fax number. Faculty contact for student placement, including phone number and email should be included. All forms should be submitted by the fifth week of the semester preceding the requested clinical.
3. Understand that clearance to attend clinicals is not complete until student receives the final approval from the School of Nursing Office
4. Develop goals and objectives for clinical experiences.
5. Coordinate clinical experiences to accommodate preceptor's availability and schedule.
6. Provide preceptor all necessary paperwork to be completed for the semester and clinical faculty contact information during first week of clinical.
7. Provide clinical faculty with clinical hours schedule, cell phone number, email, and emergency contact information prior to attending clinical site.
8. Maintain on-going communication with clinical faculty member regarding clinical experiences.
9. Maintain accurate clinical logs with preceptor verification. (Typhon)
10. Complete scheduled periodic self-assessments.
11. Be on time, communicate with your preceptor regarding any unavoidable absences or changes to your schedule.
12. Coordinate personal and work schedules to allow successful completion of required clinical hours.
13. Adhere to "dress code" that meets guidelines of clinical setting and the School of Nursing.
14. Provide all required health information, forms, licensures, certifications, and background check information to the school of nursing Administrative Assistant as requested.
15. Wear King University student name badge and School of Nursing lab coat only when participating in or involved in experiences related to graduate student role.
16. Agree to be responsible for any, and all, individual costs related to clinical experiences.



17. Submit of all required clinical paperwork each semester in a timely manner based on specialty concentration and course.
18. Complete any, and all, additional clinical requirements mandated by clinical agency and submit to School of Nursing Administrative Assistant.
19. Students may have to travel 2-3 hours to clinical sites.

#### **PRECEPTOR RESPONSIBILITY**

1. Serve as primary preceptor to assist students in planning appropriate experiences to meet educational needs and certification requirements.
2. Orient students to clinical site. Clearly identify specific service and personal expectations.
3. Encourage other health care professionals to make students feel a part of the team.
4. Collaborate with faculty to provide information for formative and summative evaluations of student performance within the semester using school of nursing tools.
5. Maintain contact with clinical faculty to communicate issues of concern or failure to maintain professional standards.
6. Notify clinical faculty of any student unprofessional behavior, failure to progress in clinical setting, complaints against student or any concerns with student performance.
7. Mentor student by encouraging “best practice.”
8. Assist students to identify with role expectations as FNP, PNP, PMHNP, Educator or Administrator.
9. Provide a variety of patient cases, adequate patient volume and/or learning experiences.
10. Challenge student with deliberate and thoughtful questions.
11. Provide clinical experiences appropriate for level of education.
12. Provide written and verbal feedback to student in a constructive and timely manner.
13. Sign student’s clinical hours tracking log each day student is present.
14. Be available, on site, for assistance during all patient care activities.
15. Share learning resources (texts, computers and available educational programs) to increase student knowledge, skill, and growth.
16. Integrate advanced practice nursing theory into rotation experiences. Students should provide care for patients at increasing complex levels and expectations.

#### **CLINICAL SITE ATTENDANCE**

Students may not complete hours in the clinical setting until the student receives final approval from the School of Nursing office. Any hours completed without approval from the nursing office will be void and will not be counted toward completion of clinical hours. Completion of clinical hours without approval can result in dismissal from the program.

Students must provide clinical faculty with a schedule of clinical practice hours prior to attendance in the clinical setting. Students are not allowed to attend clinical at any time the University offices are closed for holidays. If the University is closed for weather, students with consultation of the preceptor, are to use discretion and may attend clinical if the student deems travel safe. If the student is unable to attend a scheduled clinical, the student is to notify the clinical preceptor and the clinical faculty.

The School of Nursing will maintain ongoing communication and notify students of any restrictions placed at clinical sites as they become available. Students who become aware of alterations in clinical site availability or restrictions should be communicated to clinical faculty and program coordinators as soon as possible. Students who become restricted from a clinical site should work with faculty to locate unrestricted sites for completion of clinical hours or options for indirect clinical hour completion, if possible. Students who are unable to complete the required number of clinical hours will need to communicate with the course faculty member and faculty advisor a plan to complete the course requirements. Students must meet course and program competencies in addition to completion of clinical hours. Inability to complete the requisite clinical hours and meet program competencies may extend time to graduation.

#### **DRESS CODE**

The **dress code** for clinical experience is typically dictated by the clinical facility. In addition to the clinical facility dress code, MSN students are required to wear King University graduate student identification badge and a white lab coat **with the King University School of Nursing logo**. Approved lab coats with embroidered logo may

be purchased from Best Uniform (<https://www.bestuniformcenter.com/> or 423-573-8037). Attention to image, hair, jewelry, and hygiene must be consistent with policies of the clinical facility. King University student identification badges may be obtained through Student Affairs.

### **INJURIES & BLOOD & BODY FLUID EXPOSURE**

Students must practice proper procedure for the use of **standard precautions** to prevent exposure to pathogens. Students should print and keep a copy of the “Blood and Body Fluid Emergency Procedure” and “Incident, Injury & Pathogen Exposure Report” (Attachments at end of handbook) with them at all times during completion of clinical practicum hours. If injured in any way during a clinical experience, the student should contact the preceptor immediately and follow the clinical facility’s protocol regarding injuries. If procedure for care involves emergency services or treatment, students assume full responsibility for the costs associated with the care required. Students must contact their clinical or course faculty as soon as possible after the incident occurred. If a needle stick, sharps injury or blood and body fluid (BBF) exposure occurs, the student should refer to the Emergency Procedure along with the “Incident, Injury & Pathogen Exposure Report” located in the back of this handbook. Follow the procedure outlined, complete the report and notify the faculty as soon as possible.

### **EVALUATIONS**

Clinical evaluation is conducted during and at the end of a designated learning experience. Clinical evaluation is conducted collaboratively between faculty, preceptor and student providing feedback to each other. The student identifies student-specific clinic objectives for each clinical experience and discusses these with the preceptor in addition to performing a self-evaluation of clinical skills. The preceptor identifies competencies achieved by the student while the student comments on preceptor mentoring and satisfaction with the learning experiences. The student and preceptor evaluate the performance of clinical skills at the end of the experience. Students must enter clinical hours in Typhon and have them approved by the preceptor. Preceptors must verify and sign the Preceptor Agreement, Clinical Skills checklist at the beginning and again at the end of the clinical experience. Faculty will approve Clinical cases. Faculty members must verify appropriate documentation and completion of the required clinical hours and competencies. Faculty members maintain ultimate responsibility for student evaluation and must be an active participant in the process. Course faculty assign all final grades.

Successful completion of the clinical practicum requires the following: (1) Satisfactory preceptor and faculty evaluations. (2) Successful completion of the assigned SOAPs and Journals (see syllabi for grading information). (4) Required documents uploaded in Typhon (Pre and Post Clinical skills checklist (FNP and PNP) and preceptor agreement (all APN students)). (3) Completion of required clinical hours and approved Case Logs and Clinical hours. MSN programs that do not use Typhon will complete all requirements on the appropriate documents.

### **EVALUATION FORMS**

MSN clinical evaluation forms are a record required of preceptor student evaluation. Evaluation forms are reviewed by student and preceptor before clinical experiences begin. Students and faculty members can introduce evaluation forms during negotiation for clinical placement to help clarify expectations. Clinical evaluation facilitates preceptor feedback, and it serves as a guide for identifying which goals and objectives have been met. Students request the preceptor complete an evaluation form at each clinical experience. A summative evaluation should be completed at the end of each semester. Completed forms should be forwarded to the student’s clinical or course faculty and weighted in the final semester grade.

Refer to the *“Information and Guidelines for Practicum courses for Students and Preceptors”* for specific details of practicum experiences and forms for each specialty concentration.

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## **GRADUATION REQUIREMENTS**

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Students must complete all degree requirements within **six (6) years** from time of entry. No additional time is given to students during a Leave of Absence.

### **GRADUATION REQUIREMENTS INCLUDE:**

1. Completion of all required courses with a minimum cumulative GPA of 3.0 on a 4.0 scale.

2. Complete clinical practica with a minimum number of hours as determined for the specialty. Students are responsible for knowing specific criteria required by certifying boards in their chosen area of specialization during their education program. The school of nursing is not responsible for clinical clock hours not achieved during the academic year when opportunity exist, but students fail to schedule sufficient hours to meet graduation requirements.
3. Pass NURS 5990 Final Comprehensive Competency Demonstration for MSN students
4. Pass NURS 5991 Final Comprehensive Competency Demonstration for post-MSN students

**COMPREHENSIVE ASSESSMENT – MAJOR FIELD**

**NURS 5990 Final Comprehensive Competency Demonstration .....0 s.h.**

Graduate level nursing at the master’s level requires a final competency demonstration. Final comprehensive competency demonstration in the MSN program consists of the graduating student’s ability to meet the expected outcomes as set forth by the American Association of Colleges of Nursing (AACN) Essentials of Masters Education in Nursing. These Essentials are core for all master’s programs in nursing, and delineate the outcomes expected of all graduates of master’s nursing programs. Completion of a final competency portfolio, which encompasses the core knowledge and skills outlined in the AACN Essentials document serves as demonstration of the MSN student’s mastery of the required competencies. The final competency portfolio is guided by and evaluated against a rubric. Students are required to pass according to the minimum requirement of the School of Nursing. Any student who does not meet the requirement (pass) of their comprehensive assessment of their major field will not graduate until the requirement is met. Pass/fail

**NURS 5991 Post-Master’s Comprehensive Assessment .....0 s.h.**

Graduate level nursing education requires a final competency demonstration. Completion of a final competency portfolio, which encompasses the core knowledge and skills for the specific concentration serves as demonstration of the student’s mastery of the required competencies. For the Post-Master’s NP students, the NONPF Nurse Practitioner Core Competencies document serves as a guide. The final competency portfolio is guided by and evaluated against a rubric. Students are required to pass according to the minimum requirement of the School of Nursing. Any student who does not meet the requirement (pass) of their comprehensive assessment of their major field will not graduate until the requirement is met. Pass/fail

**APPLICATION FOR DEGREE AND GRADUATION FEE**

Candidates for a degree must complete a form notifying the registrar of their intent to graduate. A one-time graduation fee is required of all graduates during the semester of graduation (current fee amounts are available in the KU Academic Catalog). All financial obligations must be settled in full before the degree will be conferred.

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## **MSN PORTFOLIO GUIDELINES**

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**INTRODUCTION**

The process of portfolio development begins in the Health Care Informatics 5014 course and continues throughout the program of study.

Portfolios are a “purposeful collection of students’ work reflecting their efforts and progress toward learning outcomes” (NONPF, 2020). “Supervised clinical experiences will be verified and documented. One example of such documentation is the use of a professional portfolio. This portfolio may also provide a foundation or template for the graduate’s future professional career trajectory and experiences”, (AACN, 2011, p.30). Portfolios are required to assess the development of skills, knowledge and behaviors required as final competency for graduate nursing education. Each student is responsible for creating a portfolio reflective of his/her accomplishments. Multiple opportunities for both the acquisition of advanced knowledge, skills and behaviors for clinical practice are the foundations of advanced practice in each specialty graduate nursing tract. In collaboration with the student, faculty will evaluate the portfolio as the student progresses through the program. The student will include documents as outlined in the MSN Portfolio Guidelines.

The assignments included in the portfolio guidelines are based on the AACN Essentials of Master's Education in Nursing, 2021. For those students who are pursuing a post-MSN FNP Certificate, the portfolio will be based on NONPF's Nurse Practitioner Core Competencies, 2022 and the Population-focused Nurse Practitioner Competencies, 2020. Supporting documentation includes but is not limited to the meeting of course objective as outlined in each of the respective syllabi. The content of each portfolio will vary somewhat because each student will be developing it in a variety of contexts, and within a discrete specialty tract. Additionally, each student has a wide variety of clinical/teaching experiences. Portfolios should reflect the nurse practitioner's, the nurse educator's, and the nurse administrator's ability to practice in areas that are population-based, client/student centered, research-driven, technologically inclusive, and culturally responsive. Portfolios also need to indicate that nurse practitioners, nurse educators and nurse administrators are sensitive to diverse populations, especially regarding gender, race, and culture, and are developmentally appropriate. Evidence of the ability to create a supportive environment reflecting high expectations for client's care/performance and outcomes should be demonstrated.

However, if portfolios are to be assessed consistently, they will need to contain some common items that are universal to all MSN graduate study tracts and post-MSN certificate tracks. For example, all portfolios should contain at the beginning, a table of contents and a personal statement of philosophy of nursing education. Final portfolios will be reviewed and evaluated by faculty. Examples of supporting documentation may include:

- Case studies
- Presentations
- SOAP notes
- Group projects and papers
- Professional CV
- Clinical practice logs
- Evidence of interactions with clients/patients, families, and members of interdisciplinary health care team
- Journaling/ reflections
- Data tools/exercises in financial management and budgeting/staffing
- Letters to policy makers
- Concept maps

Specific activities should be completed outside of classroom requirements and added to the portfolio to demonstrate you have met all of the MSN graduate outcomes for King University. Examples of evidence of competency in each of the respective outcome areas include the following **reflective of AACN Essentials: Core Competencies for Professional Nursing Education-Advanced Level (2021) or NONPF's Nurse Practitioner Core Competencies (2022), the Population-Focused Nurse Practitioner Competencies (2020) and criteria identified as essential for Nurse Educators.**

## **PORTFOLIO EVALUATION AND SUBMISSION PROCESS**

The student's faculty advisor is responsible for collecting and evaluating the final competency portfolio prior to completion of the last course of the program of study. It is expected that throughout the program, the faculty advisor maintain communication with the student and verify that the final competency portfolio is progressing and is congruent with the guidelines and expectations.

