



**REGENT
UNIVERSITY**

**College of
Healthcare
Sciences**

Master of Science in Nursing Student Handbook

2021-2022



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INTRODUCTION

WELCOME TO REGENT UNIVERSITY SCHOOL OF NURSING

We are delighted that you decided to continue your Master of Science in Nursing. We are honored that you chose to pursue your graduate education with us at Regent University. Your educational experience is important to us and we strive to promote a positive and meaningful environment that will allow you to meet your personal and professional goals.

Our Christ-centered curriculum has been designed by nursing faculty with the intent to further develop skills and competencies already cultivated through education and experience. It is our pleasure to support you, guide you and mentor you as you progress through our program and as you carry out Regent's mission as Christian leaders that change the world through your caring, competent and compassionate service to others.

May grace and blessings be in your path,

Regent Nursing Faculty

⁹ For this reason, since the day we heard about you, we have not stopped praying for you. We continually ask God to fill you with the knowledge of his will through all the wisdom and understanding that the Spirit gives, ¹⁰ so that you may live a life worthy of the Lord and please him in every way: bearing fruit in every good work, growing in the knowledge of God, ¹¹ being strengthened with all power according to his glorious might so that you may have great endurance and patience, ¹² and giving joyful thanks to the Father, who has qualified you to share in the inheritance of his holy people in the kingdom of light. ¹³ For he has rescued us from the dominion of darkness and brought us into the kingdom of the Son he loves, ¹⁴ in whom we have redemption, the forgiveness of sins.

~Colossians 1: 9-14

Purpose of the Handbook

This handbook is designed to provide information for graduate students seeking a Master of Science in Nursing degree at Regent University regarding policies, procedures and resources. It is designed for students currently enrolled in the MSN program. This handbook is intended to supplement Regent University [student handbook](#) the Regent University [graduate catalog](#) and other Regent University policies as indicated.

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

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

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

MISSION VISION PHILOSOPHY

Mission

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

Vision

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

Regent University Nursing Philosophy

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

Person

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

Environment

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

Health

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

Nursing

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

Learning

Learning is a continuous, life-long process that occurs at any developmental level and is evidenced by consistent changes in behavior. Students bring previous life experiences to the learning environment. These previous experiences influence the student's attitudes and motivation to learn. To facilitate learning, Regent University nursing faculty serve as teachers, resources, mentors, and professional role models for students. Faculty use a variety of teaching and learning strategies to facilitate the student's practice of professional and advance nursing. The goal of nursing education at Regent University is to assist the students to think critically, solve problems creatively, integrate faith in the decision-making process, and practice nursing from a caring perspective. The post-licensure BS student is prepared to function as a generalist in diverse roles, in a variety of settings, use culturally sensitivity, and adhere to the standards of professional practice guidelines. Their focus is on developing expertise in leadership and advance nursing roles to the meet the health and educational needs of the patient, community, and overall profession.

MSN OVERVIEW

The MSN program at Regent University has two MSN degree concentrations: Nurse Educator and Nurse Leadership and Management.

The Nurse Educator concentration prepares nurses to serve as faculty or in nurse educator roles within health care settings. The curriculum prepares graduates to develop and evaluate curriculum and to effectively implement innovative teaching strategies using multiple learning formats. The program will focus on curriculum design, delivery and evaluation, informatics integration, evidence-based educational strategies and supporting quality and safety in the classroom, clinical and healthcare settings. Coursework is on-line but clinical practice is required.

The Nursing Leadership and Management concentration prepares nurses to serve in leadership and administrative roles within health care settings. The curriculum uses diverse leadership and organizational theories as a foundation, and is designed to provide the participant with advanced problem-solving skills to address issues in modern healthcare. The program focuses on models of leadership, strategic planning, program development and management, financial management, evidence-based healthcare delivery.

PROGRAM LEARNING OUTCOMES

- Demonstrate competence in the integration of nursing and the related sciences required to analyze, design, implement, and evaluate aggregate outcomes of nursing care in diverse populations. (*Essentials I, II*)
- Analyze and apply research outcomes in the practice setting, resolve practice outcomes across healthcare environments and communicate results intended to advance clinical practice. (*Essentials I, IV*)
- Demonstrate competence in the application and determination of appropriate health care informatics and emergent technologies designed to improve health care outcomes. (*Essentials V*)
- Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system. (*Essentials III, VI, VII*)
- Demonstrate competence in the leadership, communication, collaboration, and consultation skills required to advance interprofessional teams and partnerships and provide quality and safe care. (*Essentials III, VII, VIII*)
- Advocate for culturally competent and ethical care that promotes health among individuals, populations, or communities. (*Essentials I, VIII*)
- Demonstrate an advanced level of understanding of nursing (nurse educator or nurse leader) and relevant sciences as well as the ability to integrate this knowledge into practice in order to promote positive health care outcomes for individuals, populations, or systems. (*Essentials I, VIII, IX*)

MSN-NURSE EDUCATOR CONCENTRATION

The Nurse Educator concentration prepares nurses to serve as faculty or in nurse educator roles within health care settings. The curriculum prepares graduates to develop and evaluate curriculum and to effectively implement innovative teaching strategies using multiple learning formats. The program will focus on curriculum design, delivery and evaluation, informatics integration, evidence-based educational strategies and supporting quality and safety in the classroom, clinical and healthcare settings.