**Final competency portfolios are to be submitted during the 12th week of the final semester of the program to the faculty advisor.** The faculty advisor is responsible for setting the specific due date during the 12<sup>th</sup> week of the final semester and evaluating the portfolio according to the guidelines and grading rubric for the MSN Portfolio, the Post-MSN FNP Certificate, or the Post-MSN NE Certificate Portfolio (Appendices A1 & A2, A3) and will communicate findings and outcomes to the student. **A minimum score of 80 must be achieved to pass the portfolio.**

In the event a student does not achieve a passing score upon initial evaluation, the student will meet with his/her faculty advisor to discuss the deficiencies identified and constructive feedback will be provided. The student will be given the opportunity to correct deficiencies and re-submit within 3 business days. If a passing score is not achieved upon the second submission the student will fail the portfolio and NURS 5990/5991, resulting in NURS 5990/5991 needing to be repeated and graduation to be delayed. If this is a second failure the student will be dismissed from the program (see Dismissal Policy).

A portfolio submitted late will receive a 10% per day deduction on the first attempt. If more than 3 days late a failing grade will be given for the portfolio. If a second attempt is granted the first and second attempt will be averaged for the score, which must be 80 or higher to pass.

Faculty advisors are encouraged to call upon other faculty members for assistance with final competency portfolio evaluation when the number of graduating advisees is large, or at any time assistance is desired.

#### **SUBMITTING YOUR PORTFOLIO:**

The student will begin to develop the portfolio during NURS 5014 Informatics Course. Post-MSN Certificate students who have previously met the Informatics requirement, will need to meet with their advisor prior to midterm of their first semester to discuss development of their portfolio. Development of the online portfolio will be completed using a website builder of the student's choice. **Students will submit the completed portfolio, via Canvas, to their faculty advisor during the 12<sup>th</sup> week of the final semester** (exact date TBA).

#### **PORTFOLIO DEVELOPMENT**

Students will supply the faculty advisor the web link or access information for the portfolio. Wix, Weebly, and myefolio, are examples of web site builders that are easy to use, have multiple templates and offer password protection of the portfolio so that only those who have the password may have access to the information. This and additional information is explained in more detail on the site builder websites. Please discuss the chosen web site builder with the instructor of your Informatics course or faculty advisor *prior* to developing your portfolio.

The following is an outline of the expected content of the electronic portfolio. Each section under the "Content Links" should have a link from the Home Page of the site. Use the list of "Items to Include" to determine what is needed in each of the content areas. For the best portfolio outcome, students should continue to build his/her portfolio throughout the program and add items each semester based on the content area specifications. Each course instructor should be able to assist with determining where assignments would best fit in the portfolio.



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## MSN PORTFOLIO GUIDELINES

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### INTRODUCTION

The process of portfolio development begins in the Health Care Informatics 5014 course and continues throughout the program of study.

Portfolios are a “purposeful collection of students’ work reflecting their efforts and progress toward learning outcomes” (NONPF, 2007, p. 3). “Supervised clinical experiences will be verified and documented. One example of such documentation is the use of a professional portfolio. This portfolio may also provide a foundation or template for the graduate’s future professional career trajectory and experiences”, (AACN, 2011, p.30). Portfolios are required to assess the development of skills, knowledge and behaviors required as final competency for graduate nursing education. Each student is responsible for creating a portfolio or updating an existing portfolio reflective of his/her accomplishments. Multiple opportunities for both the acquisition of advanced knowledge, skills and behaviors for clinical practice are the foundations of advanced practice in each specialty graduate nursing tract. In collaboration with the student, faculty will evaluate the portfolio as the student progresses through the program. The student will include documents as outlined in the MSN Portfolio Guidelines.

The assignments included in the portfolio guidelines are based on the AACN Essentials of Master’s Education in Nursing, 2021. For those students who are pursuing a post-MSN FNP Certificate, the portfolio will be based on NONPF’s Nurse Practitioner Core Competencies, 2022 and the Population-focused Nurse Practitioner Competencies, 2013. Supporting documentation includes but is not limited to the meeting of course objective as outlined in each of the respective syllabi. The content of each portfolio will vary somewhat because each student will be developing it in a variety of contexts, and within a discrete specialty tract. Additionally, each student has a wide variety of clinical/teaching experiences. Portfolios should reflect the nurse practitioner’s, the nurse educator’s, and the nurse administrator’s ability to practice in areas that are population-based, client/student centered, research-driven, technologically inclusive, and culturally responsive. Portfolios also need to indicate that nurse practitioners, nurse educators and nurse administrators are sensitive to diverse populations, especially regarding gender, race, and culture, and are developmentally appropriate. Evidence of the ability to create a supportive environment reflecting high expectations for client’s care/performance and outcomes should be demonstrated.

However, if portfolios are to be assessed consistently, they will need to contain some common items that are universal to all MSN graduate study tracts and post-MSN certificate tracks. For example, all portfolios should contain at the beginning, a table of contents and a personal statement of philosophy of nursing education. Final portfolios will be reviewed and evaluated by faculty. Examples of supporting documentation may include:

- Case studies
- Presentations
- SOAP notes
- Group projects and papers
- Professional CV
- Clinical practice logs
- Evidence of interactions with clients/patients, families, and members of interdisciplinary health care team
- Journaling/ reflections
- Data tools/exercises in financial management and budgeting/staffing
- Letters to policy makers
- Concept maps

Specific activities should be completed outside of classroom requirements and added to the portfolio to demonstrate you have met all of the MSN graduate outcomes for King University. Examples of evidence of competency in each of the respective outcome areas include the following: **reflective of AACN 2021 Essentials of Master’s in Nursing Education or NONPF’s Nurse Practitioner Core Competencies, 2022 the Population-focused Nurse Practitioner Competencies, 2020 and criteria identified as essential for Nurse Educators).**

## PORTFOLIO EVALUATION AND SUBMISSION PROCESS

The student's faculty advisor is responsible for collecting and evaluating the final competency portfolio prior to completion of the last course of the program of study. It is expected that throughout the program, the faculty advisor maintain communication with the student and verify that the final competency portfolio is progressing and is congruent with the guidelines and expectations.

**Final competency portfolios are to be submitted during the 12th week of the final semester of the program to the faculty advisor.** The faculty advisor is responsible for setting the specific due date during the 12<sup>th</sup> week of the final semester and evaluating the portfolio according to the guidelines and grading rubric for the MSN Portfolio, the Post-MSN FNP Certificate, or the Post-MSN NE Certificate Portfolio (Appendices A1 & A2, A3) and will communicate findings and outcomes to the student. **A minimum score of 80 must be achieved to pass the portfolio.**

In the event a student does not achieve a passing score upon initial evaluation, the student will meet with his/her faculty advisor to discuss the deficiencies identified and constructive feedback will be provided. The student will be given the opportunity to correct deficiencies and re-submit within 3 business days. If a passing score is not achieved upon the second submission the student will fail the portfolio and NURS 5990/5991, resulting in NURS 5990/5991 needing to be repeated and graduation to be delayed. If this is a second failure the student will be dismissed from the program (see Dismissal Policy).

A portfolio submitted late will receive a 10% per day deduction on the first attempt. If more than 3 days late a failing grade will be given for the portfolio. If a second attempt is granted the first and second attempt will be averaged for the score, which must be 80 or higher to pass.

Faculty advisors are encouraged to call upon other faculty members for assistance with final competency portfolio evaluation when the number of graduating advisees is large, or at any time assistance is desired.

### SUBMITTING YOUR PORTFOLIO:

The student will begin to develop the portfolio during NURS 5014 Informatics Course. Post-MSN Certificate students who have previously met the Informatics requirement, will need to meet with their advisor prior to midterm of their first semester to discuss development of their portfolio. Development of the online portfolio will be completed using a website builder of the student's choice. For students who are MSN graduates of King University's School of Nursing who are seeking a post-MSN Certificate and have already created a portfolio, they may add a new section to their existing portfolio which pertains to the NONPF's Nurse Practitioner Core Competencies, 2022 and the Population-focused Nurse Practitioner Competencies, 2013, and update their career development information as necessary. Please also strive to include predominantly examples of assignments completed during your APRN specific courses. **Students will submit the completed portfolio, via Canvas, to their faculty advisor during the 12<sup>th</sup> week of the final semester** (exact date TBA).

### PORTFOLIO DEVELOPMENT

Students will supply the faculty advisor the web link or access information for the portfolio. Wix, Weebly, and myefolio, are examples of web site builders that are easy to use, have multiple templates and offer password protection of the portfolio so that only those who have the password may have access to the information. This and additional information is explained in more detail on the site builder websites. Please discuss the chosen web site builder with the instructor of your Informatics course or faculty advisor **prior** to developing your portfolio.

The following is an outline of the expected content of the electronic portfolio. Each section under the "Content Links" should have a link from the Home Page of the site. Use the list of "Items to Include" to determine what is needed in each of the content areas. For the best portfolio outcome, students should continue to build his/her portfolio throughout the program and add items each semester based on the content area specifications. Each course instructor should be able to assist with determining where assignments would best fit in the portfolio.



# Attachment A1

## KING UNIVERSITY – School of Nursing

### MSN Portfolio Guidelines and Grading Rubric

Content Links	Description of Section	Item(s) to include
<b>Title Page/Home Page</b>	This will be your home page of your website	You should include your name, and then have links to the areas listed in <b>Bold</b> print in the first column.
<b>Philosophy of Professional Advanced Nursing Practice</b>	Defines individual values and beliefs; how values and beliefs influence your role as an advanced practice nurse – needs to be a clearly written self-reflection showing your commitment to nursing	Narrative description of your personal philosophy of Professional Advanced Nursing Practice
<b>Career Development:</b>	This section is to showcase what you have accomplished in your nursing career and to show personal and professional growth in the profession.	<p><b>REQUIRED:</b></p> <ol style="list-style-type: none"> <li>1. License</li> <li>2. Certifications</li> <li>3. CV/Resumé</li> <li>4. Transcripts/Degrees (official undergraduate, unofficial graduate up until current)</li> </ol> <p><b>TWO OF THE FOLLOWING</b></p> <ol style="list-style-type: none"> <li>5. Professional Memberships</li> <li>6. Excellence in Clinical Practice Exemplars</li> <li>7. Awards</li> <li>8. Publications/presentations</li> <li>9. Performance Evaluations</li> <li>10. Continuing Education</li> <li>11. Committee Involvement</li> </ol> <p style="text-align: right;"><i>All are not required but highly suggested Additional items may be added</i></p>
<p><b><i>Evidence of The Essentials of Master’s Education in Nursing*</i></b> <b>OR</b> <b><i>Evidence of Nurse Practitioner Core Competencies*</i></b></p> <p><b>For each area</b> provide a detailed summary of how you have met the competencies for each individual Essential. Include examples for each Essential. (Quizzes, discussions, presentations, practicum experiences, etc.)</p>		
<b>Domain 1: Knowledge for Nursing Practice</b>	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.	The following instructions are for <b>each</b> MSN Essential Competency Area.
<b>Domain 2: Person-Centered Care</b>	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	<ol style="list-style-type: none"> <li>1) Narrative reflection of how you achieved competency in the specific area. Narrative shows commitment to learning and evidence of growth in competency area throughout MSN curriculum.</li> <li>2) Include self-assessment of strengths and weaknesses in competency area and how specific competency has facilitated your growth professionally.</li> <li>3) Provide assignments and activities that you have completed during your program of study that serve as examples of achieving this competency. You will</li> </ol>

	guides nursing practice regardless of specialty or functional area.	need to provide <u>at least 4 examples</u> that show continued growth and achievement in competency area.
<b>Domain 3: Population Health</b>	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).	(Refer to specific assignments by Title and place in order they are referenced in your narrative)
<b>Domain 4: Scholarship for the Nursing Discipline</b>	The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (AACN, 2018).	
<b>Domain 5: Quality and Safety</b>	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.	
<b>Domain 6: Interprofessional Partnerships</b>	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.	
<b>Domain 7: Systems-Based Practice</b>	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.	
<b>Domain 8: Informatics and Healthcare Technologies</b>	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.	
<b>Domain 9: Professionalism</b>	Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.	1. Compose a narrative summary of your journey to a Masters-level practicing nurse which shows a deeper understanding of the nursing profession. Include in the summary a reflection on your education and practices throughout the MSN program and include a plan of lifelong learning and professional development.
<b>Domain 10: Personal, Professional, and Leadership Development</b>	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.	2. Provide at least 4 examples or descriptions of how you have demonstrated the highest level of accountability for professional practice in your chosen MSN role (FNP, Administrator, Educator)



Essential Element	Meets or Exceeds Expectations	Does Not Meet Expectations	Total Points
<p><b>Philosophy of Professional Masters Level Nursing Practice</b> (Defines individual values and beliefs; how values and beliefs influence your role as an advanced practice nurse)</p>	<input type="checkbox"/> Clearly written; excellent reflection and commitment (3)	<input type="checkbox"/> No philosophy of nursing practice included (0)  <input type="checkbox"/> Philosophy of nursing does not exemplify masters level nursing practice (1)	
<p><b>Career Development:</b> <u>Required:</u></p> <ol style="list-style-type: none"> <li>1. License</li> <li>2. Certifications</li> <li>3. CV/Resumé</li> <li>4. Transcripts/Degrees (official undergraduate, unofficial graduate up until current)</li> </ol> <p><u>Two of the following from the last 3 years:</u></p> <ol style="list-style-type: none"> <li>1. Professional Memberships</li> <li>2. Excellence in Clinical Practice Exemplars</li> <li>3. Awards</li> <li>4. Publications/presentations</li> <li>5. Performance Evaluations</li> <li>6. Continuing Education</li> <li>7. Committee Involvement</li> </ol> <p><i>All are not required but highly suggested Additional items may be added</i></p>	<input type="checkbox"/> Includes all required components (5)  <input type="checkbox"/> Includes 2 or more additional components (2)	<input type="checkbox"/> Deficient in one or more required Components (0)  <input type="checkbox"/> Deficient in 1 of the additional components (1)  <input type="checkbox"/> Deficient in 2 of the additional components (0)	
<p><i>Evidence of The Essentials of Master's Education in Nursing*</i></p> <p>For each area provide a detailed summary of how you have met the competencies for each individual Essential. Include examples for each Essential. (Quizzes, discussions, presentations, practicum experiences, service, etc.)</p>			
<p><b>Domain 1: Knowledge for Nursing Practice Descriptor:</b> 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.</p>	<input type="checkbox"/> Detailed narrative summary; clearly written; shows commitment to learning, <u>evidence of growth</u> in science and humanities (2) <input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in science and humanities (2) <input type="checkbox"/> Exemplars representative of continued growth and achievement (2) <input type="checkbox"/> 4 examples of competency in science and humanities are provided (2)	<input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in science and humanities (1) <input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in the sciences and humanities (0) <input type="checkbox"/> Exemplars do not show growth in science and humanities (0) <input type="checkbox"/> 3 examples of competency in science and humanities are provided (1) <input type="checkbox"/> < 3 examples of competency in science and humanities are provided (0)	

<p><b>Domain 2: Person-Centered Care</b>  <b>Descriptor:</b> 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.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed summary; clearly written; shows commitment to learning; Narrative shows <u>evidence of growth</u> in patient advocacy (2)</li> <li><input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in patient advocacy (2)</li> <li><input type="checkbox"/> Exemplars show continued growth and achievement in in patient advocacy (2)</li> <li><input type="checkbox"/> ≥ 4 examples of competency in patient advocacy (2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in patient advocacy (1)</li> <li><input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in patient advocacy (0)</li> <li><input type="checkbox"/> Exemplars do not show growth in patient advocacy (0)</li> <li><input type="checkbox"/> 3 examples of competency in in patient advocacy are provided (1)</li> <li><input type="checkbox"/> &lt; 3 examples of competency in patient advocacy are provided (0)</li> </ul>	
<p><b>Domain 3: Population Health</b>  <b>Descriptor:</b> 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 &amp; Stoddart, 2003; Kindig, 2007; Swartout &amp; Bishop, 2017; CDC, 2020).</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed summary; clearly written; shows commitment to learning; Narrative shows <u>evidence of growth</u> in clinical prevention and population health for improving health (2)</li> <li><input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in clinical prevention and population health for improving health (2)</li> <li><input type="checkbox"/> Exemplars show continued growth and achievement in clinical prevention and population health for improving health (2)</li> <li><input type="checkbox"/> ≥ 4 examples of competency in clinical prevention and population health for improving health (2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in clinical prevention and population health for improving health (1)</li> <li><input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in clinical prevention and population health for improving health (0)</li> <li><input type="checkbox"/> Exemplars do not show growth in clinical prevention and population health for improving health (0)</li> <li><input type="checkbox"/> 3 examples of competency in clinical prevention and population health for improving health are provided (1)</li> <li><input type="checkbox"/> &lt; 3 examples of competency in clinical prevention and population health for improving health are provided (0)</li> </ul>	
<p><b>Domain 4: Scholarship for the Nursing Discipline</b>  <b>Descriptor:</b> The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (AACN, 2018).</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed summary; clearly written; shows commitment to learning; Narrative shows <u>evidence of growth</u> in translating and integrating scholarship into practice (2)</li> <li><input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in translating and integrating scholarship into practice (2)</li> <li><input type="checkbox"/> Exemplars show continued growth and achievement translating and integrating scholarship into practice (2)</li> <li><input type="checkbox"/> 4 examples of competency in translating and integrating scholarship into practice (2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in translating and integrating scholarship into practice (1)</li> <li><input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in translating and integrating scholarship into practice (0)</li> <li><input type="checkbox"/> Exemplars do not show growth in translating and integrating scholarship into practice (0)</li> <li><input type="checkbox"/> 3 examples of competency in translating and integrating scholarship into practice are provided (1)</li> </ul>	

		<input type="checkbox"/> < 3 examples of competency in translating and integrating scholarship into practice are provided (0)	
<b>Domain 5: Quality and Safety</b> <b>Descriptor:</b> 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.	<input type="checkbox"/> Detailed summary; clearly written; shows commitment to learning; Narrative shows <u>evidence of growth</u> in quality improvement and safety (2) <input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in quality improvement and safety (2) <input type="checkbox"/> Exemplars show continued growth and achievement in quality improvement and safety (2) <input type="checkbox"/> ≥ 4 examples of competency in quality improvement and safety (2)	<input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in quality improvement and safety (1) <input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in quality improvement and safety (0) <input type="checkbox"/> Exemplars do not show growth in quality improvement and safety (0) <input type="checkbox"/> 3 examples of competency in quality improvement and safety are provided (1) <input type="checkbox"/> < 3 examples of competency in quality improvement and safety are provided (0)	
<b>Domain 6: Interprofessional Partnerships</b> <b>Descriptor:</b> 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.	<input type="checkbox"/> Detailed summary; clearly written; shows commitment to learning; Narrative shows <u>evidence of growth</u> in interprofessional collaboration for improving patient and population health outcomes (2) <input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in interprofessional collaboration for improving patient and population health outcomes (2) <input type="checkbox"/> Exemplars show continued growth and achievement in interprofessional collaboration for improving patient and population health outcomes (2) <input type="checkbox"/> ≥ 4 examples of competency in interprofessional collaboration for improving patient and population health outcomes (2)	<input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in interprofessional collaboration for improving patient and population health outcomes (1) <input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in interprofessional collaboration for improving patient and population health outcomes (0) <input type="checkbox"/> Exemplars do not show growth in interprofessional collaboration for improving patient and population health outcomes (0) <input type="checkbox"/> 3 examples of competency in interprofessional collaboration for improving patient and population health outcomes are provided (1) <input type="checkbox"/> < 3 examples of competency in interprofessional collaboration for improving patient and population health outcomes are provided (0)	
<b>Domain 7: Systems-Based Practice</b> <b>Descriptor:</b> Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe,	<input type="checkbox"/> Detailed summary; clearly written; shows commitment to learning; Narrative shows <u>evidence of growth</u> in	<input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in organizational and systems leadership (1)	

<p>quality, and equitable care to diverse populations.</p>	<p>organizational and systems leadership (2)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in organizational and systems leadership (2)</li> <li><input type="checkbox"/> Exemplars show continued growth and achievement in organizational and systems leadership (2)</li> <li><input type="checkbox"/> <math>\geq 4</math> examples of competency in organizational and systems leadership (2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in organizational and systems leadership (0)</li> <li><input type="checkbox"/> Exemplars do not show growth in organizational and systems leadership (0)</li> <li><input type="checkbox"/> 3 examples of competency in organizational and systems leadership are provided (1)</li> <li><input type="checkbox"/> <math>&lt; 3</math> examples of competency in organizational and systems leadership are provided (0)</li> </ul>	
<p><b>Domain 8: Informatics and Healthcare Technologies Descriptor:</b> 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.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed summary; clearly written; shows commitment to learning; Narrative shows <u>evidence of growth</u> in informatics and healthcare technologies (2)</li> <li><input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in informatics and healthcare technologies (2)</li> <li><input type="checkbox"/> Exemplars show continued growth and achievement in informatics and healthcare technologies (2)</li> <li><input type="checkbox"/> <math>\geq 4</math> examples of competency in informatics and healthcare technologies (2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in informatics and healthcare technologies (1)</li> <li><input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in informatics and healthcare technologies (0)</li> <li><input type="checkbox"/> Exemplars do not show growth in informatics and healthcare technologies (0)</li> <li><input type="checkbox"/> 3 examples of competency in informatics and healthcare technologies are provided (1)</li> <li><input type="checkbox"/> <math>&lt; 3</math> examples of competency in informatics and healthcare technologies are provided (0)</li> </ul>	
<p><b>Domain 9: Professionalism Descriptor:</b> Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing’s characteristics and values.</p> <p><b>Domain 10: Personal, Professional, and Leadership Development Descriptor:</b> 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.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed summary; clearly written; Narrative includes journey to MSN nursing role with a <u>deeper understanding of nursing profession</u> (2)</li> <li><input type="checkbox"/> Narrative <u>includes reflection</u> on education and practices throughout MSN program (2)</li> <li><input type="checkbox"/> Narrative includes a <u>plan of lifelong learning</u> and professional development (2)</li> <li><input type="checkbox"/> <math>\geq 4</math> examples or descriptions that demonstrate the highest level of accountability for professional practice in your chosen MSN role (2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative summary vague, unclear; does not show deeper understanding of nursing profession (0)</li> <li><input type="checkbox"/> Narrative summary does not include reflection on education and practices in MSN program (0)</li> <li><input type="checkbox"/> Narrative summary does not include a plan of lifelong learning and professional development (0)</li> <li><input type="checkbox"/> 3 examples or descriptions that demonstrate the highest level of accountability for professional practice in your chosen MSN role are provided (1)</li> <li><input type="checkbox"/> <math>&lt;3</math> examples or descriptions that demonstrate the highest level of accountability for professional</li> </ul>	

		practice in your chosen MSN role are provided (0)	
<p><b>Fulfillment of the King University Mission &amp; Core Values:</b> King's mission is to build meaningful lives of achievement and cultural transformation in Christ.</p> <p>King's Core Values are Christian faith, scholarship, service, and career School of Nursing Professional Pillars are integrity, commitment, service, accountability, civility, compassion</p> <p>Completion of Service-Learning Project</p>	<input type="checkbox"/> Narrative describes the importance of the integration of the values of the Christian community and how they will lead to a life of achievement and cultural transformation in Christ (2) <input type="checkbox"/> Describe how you incorporate the SON Professional Pillars into your chosen MSN role. (2) <input type="checkbox"/> Completes Service-Learning project and provides summary of project (2) <input type="checkbox"/> Describes how the project supported the community, enriched learning for the student and provided insight into the core value of service (2)	<input type="checkbox"/> Narrative summary does not describe the importance of the core values or how they will lead to a life of achievement and cultural transformation in Christ (0) <input type="checkbox"/> No description of how SON Professional Pillars are incorporated into chosen MSN role (0) <input type="checkbox"/> No Service-Learning Project completed (0) <input type="checkbox"/> Service-Learning Project completed but summary omitted (1) <input type="checkbox"/> Project narrative lacking explanation of how project supported the community, enriched student learning or provided insight into value of service (0)	
<p><b>Appearance/Organization:</b></p> <ol style="list-style-type: none"> <li>Home Page with links to content areas</li> <li>Professional</li> <li>Organized</li> <li>Ease of Navigation</li> <li>Neat</li> </ol>	<input type="checkbox"/> Links to all content areas (1) <input type="checkbox"/> Very well organized (1) <input type="checkbox"/> Professional (1) <input type="checkbox"/> Easy to navigate (1) <input type="checkbox"/> Neat (1)	<input type="checkbox"/> Missing links or nonfunctioning (0) <input type="checkbox"/> Unorganized, disjointed (0) <input type="checkbox"/> Unprofessional (0) <input type="checkbox"/> Hard to navigate, chaotic (0) <input type="checkbox"/> Messy, sloppy, cluttered (0)	
<p><b>Mechanics:</b></p> <p>Punctuation, capitalization, spelling, sentence structure, and word usage. APA format – margins, titles, references</p>	<input type="checkbox"/> Less than 3 grammatical and/or APA errors. (5 pts)	<input type="checkbox"/> 3-4 grammatical and/or APA errors (2.5) <input type="checkbox"/> > 4 grammatical and/or APA errors (0)	
<b>TOTAL POINTS</b>			/100

\*Adapted from the AACN's *The Essentials of Master's Education in Nursing*, 2021