The Student Learning Outcomes (SLOs) of the Nurse Educator at the Regent University provide additional support for the program content.

Graduates with a Master of Science in Nursing degree, Nurse Educator Concentration will:

1. Synthesize research from education, nursing, the humanities and the sciences. *(AACN MSN ESSENTIAL I- Background for Practice from Science and Humanities, AACN MSN ESSENTIAL IV: Translating and Integrating Scholarship into Practice, NLN Competency 7 – Engage in Scholarship)*
2. Evaluate a broad range of change, leadership, teaching and management strategies for influencing health policy, improving nursing practice and health care systems. *(AACN MSN Essential II, Organizational and Systems Leadership, AACN MSN ESSENTIAL III: Quality Improvement and Safety, AACN MSN ESSENTIAL VI: Health Care Policy and Advocacy NLN Competency 5 - Function as a Change Agent and Leader)*
3. Analyze the ethical, legal, financial, social, political and spiritual issues impacting diverse client populations, health care, nursing practice and education, with an emphasis on identifying and implementing strategies for enhancement or resolution. *(AACN MSN ESSENTIAL I- Background for Practice from Science and Humanities AACN MSN ESSENTIAL VI: Health Care Policy and Advocacy, AACN MSN ESSENTIAL-IX: Master Level Nursing Practice, AACN MSN ESSENTIAL-IX: Master Level Nursing Practice)*
4. Synthesize theoretical foundations for nursing, education, and health sciences. *(AACN MSN ESSENTIAL I- Background for Practice from Science and Humanities AACN ESSENTIALVIII- Clinical Prevention an Population Health for Improving Health, AACN MSN ESSENTIAL-IX: Master Level Nursing Practice NLN Competency 1 – Facilitate Learning)*
5. Apply knowledge, concepts, strategies, and evidence-based research findings to promote health, prevent disease, enhance the quality of health care and improve the environment in which health care is provided. *(AACN ESSENTIALVIII-Clinical Prevention an Population Health for Improving Health, NLN Competency 6 - Pursue Continuous Quality Improvement in the Nurse Educator Role)*
6. Synthesize knowledge from nursing science, learning theory and information technology to facilitate the application and practice of teaching in the classroom, clinical and community arenas. *(AACN MSN Essential V- Informatics and Healthcare Technologies NLN Competency 1 – Facilitate Learning)*
7. Function effectively in the role of nurse educator by working collaboratively within an academic, institutional or community setting to establish a climate that fosters the development of learners and facilitates a commitment to excellence in nursing education

and lifelong learning. *(AACN MSN Essential VII- Interprofessional Collaboration for Improving Patient and Population Health Outcomes NLN Competency 2, 8 – Facilitate Learner Development and Socialization; Function within the Educational Environment)*

8. Develop and implement educational curriculum and teaching-learning activities based on theories, knowledge, and principles of learning and pedagogy and andragogy *(NLN Competency 3 – Use Assessment and Evaluation Strategies)*
9. Engage in formative and summative evaluation of teaching-learning and use results of evaluation to revise and enhance nursing education. *(NLN Competency 4 – Participate in Curriculum Design and Evaluation of Program Outcomes)*

MSN-NURSING LEADERSHIP AND MANAGEMENT CONCENTRATION

The Nursing Leadership and Management concentration prepares nurses to serve in leadership and administrative roles within health care settings. The curriculum uses diverse leadership and organizational theories as a foundation and is designed to provide the participant with advanced problem-solving skills to address issues in modern healthcare. The program focuses on models of leadership, strategic planning, program development and management, financial management, evidence-based healthcare delivery.

The Student Learning Outcomes (SLOs) of the Nursing Leadership and Management Concentration at Regent University will provide additional support for the program content.