Pass  $\geq$  80     Fail  $<$  80

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_



**Attachment A2**  
**Post-MSN APRN Certificate Portfolio Guidelines & Grading Rubric**

Essential Element	Meets or Exceeds Expectations	Does Not Meet Expectations	Total Points
<p><b>Philosophy of Professional Masters Level Nursing Practice</b>            (Defines individual values and beliefs; how values and beliefs influence your role as an advanced practice nurse)</p>	<input type="checkbox"/> Clearly written; excellent reflection and commitment (3)	<input type="checkbox"/> No philosophy of nursing practice included (0)  <input type="checkbox"/> Philosophy of nursing does not exemplify masters level nursing practice (1)	
<p><b>Career Development: Required:</b></p> <ol style="list-style-type: none"> <li>1. License</li> <li>2. Certifications</li> <li>3. CV/Resumé</li> <li>4. Transcripts/Degrees            (official undergraduate, unofficial graduate up until current)</li> </ol> <p><b><u>Two of the following from the last 3 years:</u></b></p> <ol style="list-style-type: none"> <li>1. Professional Memberships</li> <li>2. Excellence in Clinical Practice Exemplars</li> <li>3. Awards</li> <li>4. Publications/presentations</li> <li>5. Performance Evaluations</li> <li>6. Continuing Education</li> <li>7. Committee Involvement</li> </ol> <p style="text-align: center;"><i>All are not required but highly suggested            Additional items may be added</i></p>	<input type="checkbox"/> Includes all required components (5)  <input type="checkbox"/> Includes 2 or more additional components (2)	<input type="checkbox"/> Deficient in one or more required Components (0)  <input type="checkbox"/> Deficient in 1 of the additional components (1)  <input type="checkbox"/> Deficient in 2 of the additional components (0)	
<p><b><i>Evidence of Nurse Practitioner Core Competencies*</i></b></p> <p>For each area provide a detailed summary of how you have met the competencies for each individual Competency. Include examples for each Competency. (Quizzes, discussions, presentations, practicum experiences, service, etc.)</p>			
<p><b>NP Domain 1: Knowledge of Practice</b> The nurse practitioner integrates, translates, and applies established and evolving scientific knowledge from diverse sources as the basis for ethical clinical judgement, innovation, and diagnostic reasoning.</p>	<input type="checkbox"/> Detailed narrative summary; clearly written; shows commitment to learning, <u>evidence of growth in science and humanities and application to practice</u> (2) <input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in science and humanities and application to practice (2) <input type="checkbox"/> Exemplars representative of continued growth and achievement (2)	<input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in science and humanities (1) <input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in the sciences and humanities (0) <input type="checkbox"/> Exemplars do not show growth in science and humanities (0)	

	<input type="checkbox"/> ≥ 2 examples of competency in science and humanities with application to practice are provided;(2)	<input type="checkbox"/> 1 example of competency in science and humanities is provided (1) <input type="checkbox"/> 0 examples of competency in science and humanities are provided (0)	
<p><b>NP Domain 2: Person-Centered Care</b> The nurse practitioner uses evidence-based and best practices to design, manage, and evaluate comprehensive person-centered care that is within the regulatory and educational scope of practice. Fundamental to person-centered care is respect for diversity, differences, preferences, values, needs, resources and determinates of health unique to the individual.</p>	<input type="checkbox"/> Detailed summary; clearly written; shows commitment to learning; Narrative shows <u>evidence of growth</u> in patient advocacy (2) <input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in patient advocacy (2) <input type="checkbox"/> Exemplars show continued growth and achievement in patient advocacy (2) <input type="checkbox"/> ≥ 2 examples of competency in patient advocacy (2)	<input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in patient advocacy (1) <input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in patient advocacy (0) <input type="checkbox"/> Exemplars do not show growth in patient advocacy (0) <input type="checkbox"/> 1 example of competency in patient advocacy is provided (1) <input type="checkbox"/> 0 examples of competency in patient advocacy are provided (0)	
<p><b>NP Domain 3: Population Health</b> The nurse practitioner partners, across the care continuum, with public health, healthcare systems, community, academic community, governmental, and other entities to integrate foundational NP knowledge into culturally competent practices to increase health promotion and disease prevention strategies in effect the care of populations.</p>	<input type="checkbox"/> Detailed summary; clearly written; shows commitment to learning; Narrative shows <u>evidence of growth</u> in clinical prevention and population health for improving health (2) <input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in clinical prevention and population health for improving health (2) <input type="checkbox"/> Exemplars show continued growth and achievement in clinical prevention and population health for improving health (2) <input type="checkbox"/> ≥ 2 examples of competency in clinical prevention and population health for improving health (2)	<input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in clinical prevention and population health for improving health (1) <input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in clinical prevention and population health for improving health (0) <input type="checkbox"/> Exemplars do not show growth in clinical prevention and population health for improving health (0) <input type="checkbox"/> 1 example of competency in clinical prevention and population health for improving health is provided (1) <input type="checkbox"/> 0 examples of competency in clinical prevention and population health for improving health are provided (0)	
<p><b>NP Domain 4: Practice Scholarship and Translational Science</b> The nurse practitioner generates, appraises, synthesizes, translates, integrates, and disseminates knowledge to improve person-centered health and systems of care.</p>	<input type="checkbox"/> Detailed summary; clearly written; shows commitment to learning; Narrative shows <u>evidence of growth</u> in translating and integrating evidence-based research into practice (2) <input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in translating and integrating evidence-based research into practice (2)	<input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in translating and integrating evidence-based research into practice (1) <input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in translating and integrating evidence-based research into practice (0)	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exemplars show continued growth and achievement translating and integrating evidence-based research into practice <b>(2)</b></li> <li><input type="checkbox"/> ≥ 2 examples of competency in translating and integrating evidence-based research into practice <b>(2)</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exemplars do not show growth in translating and integrating evidence-based research into practice <b>(0)</b></li> <li><input type="checkbox"/> 1 example of competency in translating and integrating evidence-based research into practice is provided <b>(1)</b></li> <li><input type="checkbox"/> 0 examples of competency in translating and integrating evidence-based research into practice are provided <b>(0)</b></li> </ul>	
<p><b>NP Domain 5: Quality and Safety</b> The nurse practitioner utilizes knowledge and principles of translational and improvement science methodologies to improve quality and safety for providers, patients, populations, and systems of care.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed summary; clearly written; shows commitment to learning; Narrative shows <u>evidence of growth</u> in quality improvement and safety <b>(2)</b></li> <li><input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in quality improvement and safety <b>(2)</b></li> <li><input type="checkbox"/> Exemplars show continued growth and achievement in quality improvement and safety <b>(2)</b></li> <li><input type="checkbox"/> ≥ 2 examples of competency in quality improvement and safety <b>(2)</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in quality improvement and safety <b>(1)</b></li> <li><input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in quality improvement and safety <b>(0)</b></li> <li><input type="checkbox"/> Exemplars do not show growth in quality improvement and safety <b>(0)</b></li> <li><input type="checkbox"/> 1 example of competency in quality improvement and safety is provided <b>(1)</b></li> <li><input type="checkbox"/> 0 examples of competency in quality improvement and safety are provided <b>(0)</b></li> </ul>	
<p><b>NP Domain 6: Interprofessional Collaboration in Practice</b> The nurse practitioner collaborates with the interprofessional team to provide care through meaningful communication and active participation in person-centered and population-centered care.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed summary; clearly written; shows commitment to learning; Narrative shows <u>evidence of growth</u> in interprofessional collaboration for improving patient and population health outcomes <b>(2)</b></li> <li><input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in interprofessional collaboration for improving patient and population health outcomes <b>(2)</b></li> <li><input type="checkbox"/> Exemplars show continued growth and achievement in interprofessional collaboration for improving patient and population health outcomes <b>(2)</b></li> <li><input type="checkbox"/> ≥ 2 examples of competency in interprofessional collaboration for improving patient and population health outcomes <b>(2)</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in interprofessional collaboration for improving patient and population health outcomes <b>(1)</b></li> <li><input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in interprofessional collaboration for improving patient and population health outcomes <b>(0)</b></li> <li><input type="checkbox"/> Exemplars do not show growth in interprofessional collaboration for improving patient and population health outcomes <b>(0)</b></li> <li><input type="checkbox"/> 1 example of competency in interprofessional collaboration for improving patient and population health outcomes is provided <b>(1)</b></li> <li><input type="checkbox"/> 0 examples of competency in interprofessional collaboration for improving patient and</li> </ul>	

		population health outcomes are provided (0)	
<p><b>NP Domain 7: Health Systems</b> The nurse practitioner demonstrates organizational and systems leadership to improve healthcare outcome.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed summary; clearly written; shows commitment to learning; Narrative shows <u>evidence of growth</u> in organizational and systems leadership (2)</li> <li><input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in organizational and systems leadership (2)</li> <li><input type="checkbox"/> Exemplars show continued growth and achievement in organizational and systems leadership (2)</li> <li><input type="checkbox"/> ≥ 2 examples of competency in organizational and systems leadership (2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in organizational and systems leadership (1)</li> <li><input type="checkbox"/> Narrative lacking self-assessment of strengths in organizational and systems leadership (0)</li> <li><input type="checkbox"/> Exemplars do not show growth in organizational and systems leadership (0)</li> <li><input type="checkbox"/> 1 example of knowledge in organizational and systems leadership is provided (1)</li> <li><input type="checkbox"/> 0 examples of competency in organizational and systems leadership are provided (0)</li> </ul>	
<p><b>NP Domain 8: Technology and Information Literacy</b> The nurse practitioner envisions, appraises, and utilizes informatics and healthcare technologies to deliver care.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed summary; clearly written; shows commitment to learning; Narrative shows <u>evidence of growth</u> in informatics and healthcare technologies (2)</li> <li><input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in informatics and healthcare technologies (2)</li> <li><input type="checkbox"/> Exemplars show continued growth and achievement in informatics and healthcare technologies (2)</li> <li><input type="checkbox"/> ≥ 2 examples of competency in informatics and healthcare technologies (2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in informatics and healthcare technologies (1)</li> <li><input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in informatics and healthcare technologies (0)</li> <li><input type="checkbox"/> Exemplars do not show growth in informatics and healthcare technologies (0)</li> <li><input type="checkbox"/> 1 example of competency in informatics and healthcare technologies is provided (1)</li> <li><input type="checkbox"/> 0 examples of competency in informatics and healthcare technologies are provided (0)</li> </ul>	
<p><b>NP Domain 9: Professional Acumen</b> The nurse practitioner demonstrates the attributes and perspectives of the nursing profession and adherence to ethical principles while functioning as a committed equal partner of the interprofessional health care team.</p> <p><b>NP Domain 10: Personal and Professional Leadership</b> The nurse practitioner participates in professional and personal growth activities to develop a sustainable progression toward professional and interpersonal maturity, improved resilience, and robust leadership capacity.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed summary; clearly written; Narrative includes journey to APRN role with a <u>deeper understanding of nursing profession</u> (2)</li> <li><input type="checkbox"/> Narrative <u>includes reflection</u> on education and practices throughout Post-MSN FNP certificate program (2)</li> <li><input type="checkbox"/> Narrative includes a <u>plan of lifelong learning</u> and professional development (2)</li> <li><input type="checkbox"/> ≥ 2 examples or descriptions that demonstrate the highest level of accountability for professional practice in the APRN role (2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative summary vague, unclear; does not show deeper understanding of nursing profession (0)</li> <li><input type="checkbox"/> Narrative summary does not include reflection on education and practices in Post-MSN FNP certificate program (0)</li> <li><input type="checkbox"/> Narrative summary does not include a plan of lifelong learning and professional development (0)</li> <li><input type="checkbox"/> 1 example or description that demonstrates the highest level of accountability for professional practice in the APRN role is provided (1)</li> </ul>	

		<input type="checkbox"/> 0 examples or descriptions that demonstrate the highest level of accountability for professional practice in the APRN role are provided <b>(0)</b>	
<p><b>Fulfillment of the King University Mission &amp; Core Values:</b> King's mission is to build meaningful lives of achievement and cultural transformation in Christ.</p> <p>King's Core Values are Christian faith, scholarship, service, and career</p> <p>School of Nursing Professional Pillars are integrity, commitment, service, accountability, civility, compassion</p> <p>Completion of Service-Learning Project</p>	<input type="checkbox"/> Narrative describes the importance of the integration of the values of the Christian community and how they will lead to a life of achievement and cultural transformation in Christ <b>(2)</b> <input type="checkbox"/> Describe how you incorporate the SON Professional Pillars into your chosen MSN role. <b>(2)</b> <input type="checkbox"/> Completes Service-Learning project and provides summary of project <b>(2)</b> <input type="checkbox"/> Describes how the project supported the community, enriched learning for the student and provided insight into the core value of service <b>(2)</b>	<input type="checkbox"/> Narrative summary does not describe the importance of the core values or how they will lead to a life of achievement and cultural transformation in Christ <b>(0)</b> <input type="checkbox"/> No description of how SON Professional Pillars are incorporated into chosen MSN role. <b>(0)</b> <input type="checkbox"/> No Service-Learning Project completed <b>(0)</b> <input type="checkbox"/> Service-Learning Project completed but summary omitted <b>(1)</b> <input type="checkbox"/> Project narrative lacking explanation of how project supported the community, enriched student learning or provided insight into value of service <b>(0)</b>	
<p><b>Appearance/Organization:</b></p> <ol style="list-style-type: none"> <li>Home Page with links to content areas</li> <li>Professional</li> <li>Organized</li> <li>Ease of Navigation</li> <li>Neat</li> </ol>	<input type="checkbox"/> Links to all content areas <b>(1)</b> <input type="checkbox"/> Very well organized <b>(1)</b> <input type="checkbox"/> Professional <b>(1)</b> <input type="checkbox"/> Easy to navigate <b>(1)</b> <input type="checkbox"/> Neat <b>(1)</b>	<input type="checkbox"/> Missing links or nonfunctioning <b>(0)</b> <input type="checkbox"/> Unorganized, disjointed <b>(0)</b> <input type="checkbox"/> Unprofessional <b>(0)</b> <input type="checkbox"/> Hard to navigate, chaotic <b>(0)</b> <input type="checkbox"/> Messy, sloppy, cluttered <b>(0)</b>	
<p><b>Mechanics:</b></p> <p>Punctuation, capitalization, spelling, sentence structure, and word usage. APA format – margins, titles, references</p>	<input type="checkbox"/> Less than 3 grammatical and/or APA errors. <b>(5 pts)</b>	<input type="checkbox"/> 3-4 grammatical and/or APA errors <b>(2.5)</b> <input type="checkbox"/> > 4 grammatical and/or APA errors <b>(0)</b>	
<b>TOTAL POINTS</b>			/100

Adapted from the NONPF's *Nurse Practitioner Core Competencies, 2022* and *Population-Focused Nurse Practitioner Competencies, 2013*

Pass ≥ 80       Fail < 80

Comments:

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Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

**Attachment A3**  
**Post-MSN NE Certificate Portfolio Guidelines & Grading Rubric**

<p><b>Philosophy of Professional Masters Level Nursing Practice</b> (Defines individual values and beliefs; how values and beliefs influence your role as an advanced practice nurse)</p>	<p><input type="checkbox"/> Clearly written; excellent reflection and commitment (8)</p>	<p><input type="checkbox"/> No philosophy of nursing practice included (0)</p> <p><input type="checkbox"/> Philosophy of nursing does not exemplify masters level nursing practice (1)</p>	
<p><b>Career Development:</b> <b>Required:</b></p> <ol style="list-style-type: none"> <li>5. License</li> <li>6. Certifications</li> <li>7. CV/Resumé</li> <li>8. Transcripts/Degrees (official undergraduate, unofficial graduate up until current)</li> </ol> <p><b><u>Two of the following from the last 3 years:</u></b></p> <ol style="list-style-type: none"> <li>8. Professional Memberships</li> <li>9. Excellence in Clinical Practice Exemplars</li> <li>10. Awards</li> <li>11. Publications/presentations</li> <li>12. Performance Evaluations</li> <li>13. Continuing Education</li> <li>14. Committee Involvement</li> </ol> <p><i>All are not required but highly suggested Additional items may be added</i></p>	<p><input type="checkbox"/> Includes all required components (8)</p> <p><input type="checkbox"/> Includes 2 or more additional components (2)</p>	<p><input type="checkbox"/> Deficient in one or more required Components (0)</p> <p><input type="checkbox"/> Deficient in 1 of the additional components (1)</p> <p><input type="checkbox"/> Deficient in 2 of the additional components (0)</p>	
<p><b><i>Evidence of Nurse Educator Competencies</i></b></p> <p>For each area provide a detailed summary of how you have met the competencies for each individual Competency. Include examples for each Competency. (Quizzes, discussions, presentations, practicum experiences, service, etc.)</p>			
<p><b>I. Background for Practice from Sciences and Humanities</b></p> <p>(Integrates scientific findings from nursing, humanities, biopsychosocial fields, genetics, public health, quality improvement, health economics, translational science and organizational sciences for the continual improvement of nursing care. Knowledge from information sciences, health communication and health literacy are used to provide care management and coordination to multiple populations.)</p>	<p><input type="checkbox"/> Detailed narrative summary; clearly written; shows commitment to learning, <u>evidence of growth</u> in science and humanities (2)</p> <p><input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in science and humanities (2)</p> <p><input type="checkbox"/> Exemplars representative of continued growth and achievement (2)</p> <p><input type="checkbox"/> ≥ 4 examples of competency in science and humanities are provided (2)</p>	<p><input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in science and humanities (1)</p> <p><input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in the sciences and humanities (0)</p> <p><input type="checkbox"/> Exemplars do not show growth in science and humanities (0)</p> <p><input type="checkbox"/> 3 examples of competency in science and humanities are provided (1)</p>	

		<input type="checkbox"/> < 3 examples of competency in science and humanities are provided (0)	
<b>II. Evidenced Based Teaching and Learning Practice</b> Apply evidenced based teaching and learning principles to promote holistic learning in individuals and groups with diverse backgrounds and developmental levels in the academic classroom and clinical teaching environments.	<input type="checkbox"/> Detailed narrative summary; clearly written; shows commitment to learning, <u>evidence of growth</u> EB Teaching & Learning (2) <input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in EB Teaching & Learning (2) <input type="checkbox"/> Exemplars representative of continued growth and achievement (2) <input type="checkbox"/> ≥ 4 examples of competency in EB Teaching & Learning are provided (2)	<input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in EB Teaching & Learning (1) <input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in the EB Teaching & Learning (0) <input type="checkbox"/> Exemplars do not show growth in EB Teaching & Learning (0) <input type="checkbox"/> 3 examples of competency in EB Teaching & Learning are provided (1) <input type="checkbox"/> < 3 examples of competency in EB Teaching & Learning are provided (0)	
<b>III. Ethical Educational Leadership</b>	<input type="checkbox"/> Detailed narrative summary; clearly written; shows commitment to learning, <u>evidence of growth</u> in assuming Ethical Educational Leadership (2) <input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in assuming Ethical Educational Leadership (2) <input type="checkbox"/> Exemplars representative of continued growth and achievement (2) <input type="checkbox"/> ≥ 4 examples of competency in assuming Ethical Educational Leadership are provided; (2)	<input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in Ethical Educational Leadership (1) <input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in Ethical Educational Leadership (0) <input type="checkbox"/> Exemplars do not show growth in Ethical Educational Leadership (0) <input type="checkbox"/> 3 examples of competency in assuming Ethical Educational Leadership (1) <input type="checkbox"/> < 3 examples of competency in assuming Ethical Educational Leadership (0)	
<b>IV. Effective Integration of Technology to Nursing Education</b> Facilitate the learning experience of students, peers, and patients with technology. Examples include simulation, learning management systems, distance learning, Web design.	<input type="checkbox"/> Detailed narrative summary; clearly written; shows commitment to learning, <u>evidence of growth</u> in Effective Integration of Technology (2) <input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in Effective Integration of Technology (2) <input type="checkbox"/> Exemplars representative of continued growth and achievement (2) <input type="checkbox"/> ≥ 4 examples of competency in Effective Integration of Technology are provided; (2)	<input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of Effective Integration of Technology to Nursing Education (1) <input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses Effective Integration of Technology (0) <input type="checkbox"/> Exemplars do not show growth in Effective Integration of Technology (0) <input type="checkbox"/> 3 examples of competency in Effective Integration of Technology are provided (1) <input type="checkbox"/> < 3 examples of competency in Effective Integration of Technology are provided (0)	



<p><b>V. Academic Classroom Curriculum Design and Program Evaluation</b></p> <p>Participate in curriculum design and program evaluation of academic classroom education.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed narrative summary; clearly written; shows commitment to learning, <u>evidence of growth</u> in Academic Classroom Curriculum Design (2)</li> <li><input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in Academic Classroom Curriculum Design (2)</li> <li><input type="checkbox"/> Exemplars representative of continued growth and achievement (2)</li> <li><input type="checkbox"/> ≥ 4 examples of competency in Academic Classroom Curriculum Design are provided (2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in Academic Classroom Curriculum Design and Program Evaluation (1)</li> <li><input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in Academic Classroom Curriculum Design and Program Evaluation (0)</li> <li><input type="checkbox"/> Exemplars do not show growth in Academic Classroom Curriculum Design and Program Evaluation (0)</li> <li><input type="checkbox"/> 3 examples of competency in Academic Classroom Curriculum Design and Program Evaluation (1)</li> <li><input type="checkbox"/> &lt; 3 examples of competency in Academic Classroom Curriculum Design and Program Evaluation (0)</li> </ul>	
<p><b>VI. Clinical Education Curriculum Design and Program Evaluation</b></p> <p>Participate in curriculum design and program evaluation of clinical education settings.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed narrative summary; clearly written; shows commitment to learning, <u>evidence of growth</u> in in Clinical Education Curriculum Design and evaluation (2)</li> <li><input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in in Clinical Education Curriculum Design and evaluation (2)</li> <li><input type="checkbox"/> Exemplars representative of continued growth and achievement (2)</li> <li><input type="checkbox"/> ≥ 4 examples of competency in Clinical Education Curriculum Design and evaluation; (2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in Clinical Education Curriculum Design and evaluation (1)</li> <li><input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in Clinical Education Curriculum Design and evaluation (0)</li> <li><input type="checkbox"/> Exemplars do not show growth in Clinical Education Curriculum Design and evaluation (0)</li> <li><input type="checkbox"/> 3 examples of competency in Clinical Education Curriculum Design and evaluation (1)</li> <li><input type="checkbox"/> &lt; 3 examples of competency in Clinical Education Curriculum Design and evaluation (0)</li> </ul>	
<p><b>VII. Integration of Inter-professional Collaboration in Nursing Education</b></p> <p>Demonstrate strategies to include inter-professional interaction in the academic classroom and clinical education settings.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed narrative summary; clearly written; shows commitment to learning, <u>evidence of growth</u> Integration of Inter-professional Collaboration in Nursing Education (2)</li> <li><input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in Integration of Inter-professional Collaboration in Nursing Education (2)</li> <li><input type="checkbox"/> Exemplars representative of continued growth and achievement (2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in Integration of Inter-professional Collaboration in Nursing Education (1)</li> <li><input type="checkbox"/> Narrative lacking self-assessment of strengths and weaknesses in Integration of Inter-professional Collaboration in Nursing Education (0)</li> </ul>	

	<input type="checkbox"/> <sup>3</sup> 4 examples of competency in Integration of Inter-professional Collaboration in Nursing Education; (2)	<input type="checkbox"/> Exemplars do not show growth in Integration of Inter-professional Collaboration in Nursing Education (0) <input type="checkbox"/> 3 examples of competency in Integration of Inter-professional Collaboration in Nursing Education (1) <input type="checkbox"/> < 3 examples of competency in Integration of Inter-professional Collaboration in Nursing Education (0)	
<b>VIII. Effective Educational Leadership</b>  Function as a change agent and leader in the academic classroom and clinical education settings.	<input type="checkbox"/> Detailed narrative summary; clearly written; shows commitment to learning, <u>evidence of growth</u> in effective educational leadership (2) <input type="checkbox"/> Narrative shows an excellent <u>self-assessment</u> including strengths and weaknesses in effective educational leadership (2) <input type="checkbox"/> Exemplars representative of continued growth and achievement (2) <input type="checkbox"/> ≥ 4 examples of competency in effective educational leadership are provided (2)	<input type="checkbox"/> Narrative summary vague, unclear; does not show evidence of growth in knowledge of effective educational leadership (1) <input type="checkbox"/> Narrative lacking self-assessment of strengths and in effective educational leadership (0) <input type="checkbox"/> Exemplars do not show growth in knowledge of effective educational leadership (0) <input type="checkbox"/> 3 examples of competency in knowledge of effective educational leadership (1) <input type="checkbox"/> < 3 examples of competency in knowledge of effective educational leadership (0)	
<b>Fulfillment of the King University Mission &amp; Core Values:</b> King's mission is to build meaningful lives of achievement and cultural transformation in Christ.  King's Core Values are Christian faith, scholarship, service, and career  School of Nursing Professional Pillars are integrity, commitment, service, accountability, civility, compassion  Completion of Service-Learning Project	<input type="checkbox"/> Narrative describes the importance of the integration of the values of the Christian community and how they will lead to a life of achievement and cultural transformation in Christ (2) <input type="checkbox"/> Describe how you incorporate the SON Professional Pillars into your chosen MSN role. (2) <input type="checkbox"/> Completes Service-Learning project and provides summary of project (2) <input type="checkbox"/> Describes how the project supported the community, enriched learning for the student and provided insight into the core value of service (2)	<input type="checkbox"/> Narrative summary does not describe the importance of the core values or how they will lead to a life of achievement and cultural transformation in Christ (0) <input type="checkbox"/> No description of how SON Professional Pillars are incorporated into chosen MSN role. (0) <input type="checkbox"/> No Service-Learning Project completed (0) <input type="checkbox"/> Service-Learning Project completed but summary omitted (1) <input type="checkbox"/> Project narrative lacking explanation of how project supported the community, enriched student learning or provided insight into value of service (0)	
<b>Appearance/Organization:</b> 1. Home Page with links to content areas 2. Professional	<input type="checkbox"/> Links to all content areas (1) <input type="checkbox"/> Very well organized (1) <input type="checkbox"/> Professional (1)	<input type="checkbox"/> Missing links or nonfunctioning (0) <input type="checkbox"/> Unorganized, disjointed (0)	

3. Organized 4. Ease of Navigation 5. Neat	<input type="checkbox"/> Easy to navigate <b>(1)</b> <input type="checkbox"/> Neat <b>(1)</b>	<input type="checkbox"/> Unprofessional <b>(0)</b> <input type="checkbox"/> Hard to navigate, chaotic <b>(0)</b> <input type="checkbox"/> Messy, sloppy, cluttered <b>(0)</b>	
<b>Mechanics:</b> Punctuation, capitalization, spelling, sentence structure, and word usage. APA format – margins, titles, references	<input type="checkbox"/> Less than 3 grammatical and/or APA errors. <b>(5 pts)</b>	<input type="checkbox"/> 3-4 grammatical and/or APA errors <b>(2.5)</b> <input type="checkbox"/> > 4 grammatical and/or APA errors <b>(0)</b>	
<b>TOTAL POINTS</b>			/100

Pass  $\geq$  80     Fail  $<$  80

Comments:

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Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_



**KING UNIVERSITY SCHOOL OF NURSING**  
**Family Nurse Practitioner 5-semester Plan of Study**  
**FALL AND SPRING START**

<b>SEM</b>	<b>COURSE #</b>	<b>HOURS</b>	<b>COURSE TITLE</b>
<b>SEM #1</b>	NURS 5002	3	Advanced Pathophysiology
	NURS 5004	3	Advanced Physical Assessment & Health Promotion
	NURS 5014– <b>CORE</b> ( <i>online</i> )	3	Healthcare Informatics
		9	
<b>SEM #2</b>	<b>NURS 5001 –CORE</b> ( <i>online</i> )	3	Research Designs in Nursing
	NURS 5006	3	Advanced Pharmacology
	NURS 5018	3	FNP I Care of Women & Families* (60 hours of clinical)
		9	
<b>SEM #3</b>	<b>NURS 5000 – CORE</b> ( <i>online</i> )	3	Theoretical Basis of Nursing Practice
	NURS 5019	6	FNP II Care of Adults and Geriatric Populations* (180 hours of clinical)
		9	
<b>SEM #4</b>	<b>NURS 5012 -CORE</b> ( <i>online</i> )	3	Global Health Awareness
	<b>NURS 5010 – CORE</b> ( <i>online</i> )	3	Social, Cultural & Political Perspectives on Healthcare & Delivery Systems
	NURS 5023	3	FNP III Care of Pediatric Populations* (120 hours of clinical)
		9	
<b>SEM #5</b>	NURS 5024	6	FNP IV Seminar and Intensive Practicum (240 hours of clinical)
	NURS 5026	3	Practice Management and Advanced Role Development
	NURS 5990	0	Final Comprehensive Competency Demonstration
		9	
<b>Total Credits</b>		45	

\* Clinical hours: 60 contact hours per clinical hour per semester. Total 600 clinical hours

**KING UNIVERSITY SCHOOL OF NURSING**  
**Family Nurse Practitioner (FNP) Post-Master's Certificate Plan of Study**

<b>SEMESTER</b>	<b>COURSE #</b>	<b>HRS</b>	<b>COURSE TITLE</b>
<b>SEMESTER#1</b>	NURS 5002	3	Advanced Pathophysiology
	NURS 5004	3	Advanced Physical Assessment & Health Promotion
		6	
<b>SEMESTER# 2</b>	NURS 5006	3	Advanced Pharmacology
	NURS 5018	3	FNP I Care of Women & Families* (60 hours of clinical)
		6	
<b>SEMESTER#3</b>	NURS 5019	6	FNP II Care of Adults and Geriatric Populations* (180 hours of clinical)
		6	
<b>SEMESTER #4</b>	NURS 5023	3	FNP III Care of Pediatric Populations* (120 hours of clinical)
		3	
<b>SEMESTER #5</b>	NURS 5024	6	FNP IV Seminar and Intensive Practicum (240 hours of clinical)
	NURS 5026	3	Practice Management and Advanced Role Development
	NURS 5991	0	Final Comprehensive Competency Demonstration
		9	
<b>Total Credits</b>		30	

\* Clinical hours: 60 contact hours per clinical hour per semester. Total 600 clinical hours

**KING UNIVERSITY SCHOOL OF NURSING**  
**Post-MSN Nurse Educator Certificate - FALL START Plan of Study**

<b>SEMESTER</b>	<b>COURSE #</b>	<b>HOURS</b>	<b>COURSE TITLE</b>
<b>SEMESTER 1</b>	NURS 5002	3	Advanced Pathophysiology
<b>FA</b>	NURS 5004	3	Advanced Physical Assessment & Health Promotion
		6	
<b>SEMESTER 2</b>	NURS 5030	3	Principles of Teaching and Learning
<b>SP</b>		3	
<b>SEMESTER 3</b>	NURS 5006	3	Advanced Pharmacology
<b>SU</b>	NURS 5032	3	Curriculum Development & Implementation in Nursing Education
		6	
<b>SEMESTER 4</b>	NURS 5036	4	Nursing Education Practicum I didactic/clinical (180 hrs)
<b>FA</b>		4	
<b>SEMESTER 5</b>	NURS 5035	5	Focused Clinical Seminar and Practicum 1 didactic/2 clinical (240 hrs)
<b>SP</b>	NURS 5991 (final semester)	0	Final Comprehensive Competency Demonstration
		5	
<b>Total Semester Hours</b>		15-24	

\* Clinical hours: 60 contact hours per clinical hour per semester. Total 420 clinical hours.  
240 hours in clinical focus area practicum = Two 8-hour day/week x 15 weeks.  
180 hours in educational practicum = Two 6-hour days/week x 15 weeks.

**KING UNIVERSITY SCHOOL OF NURSING**  
**Post-MSN Nurse Educator Certificate - SPRING START Plan of Study**

<b>SEMESTER</b>	<b>COURSE #</b>	<b>HOURS</b>	<b>COURSE TITLE</b>
<b>SEMESTER 1</b>	NURS 5030	3	Principles of Teaching and Learning
<b>SP</b>		3	
<b>SEMESTER 2</b>	NURS 5006	3	Advanced Pharmacology
<b>SU</b>	NURS 5032	3	Curriculum Development & Implementation in Nursing Education
		6	
<b>SEMESTER 3</b>	NURS 5004	3	Advanced Physical Assessment & Health Promotion
	NURS 5002	3	Advanced Pathophysiology
<b>FA</b>	NURS 5036	4	Nursing Education Practicum I didactic/clinical (180 hrs)
		10	
<b>SEMESTER 4</b>	NURS 5035	5	Focused Clinical Seminar and Practicum 1 didactic/2 clinical (240 hrs)
<b>SP</b>	NURS 5991 (final semester)	0	Final Comprehensive Competency Demonstration
		5	
<b>Total Semester Hours</b>		15-24	

\* Clinical hours: 60 contact hours per clinical hour per semester. Total 420 clinical hours.  
240 hours in clinical focus area practicum = Two 8-hour day/week x 15 weeks.  
180 hours in educational practicum = Two 6-hour days/week x 15 weeks.



**KING UNIVERSITY SCHOOL OF NURSING**  
**Pediatric Nurse Practitioner (PNP) Plan of Study**

<b>SEMESTER</b>	<b>COURSE #</b>	<b>HOURS</b>	<b>COURSE TITLE</b>
<b>SEMESTER 1</b>	NURS 5002	3	Advanced Pathophysiology
	NURS 5004	3	Advanced Physical Assessment & Health Promotion
	NURS 5014 -CORE	3	Healthcare Informatics
		9	
<b>SEMESTER 2</b>	<b>NURS 5000- CORE</b>	3	Theoretical Basis of Nursing Practice
	<b>NURS 5001- CORE</b>	3	Research Designs in Nursing
	NURS 5018	3	Care of Women & Families* (60 hours of clinical)
		9	
<b>SEMESTER 3</b>	NURS 5006	3	Advanced Pharmacology
	NURS 5021	6	Pediatric Growth and Development/Health Promotion and Illness Prevention* (180 hours of clinical)
		9	
<b>SEMESTER 4</b>	<b>NURS 5012-CORE</b>	3	Global Health Awareness
	<b>NURS 5010 - CORE</b>	3	Social, Cultural & Political Perspectives on Healthcare & Delivery Systems
	NURS 5023	3	Care of Pediatric Populations* (120 hours of clinical)
		9	
<b>SEMESTER 5</b>	NURS 5025	6	Seminar and Intensive Practicum – Pediatric Acute Illness and Chronic Disease Management (240 hours of clinical)
	NURS 5026	3	Practice Management and Advanced Role Development
	NURS 5990	0	Comprehensive Assessment
		9	
<b>Total Credits</b>		45	

\* 60 clinical contact hours per clinical hour per semester. Total 600 clinical hours

**KING UNIVERSITY SCHOOL OF NURSING**  
**MSN Psych Mental Health Nurse Practitioner (PMHNP)**  
**Plan of Study**

<b>SEMESTER</b>	<b>COURSE #</b>	<b>HRS</b>	<b>COURSE TITLE</b>
<b>SEM #1</b>	NURS 5002	3	Advanced Pathophysiology
	NURS 5004	3	Advanced Physical Assessment & Health Promotion
	<b>NURS 5014 – CORE</b> <i>(online)</i>	3	Healthcare Informatics
		9	
<b>SEM # 2</b>	<b>NURS 5000 –CORE</b> <i>(online)</i>	3	Theoretical Basis of Nursing Practice
	NURS 5006	3	Advanced Pharmacology
	<b>NURS 5010 – CORE</b> <i>(online)</i>	3	Social, Cultural & Political Perspectives on Healthcare & Delivery Systems
	NURS 5071	1	Introduction to Psychotherapies for the Advanced Practice Nurse
		10	
<b>SEM #3</b>	<b>NURS 5001 –CORE</b> <i>(online)</i>	3	Research Designs in Nursing
	NURS 5075	3	Advanced Psychopharmacology
	NURS 5076	3	Psych/Behavioral Health Disorders and Diagnosis
	NURS 5072	1	Contemporary Approaches to Psychotherapy
		10	
<b>SEM #4</b>	<b>NURS 5012 –CORE</b> <i>(online)</i>	3	Global Health Awareness
	NURS 5078	6	Psych/MH Seminar & Clinical I (300 clinical hours)
	NURS 5073	1	Integration and Application of Psychotherapies
		10	
<b>SEM #5</b>	NURS 5079	6	Psych/MH Seminar & Clinical II (300 clinical hours)
	NURS 5026	3	Practice Management and Advanced Role Development
	NURS 5990	0	Final Comprehensive Competency Demonstration
		9	
<b>Total Credits</b>		48	

\* Clinical hours: 60 contact hours per clinical hour per semester. Total 600 clinical hours

**KING UNIVERSITY SCHOOL OF NURSING**  
**Post-MSN Certificate**  
**Psych Mental Health Nurse Practitioner (PMHNP) Plan of Study**

<b>SEMESTER</b>	<b>COURSE #</b>	<b>HRS</b>	<b>COURSE TITLE</b>
<b>SEM #1</b>	NURS 5002	3	Advanced Pathophysiology
	NURS 5004	3	Advanced Physical Assessment & Health Promotion
		6	
<b>SEM # 2</b>	NURS 5006	3	Advanced Pharmacology
	NURS 5071	1	Introduction to Psychotherapies for the Advanced Practice Nurse
		4	
<b>SEM #3</b>	NURS 5075	3	Advanced Psychopharmacology
	NURS 5076	3	Psych/Behavioral Health Disorders and Diagnosis
	NURS 5072	1	Contemporary Approaches to Psychotherapy
		7	
<b>SEM #4</b>	NURS 5078	6	Psych/MH Clinical I (300 clinical hours)
	NURS 5073	1	Integration and Application of Psychotherapies
		7	
<b>SEM #5</b>	NURS 5079	6	Psych/MH Clinical II (300 clinical hours)
	NURS 5026	3	Practice Management and Advanced Role Development
	NURS 5991	0	Final Comprehensive Competency Demonstration
		9	
<b>Total Credits</b>		33	

\* Clinical hours: 60 contact hours per clinical hour per semester. Total 600 clinical hours

**KING UNIVERSITY SCHOOL OF NURSING**  
**MSN Adult Gerontology Acute Care Nurse Practitioner (AGACNP)**  
**Plan of Study**

<b>SEMESTER</b>	<b>COURSE #</b>	<b>HRS</b>	<b>COURSE TITLE</b>
<b>SEM #1</b>	NURS 5002	3	Advanced Pathophysiology
	NURS 5004	3	Advanced Physical Assessment & Health Promotion
	<b>NURS 5014 – CORE</b>	3	Healthcare Informatics
		9	
<b>SEM # 2</b>	<b>NURS 5000 –CORE</b>	3	Theoretical Basis of Nursing Practice
	NURS 5006	3	Advanced Pharmacology
	<b>NURS 5010 – CORE</b>	3	Social, Cultural & Political Perspectives on Healthcare & Delivery Systems
		9	
<b>SEM #3</b>	<b>NURS 5001 –CORE</b>	3	Research Designs in Nursing
	NURS 5080	6	Chronic Care of Adult and Geriatric Populations (180 Clinical hours and 3 didactic hours)
		9	
<b>SEM #4</b>	<b>NURS 5012 –CORE</b>	3	Global Health Awareness
	NURS 5081	6	Acute Care Diagnosis and Skills (180 Clinical hours and 3 didactic hours)
		9	
<b>SEM #5</b>	NURS 5082	6	Adult Acute Care Seminar and Immersive Practicum (240 Clinical hours and 2 didactic hours)
	NURS 5026	3	Practice Management and Advanced Role Development
	NURS 5990	0	Final Comprehensive Competency Demonstration
		9	
<b>Total Credits</b>		45	

\* Clinical hours: 60 contact hours per clinical hour per semester. Total 600 clinical hours

**KING UNIVERSITY SCHOOL OF NURSING**  
**Post-MSN Certificate**  
**MSN Adult Gerontology Acute Care Nurse Practitioner (AGACNP)**  
**Plan of Study**

<b>SEMESTER</b>	<b>COURSE #</b>	<b>HRS</b>	<b>COURSE TITLE</b>
<b>SEM #1</b>	NURS 5002	3	Advanced Pathophysiology
	NURS 5004	3	Advanced Physical Assessment & Health Promotion
		6	
<b>SEM # 2</b>	NURS 5006	3	Advanced Pharmacology
		3	
<b>SEM #3</b>	NURS 5080	6	Chronic Care of Adult and Geriatric Populations (180 Clinical hours and 3 didactic hours)
		6	
<b>SEM #4</b>	NURS 5081	6	Acute Care Diagnosis and Skills (180 Clinical hours and 3 didactic hours)
		6	
<b>SEM #5</b>	NURS 5082	6	Adult Acute Care Seminar and Immersive Practicum (240 Clinical hours and 2 didactic hours)
	NURS 5026	3	Practice Management and Advanced Role Development
	NURS 5991	0	Final Comprehensive Competency Demonstration
		9	
<b>Total Credits</b>		30	

**KING UNIVERSITY SCHOOL OF NURSING**  
**MSN Administration -Nursing Leadership & Administration**  
**Plan of Study**

<b>Semester</b>	<b>Course #</b>	<b>Hours</b>	<b>Course Title</b>
**Semester 1 Fall 2023	HCAD 5420	3	Legal Ethical Issues
	HCAD 5600	3	Accounting and Financial Performance in Healthcare
	NURS 5014	3	Healthcare Informatics
		9	
Semester 2 Spring 2024	HCAD 5700	3	Applying Continuous Quality Improvement in Healthcare
	HCAD 5410	3	Healthcare Systems
	NURS 5060	3	Transformational Strategies Practicum III (180 Clinical Hours)
	Total	9	
Semester 3 Sumer 2024	NURS 5000	3	Theoretical Basis of Nursing Practice
	NURS 5010	3	Social, Cultural, & Political Perspectives on healthcare and Delivery Systems
	NURS 5058	3	Transformational Strategies Practicum I (180 Clinical Hours)
	Total	9	
Semester 4 Fall 2024	NURS 5001	3	Research Designs in Nursing
	NURS 5012	3	Global Health Assessment
	NURS 5059	3	Transformational Strategies Practicum I (180 Clinical Hours)
	NURS 5990	0	Final Comprehensive Competency Demonstration
	Total	9	
Total Semester Hours		36	

\*Clinical Hours: 60 contact hours per semester hour: Total 540 clinical hours

\*NLA students are admitted each semester, and the sequence the courses are taken may vary depending upon the semester of admission.

**KING UNIVERSITY SCHOOL OF NURSING**  
**GRADUATE STUDENT REQUIREMENTS AND CHECKLIST**

Outlined below are the requirements you must have in place BY THE DEADLINES NOTED BELOW. All completed forms, documents and requirements must be submitted to the compliance management system by the deadlines stated. (Please call your faculty advisor or administrative assistant if you have any questions 423-652-6312).

**Compliance Management System**

Students must access the compliance management system that contains all the needed student clinical forms. Students will be provided account information, access codes/PIN Numbers and instructions to create the student account prior to or at orientation. All requirements must be completed by week four of the initial semester. A list of the requirements is outlined below.

**YEAR ONE REQUIREMENTS (New Admission Students):**

**DEADLINE: Fourth week of initial semester**

These requirements are considered LATE, if you have not submitted them by the above deadline.

- KU SON Student Health History Form:** student to complete, sign, date
- KU SON Healthcare Provider Health and Physical Assessment Form:** to be completed and signed by a physician or healthcare provider
- KU SON Record of Immunizations:** to be completed and signed by a physician or healthcare provider. Must have appropriate tetanus (tDAP) vaccination within past 10 years.
- KU SON Hepatitis B Vaccine:** confirmation of vaccines, immunization status or signed declination by the student
- KU SON Negative TB Testing or High-Risk Exposure Screening Tool:** student to complete, sign and date tool or provide documentation of TB skin testing; TB skin testing is required if indicated based on screening tool or required by clinical agency. Please note, some clinical agencies require yearly TB skin testing.
- Influenza Vaccine:** Documentation of receiving the yearly influenza immunization must be submitted. (*must have received by November 1<sup>st</sup>*)
- Criminal Background Check:** Students must complete the required Criminal Background Check through the King University Security Department upon admission to the program per the attached Criminal Background Check Policy. Students will document date of fingerprinting in the Complio system
- CPR Certification:** Documentation of current CPR certification. American Heart Association BLS for Healthcare Providers (CPR and AED) preferred. Course *must* include certification for adult, child and infant. The student is responsible for maintaining current certification status with a copy on file in the Complio system during the entire program.
- RN License:** Documentation of current RN license (State of Tennessee license or enhanced compact state with privileges to practice in the state of TN and in any state where you will be conducting clinical practicum hours). If you have questions, please contact clinical faculty or program coordinator. The student is responsible for maintaining a current RN license with a copy on file in the Complio system during the entire program

- **KU MSN Student Handbook Acknowledgement:** After reading the handbook for the current academic year in its entirety, student will acknowledge review of handbook in the Complio system.
- **KU SON HIPAA Acknowledgement form** – completed in the Complio system
- **Urine Drug Screen:** Completed via Complio. Please note that some clinical agencies may require additional drug screening prior to clinical rotations.

**ANNUAL REQUIREMENTS FOR ALL SUBSEQUENT YEARS (Continuing Students – based on your admission semester):**

**DEADLINE:**

- **Continuing Students who had a Fall Admission: Forms due July 1<sup>st</sup>** (this is prior to the start of your Fall semester).
- **Continuing Students who had a Spring Admission: Forms due November 1<sup>st</sup>** (this is prior to the start of your Spring semester).

These requirements are considered LATE, if you have not submitted by the above deadline.

- **KU SON Statement of Continuing Health Status:** student to complete, sign and date
- **KU SON Negative TB Testing or High-Risk Exposure Screening Tool:** student to complete, sign and date tool or provide documentation of TB skin testing or TB skin testing is required if indicated based on screening tool or required by clinical agency.
- **Influenza Vaccine:** Documentation of receiving the influenza immunization annually (*must have received by November 1<sup>st</sup> each year*)
- **CPR Certification:** Documentation of current CPR certification. AHA BLS for Healthcare Providers (CPR and AED) preferred. Course *must* include certification for adult, child, and infant. The student is responsible for maintaining current certification status with a copy on file in the Complio system during the entire program.
- **RN License:** Documentation of current RN license (State of Tennessee license or enhanced compact state with privileges to practice in the state of TN and in any state where you will be conducting clinical practicum hours). The student is responsible for maintaining a current RN license with a copy on file in Castle Branch during entire program.
- **KU MSN Student Handbook:** After reading the MSN handbook for the current academic year in its entirety, student will acknowledge review of handbook in the Complio system.
- **KU SON HIPAA Acknowledgement –completed in Complio system**

**DISCLAIMER:**

**ALL** requirements listed below must be met **before** any clinical assignments will be considered and approved. Students should allow 6-8 weeks (after submitting site requests) to receive clinical site clearance, and any student who does not comply with the requirements deadline should expect further delay in their approval process.

The requirements listed are satisfactory for students to attend MOST clinical sites, however, please note that some sites may require additional information before a student can be approved to attend their site. In such instances, the student will be responsible to comply with the clinical sites requirement(s) and assume any associated costs, if any, to attend that particular clinical site.

**SCHOOL OF NURSING**



## EMERGENCY PROCEDURE NEEDLESTICK, SHARPS INJURY & BLOOD AND BODY FLUID EXPOSURE

### Exposure Response

Eye Splashes	Splashes on Oral or Nasal Mucosa	Skin Exposure, Needlestick or Sharps Injury
<ul style="list-style-type: none"> <li>● Remove Contacts</li> <li>● Immediately flush with water, saline or sterile irrigant for 15 minutes</li> </ul>	<ul style="list-style-type: none"> <li>● Flush vigorously with cold water for 15 minutes</li> </ul>	<ul style="list-style-type: none"> <li>● Immediately flush and wash thoroughly with soap and water</li> </ul>

\*And follow any agency policy for injury or exposure

### Student Responsibilities DO NOT WAIT!

- 1) **NOTIFY** IMMEDIATELY notify your preceptor and King faculty
- 2) **GO** **Non-Hospital:** GO immediately to nearest Hospital Emergency Department (obtain name of follow-up contact at that site)  
**Hospital:** GO to Employee/Occupational Health or the Emergency Department
- 3) **IDENTIFY** IDENTIFY yourself as a King University nursing student who has received a Needlestick/Sharps Injury or BBF Exposure
- 4) **FINANCIAL RESPONSIBILITY**  
All students in the King University School of Nursing program are financially responsible for any necessary emergency treatment provided to them during clinical practice rotations.
- 5) **NOTIFY** NOTIFY Emergency center staff of King University requirements for students
  1. Rapid HIV Test & Labs within 2 hours of exposure
  2. Baseline Labs:
    - HIV Antibody
    - Hepatitis B Surface Antibody
    - Hepatitis C Antibody
    - Pregnancy Test (for Women)
- 6) **STOP** Before you leave the Emergency Department
  1. Obtain copy of facility Incident Report from preceptor or Charge Nurse\*
  2. Obtain copy of Lab Results\*
  3. Obtain copy of Emergency Department's Discharge paperwork\*
  4. Call your King Faculty Clinical Instructor and inform them of the incident.

If instructor is not available within one hour of exposure, the undergraduate student should contact King University nursing office and graduate students should contact the appropriate clinical preceptor and instructor as soon as possible after the incident.
- 7) **FOLLOW UP** COMPLETE the SON Exposure Incident Report and submit to your King faculty member along with copies of the documents indicated with the \* above. Follow clinical agency policy for documentation and reporting of incident.

### Other Important Information

- The student is responsible for following recommendations for follow-up by the facility, his/her primary care provider and for following up with his/her King faculty member.
- Students whose clinical activities are restricted by their health care provider cannot return to clinical training until documentation of the release to practice is provided to the student's clinical instructor.

### Faculty Responsibilities

Faculty is expected to reinforce with BSN, MSN, and DNP students the appropriate education and practice related to the use of standard precautions and are to review this policy with all students.

***When a student reports an exposure:***

1. Refer to the Emergency Response Instructions listed above.
2. Immediately, or as soon as feasible, assist in investigating the source (patient or client) status relating to blood borne pathogens.
  - Determinations regarding source of exposure, including contact with the source, testing of the source, and notifying the source's health care provider shall be made in cooperating with the affiliating facility or agency in which the exposure occurred and in compliance with all applicable laws and regulations.
  - Obtain a detailed description of the incident from the student AND have the student complete the attached Incident Report form. The completed Incident Report form should be reviewed by the faculty member, who may add notes to clarify and provide more detailed information. The form is signed by the student, the faculty member and submitted by the faculty member to the Dean of Nursing within 24 hours or, if the incident occurs on a weekend or holiday, by 8:00 a.m. the next business day.
  - If an incident report is completed by the site, where the exposure occurred or by the emergency room, the clinical instructor should obtain a copy of the facility's report from the student and attach it to the School of Nursing Incident Report.
  - The faculty member will review standard precautions with the student and proper procedures for avoiding exposure prior to the student returning to the clinical setting.
  - Initial and subsequent care and follow-up activities, including recommendations relating to counseling, prophylactic treatment, and continued or restricted practice activities should be made by the student's health care provider.
  - If the student's health care provider restricts the student's practice, the faculty member will follow up regarding the status of the restrictions prior to allowing a return to clinical training.
  - Students whose clinical activities are restricted by their health care provider cannot return to clinical training until documentation of the release to return to practice is provided by the student's clinical instructor. Documentation is then placed in the student's file.
  - Document and maintain all information relating to the exposure incident in a confidential manner in student's file.

**Affiliating Agency Responsibilities**

- Affiliating agency representatives are informed of the School of Nursing's policies and procedures related to pathogen exposure through routine correspondence from the School.
- Affiliating agencies are expected to assist students and faculty in obtaining information about the communicable disease status of the source patient.

**SCHOOL OF NURSING  
INCIDENT, INJURY & PATHOGEN EXPOSURE REPORT**

STUDENTS SHOULD COMPLETE THIS FORM: King Faculty member will add follow up comments.

Student's Full Name _____
Address _____
Soc Sec # _____ - _____ - _____ Birth date ____/____/____ E-mail _____
Home Phone _____ Cell Phone _____
Program: BSN MSN DNP Specialty: _____
Student's Immunization Status: Tetanus _____ Hepatitis B Vaccine _____ Titer _____
Last PPD _____ Other (specify) _____

Date of Incident \_\_\_\_/\_\_\_\_/\_\_\_\_ Time: \_\_\_\_:\_\_\_\_ AM PM  
Location/Facility Name \_\_\_\_\_ Dept/Unit \_\_\_\_\_  
Type of Facility: Hospital Private Practice Community Agency Other: \_\_\_\_\_  
Site Preceptor \_\_\_\_\_ Work Phone & Cell # \_\_\_\_\_  
Site Contact for follow up \_\_\_\_\_ Title \_\_\_\_\_  
Phone \_\_\_\_\_

**TYPE OF INCIDENT**

- Needlestick Type of Needle \_\_\_\_\_  Other sharp object (explain below) \_\_\_\_\_  
 Other Injury (explain below)  TB Exposure  Other (explain below) \_\_\_\_\_

**TYPE OF EXPOSURE (check all that apply)**

- Body fluid splash  Blood  Urine  Saliva  Wound drainage  Animal scratch  Animal bite  Mucous membrane  Eye  Mouth  Nose  Broken skin  Intact skin  Inhalant  
 Other \_\_\_\_\_

Who witnessed the incident? \_\_\_\_\_

To whom at the facility was it reported? \_\_\_\_\_

Name of King University faculty member notified? \_\_\_\_\_ Date: \_\_\_\_\_

Time: \_\_\_\_\_

Was an incident report created by the site? Yes No Please attach a copy.

Where were you treated for the needle stick? Facility Name \_\_\_\_\_

Please attach a copy of the Emergency Center Report \_\_\_\_\_

Were baseline labs obtained from the source or source patient? No Why not? Yes Which serology?

Attach copy of results (without patient name) or list:

Was acute serology drawn on you (the student)? No Yes By \_\_\_\_\_

Note: what will be tested (rapid HIV, Hep B, etc.) \_\_\_\_\_

FULLY describe the incident/injury/exposure and explain in detail what you were doing when the injury/ exposure/incident occurred, including the use of tools, equipment or materials.

What body part(s) was affected? \_\_\_\_\_ Have you ever required medical treatment for this part of your body or condition before?  yes  no Please use additional sheets if necessary:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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**To be Completed by KING UNIVERSITY FACULTY, Clinical Instructor's Comments**

In addition, please review and provide additional information/clarification to the student's statement.

King Faculty Clinical Instructor \_\_\_\_\_ Work # \_\_\_\_\_

Cell Phone # \_\_\_\_\_

Faculty Notified: Date \_\_\_\_\_ Time \_\_\_\_\_ AM PM

Faculty Report:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Follow Up Actions by student already conducted and to be conducted** (please note timeline)

\_\_\_\_\_  
\_\_\_\_\_

Are student's clinical activities restricted? No Yes (If Yes, please describe and give begin and end dates or date for review by student's personal health care provider.)

\_\_\_\_\_

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**Signatures SON**

Faculty Member/Specialty Advisor \_\_\_\_\_ Date \_\_\_\_\_

Program Coordinator \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Dean of Nursing \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Date Academic Affairs Notified \_\_\_\_\_ by \_\_\_\_\_

Date Security Notified \_\_\_\_\_ by \_\_\_\_\_

(send copy and any notes to SON Dean and Security)

Notes:



School of Nursing  
**Criminal Background Check Policy**  
**August 23, 2024**

**Background Check Policy General Information/Process/Cost**

- King University requires all students to complete a criminal background check upon admission to the School of Nursing and enrollment in clinical nursing courses. This is to ensure a safe clinical environment for both students and the public and to meet the contractual requirements of area healthcare facilities.

**Failure to undergo the background check by the deadlines may result in failure of clinical nursing classes and/or dismissal from the nursing program.**

- Each student is required to complete and clear a background check **at least 30 days prior to the student entering their first semester** in the nursing program. Some clinical agencies may require additional or more frequent background checks.
- Each student is required to complete the Background Check through the King University Security Office. Students are responsible for all costs associated with the criminal background check. The cost of each background check is **\$65.00**.
- Nursing students should be aware that clinical facilities have the right to preclude students with certain criminal histories from any facility. Additionally, any state board of nursing may deny licensure based on a student's criminal history. Even if licensure is granted, certain employers may preclude applicants with certain criminal histories. Questions regarding criminal history and state licensure should be discussed with the appropriate State Board of Nursing.
- Should a clinical agency refuse to place (accept) a student based on the outcome of the background check, King University School of Nursing has no responsibility for arranging alternate clinical placements. The student will be dismissed from the nursing program if he or she is unable to participate in required clinical placements due to a criminal background check that is not cleared.
- If a criminal history report provides an indication of an arrest without an outcome the student will be required to provide certified court paperwork to the King University Security Department, the School of Nursing and these documents may be reviewed by clinical agencies. Students must agree that all results are available to the program and the clinical sites associated with the program. A committee designated by the Dean of the School of Nursing will convene to review the student's criminal history and associated documents and make a determination of the student's fitness for progression in the program.
- Nothing in this procedure will be construed as to compel the disclosure of a parking or moving traffic violation if the maximum sanction provided by the law for such violation does not include a period of confinement.

**I. Criminal Background Check Process**

1. Information to schedule a Background Check and fingerprinting is located on the Security Office section of the King University website or follow the link below:

<https://www.king.edu/student-life/right-to-know/security-services/fingerprinting/>

2. Click on “School of Nursing Background Check Form”. This will take you through the process to schedule your Background Check. For questions or issues, contact the Security Office at 423-652-4366 or email [background@king.edu](mailto:background@king.edu)
3. The student will submit and sign an authorization and release form authorizing King University and/or a qualified company contracted by the University to complete a criminal history records check.
  - a. As part of the admission process to the School of Nursing, students must supply a request for criminal background check to the Tennessee Bureau of Investigation or appropriate state agency and the Federal Bureau of Investigation and submit to a criminal history records check performed by the Tennessee Bureau of Investigation.
  - b. Clinical agencies may also require additional checks to be conducted on specific federal lists of excluded individuals/entities
  - c. Additional databases or searches may be conducted by clinical agencies.
4. Once the fingerprinting process is complete, students will document the date of fingerprint submission in the student’s Complio account.
5. The Security Office is responsible for relaying criminal background results of “clear” or “indication” to the School of Nursing.

***The student shall not begin clinicals, under any circumstances, until the student has received clearance from the School of Nursing via KU email***

## **II. Criminal Background Check Indicating a Criminal Conviction/ Findings of Past Criminal Conviction**

Upon notification that a student’s background check results in a finding of past criminal conviction, the following will occur:

1. The Security Department notifies the School of Nursing that the student has an indication of criminal record.
2. The King University Security Department in consultation with the Dean of the School of Nursing exercising due diligence will review report(s) of past criminal behavior. They will determine whether the student in question should continue in the School of Nursing. Factors influencing this determination may include the likelihood of the student’s ability to receive a license and/or to participate in clinicals.
3. The SON will send a letter to the student to inform of the process to obtain clearance at the clinical sites or dismissal from the program based on the results of the background check indication(s).

4. The SON will send a letter to the clinical site notifying the site they will receive a copy of the background check results from the Office of Safety and Security and the process for approving or denying the student rotation.
5. The SON will provide the Office of Safety and Security the contact information for the clinical site and a copy of the background check results will be submitted to the clinical site designee.

**The student's responsibilities include:**

1. The student should contact the KU Security Department to sign the Criminal Offense Indication Participation Waiver and to provide any additional documentation requested.
  - a. In the event a student refuses to comply with the requirement for the release of all investigative records, the student will immediately be denied further consideration for admission or continuance in the School of Nursing.
2. The student may need to schedule a meeting to discuss the background check and provide additional details or answers to any questions relating to the results of their background check.
3. The student may not begin clinical hours until written permission from the site/agency is received in the School of Nursing Administrative office AND an email indicating clinical clearance is received from the School of Nursing Administrative Assistant or School of Nursing Dean.

**The clinical agency responsibilities include:**

1. The clinical agency's authorized designee will review the criminal conviction record and determine "clear/not clear" of the nursing student applicant.
2. If the student is "clear" to attend clinical at the clinical agency, the authorized designee will submit authorization whether the student is permitted to complete the clinical experience at the healthcare agency. **The signed authorization letter is to be submitted to the SON Dean** via company email or via documentation on company letterhead and may be mailed to King University, 1350 King College Road, White Hall Room 116 – for Dean, School of Nursing. For additional information call the School of Nursing at (423) 652-6312. This process is to be followed by the student for each semester and each clinical experience in which the student is scheduled to participate while in the nursing program at King University.
  - a. If the student retains the same clinical site for subsequent semesters, the student is permitted to obtain written permission from the clinical agency upon the initial approval only, unless a new conviction or arrest has occurred since the previous background check was completed.
3. Previous offenses that have been investigated by the KU Security Department will not be referred to the School of Nursing. In addition, no additional waiver form will be required to be completed by the student.
4. Subsequent communications from the SON to the student will occur through the King University email account.

**III. Process for Criminal Background Check Indicating No Criminal Conviction/  
Nursing Student Applicant Criminal Background Check “Cleared”**

1. King University School of Nursing will submit the appropriate affiliation agreement forms to the clinical agency.
2. No further action is required by the nursing student.

**IV. Reporting of Criminal Behavior/Violation of the Law**

Consistent with the King University Student Handbook, a student who violates local, state or federal law on or off campus is expected to report criminal charges and/or being arrested to the King University Dean of Students or the Director of Security within 72 hours of being arrested and/or criminally charged or convicted.





## **Drug Screen Policy**

**August 23, 2024**

### **General Information/Process/Cost**

- King University requires students to meet guidelines regarding drug-free environments and to ensure a safe clinical environment for both students and the public. Students should be aware that clinical facilities have the right to preclude students who do not meet drug screening requirements from any facility.

**Failure to undergo the drug screen will result in withdrawal or failure of the clinical nursing course and may result in dismissal from the nursing program.**

- Drug screening is required by King School of Nursing upon admission to the program however, some clinical agencies may require additional screenings. All drug screens will be coordinated/ordered through Complio. The initial drug screen cost is included in student fees upon admission. The typical cost for an additional drug screen is \$40 for a standard 10-panel drug screen which is accepted by most clinical agencies. The cost of the drug screen may vary based on the specific requirements of the clinical agency. Students must comply with clinical agency requirements. All drug screen costs are the responsibility of the student.
- Any student requiring a drug screen who attends class or clinical without a completed and cleared drug screen may be dismissed from the School of Nursing.
- Standard urine drug screens will be performed however, King University reserves the right to drug screen students via standard urine drug screen, hair follicle screening, or nail clipping screening.
- Students may be requested to present for drug screening at any time during enrollment in the School of Nursing.

### **I. Drug Screen Process**

1. The student will be given Complio account setup information and instructions prior to or during the first week of class.
2. The student will create the account and select the desired testing facility during the account creation process.
3. .

Complio will provide a custody and control form to the student via the Complio account email.

4. The student will need to provide a valid photo ID to the testing center at the time the sample is given, and present the form provided by Complio.

5. All required drug screens must be completed by the fourth week of class or as required by clinical agencies. The Complio form will expire after that period, and the student will be responsible for purchasing a new drug test if that should occur. Students will not be allowed in a clinical setting until drug screening is complete and clear.
6. In the event a student refuses to comply with the requirement of the drug screen or for the release of the drug screen results, the student:
  - a. will be immediately be denied access to the clinical agency
  - b. will be removed from the School of Nursing via administrative withdrawal and/or prohibited to enroll in School of Nursing courses until the screening is completed and cleared.
  - c. who refuses to comply, may withdraw from all clinical courses or receive a failing grade for the clinical course(s)
  - d. will be referred to the student conduct process (Student Affairs)

If a student is required additional testing by a clinical agency, the School of Nursing will provide instructions for the additional testing.

## **II. Drug Screen Result of Negative or Cleared**

- a. The results will post to the student Complio account as “compliant”.
- b. No further action is required by the nursing student.

## **III. Process for Findings of Drug Screen Result of Positive**

Upon notification that a student’s drug screen results were positive the following will occur:

6. The ComplioMedical Review Officer (MRO) is provided the specimen.
7. The MRO will contact the student to request any prescriptions.
  - a. If a valid prescription is given to the MRO, the results will post to the student Complio roster as “compliant”.
  - b. If a valid prescription is received but the results show the drug levels are out of range, the results will be reported as “positive” and will be reported to the SON Dean and Director of Safety and Security. This positive result will be processed as “positive” – see below.
  - c. If no valid prescription is obtained, the positive results will be sent to the SON Dean and the Director of Safety and Security. This positive result will be processed as “positive” – see below.
  - d. Failure to follow up with the MRO within 1 week of positive test results may result in dismissal from the School of Nursing.

## **IV. Follow-up for Findings of Drug Screen Result of Positive with No Valid Prescription**

1. The Security Department will:
  - a. Notify appropriate law enforcement, as required by law
  - b. Notify Dean of Students
  - c. Notify the Head Athletic Trainer if student is an athlete

2. The School of Nursing will:
  - a. Notify the student the drug screen result is positive
  - b. Notify the clinical instructor the student is not clear for clinical
  - c. Notify the student of the drug screen results and to withdraw from all clinical courses. Students who refuse to withdraw from a clinical course will receive an “F” for the clinical due to the inability to complete the required clinical hours
  
3. For students who currently have a Tennessee RN license:
  - a. The Security Department or SON will report the results to the Tennessee Professional Assistance Program at <https://tnpap.org>.

**V. Process for Findings of a Drug Screen Result of Diluted Sample**

- a. The SON will notify the student of the results, which can be caused by drinking too much water in the two hours prior to the test
- b. The student will have the option of:
  - i. Completion of a hair follicle sample drug screen
    1. Student will contact Complio to arrange hair follicle drug screening
  - ii. Completion of fingernail clipping drug screen
    1. Student will contact the School of Nursing to arrange fingernail clipping drug screen
  - iii. Withdrawal from School of Nursing
- c. Student will be unable to complete any clinical hours or attend class until results of additional drug screening are processed and “compliant”

**VI. Religious Accommodation**

King recognizes that certain religious beliefs and practices may make certain forms of drug screening more appropriate than others. At the time of drug screening, the student requesting a specific form of testing due to a religious accommodation should identify that request to the SON **prior to** appearing at the testing site. Please note that every effort will be made to accommodate religious beliefs by use of an acceptable form of screening, however, there can be **no** exemption from all forms of drug screening.

Students should refer to the King University Student Handbook for additional university policies