Graduates with a Master of Science in Nursing degree, Nursing Leadership and Management Concentration will:

1. Synthesize research from education, nursing, business, the humanities and the sciences. *(AACN MSN ESSENTIAL I- Background for Practice from Science and Humanities, AACN MSN ESSENTIAL IV: Translating and Integrating Scholarship into Practice, AONE Competency 2 and 4 Knowledge of the Healthcare Environment & Professionalism)*
2. Evaluate a broad range of change, leadership, teaching and management strategies for influencing health policy, improving nursing practice and health care systems. *(AACN MSN Essential II- Organizational and Systems Leadership, AACN MSN ESSENTIAL III: Quality Improvement and Safety, AACN MSN ESSENTIAL VI- Health Care Policy and Advocacy, AONE Competency 2 and 3 Knowledge of the Healthcare Environment & Leadership of the Healthcare Environment)*
3. Analyze the ethical, legal, financial, social, political and spiritual issues impacting diverse client populations, health care, nursing practice and education, with an emphasis on identifying and implementing strategies for enhancement or resolution. *(AACN MSN ESSENTIAL I- Background for Practice from Science and Humanities AACN MSN ESSENTIAL VI: Health Care Policy and Advocacy, AACN MSN ESSENTIAL-IX: Master Level Nursing Practice, AACN MSN ESSENTIAL-IX: Master Level Nursing Practice)*
4. Synthesize theoretical foundations for nursing, education, business and health sciences. *(AACN MSN ESSENTIAL I- Background for Practice from Science and Humanities AACN ESSENTIALVIII-Clinical Prevention an Population Health for Improving Health, AACN MSN ESSENTIAL-IX: Master Level Nursing Practice)*

5. Apply knowledge, concepts, strategies, and evidence-based research findings to promote health, prevent disease, enhance the quality of health care and improve the environment in which health care is provided. *(AACN ESSENTIAL VIII-Clinical Prevention and Population Health for Improving Health, AACN MSN ESSENTIAL-IX: Master Level Nursing Practice AONE Competency 2 and 3 Knowledge of the Healthcare Environment & Leadership of the Healthcare Environment)*
6. Synthesize knowledge from nursing science, business, economics, finance, marketing and information technology to facilitate the practice of leading and managing in organizational and community arenas. *(AACN MSN Essential II- Organizational and Systems Leadership, AACN MSN Essential V- Informatics and Healthcare Technologies, AONE Competency 2, 3, 4 and 5 Communication, Knowledge of the Healthcare Environment, Leadership of the Healthcare Environment, Professionalism, Business Skills)*
7. Function effectively in the role of nurse administrator by communicating with other professionals and working collaboratively within a healthcare, institutional or community setting to establish a climate that fosters the development of others and facilitates a commitment to excellence in nursing and lifelong learning. *(AACN MSN Essential VII- Interprofessional Collaboration for Improving Patient and Population Health Outcomes, IX: Master Level Nursing Practice AONE Competency 1, 2, 3, 4 and 5 Communication, Knowledge of the Healthcare Environment, Leadership of the Healthcare Environment, Professionalism, Business Skills)*
8. Participate in decision-making, risk management, strategic and succession planning to analyze governance, care delivery, relationships, advocacy, policy, quality and outcome measurement within a diverse modern healthcare environment. *(AACN MSN Essential II- Organizational and Systems Leadership, AACN MSN ESSENTIAL III: Quality Improvement and Safety, AACN MSN ESSENTIAL VI- Health Care Policy and Advocacy, AACN MSN Essential IX: Master Level Nursing Practice AONE Competency 1, 2, 3, 4 and 5 Communication, Knowledge of the Healthcare Environment, Leadership of the Healthcare Environment, Professionalism, Business Skills)*

CURRICULUM

The MSN program will offer two distinct concentrations: Nurse Educator (36 credits) and Nurse Leadership and Management (36 credits). There will be 15 credit hours of required core courses for the two foci.

Required Core Courses (15 credits):

- NURS 508 Theoretical and Ethical Nursing Foundations (3 credits)
- NURS 520 Nursing Informatics (3 credits)
- NURS 605 Organization of Nursing and Healthcare Delivery Systems (3 credits)
- NURS 633 Research Methods and Biostatistics I (3 credits)
- NURS 634 Research Methods and Biostatistics II (3 credits)

In addition to the above required 15 credit hours of core courses, The Nurse Educator concentration and Nurse Leadership and Management concentration will require an additional 21 credit hours.

Nurse Educator Concentration (21 credits):

- NURS 540 Advanced Physiology and Pathophysiology (3 credits)
- NURS 541 Advanced Pharmacology (3 credits)
- NURS 550 Advanced Health Assessment (3 credits)

- NURS 642 Curriculum Development (3 credits)
- NURS 650 Engaged Instruction and Learning (3 credits)
- NURS 684 Assessment Strategies- Practicum I (3 credit hours)
- NURS 685 Evaluation Strategies- Practicum II (3 credits)

Nurse Leadership & Management Concentration (21 credits):

- NURS 610 Administrative Strategies in Nursing (3 credits)
- NURS 620 Financial Management in Health Systems (3 credits)
- NURS 621 Healthcare Policy for the Nurse Leader (3 credits)
- NURS 655 Quality Improvement for the Nurse Leader (3 credits)
- NURS 670 Role Development of the Nurse Administrator (3 credits)
- NURS 684 Assessment Strategies- Practicum I (3 credit hours)
- NURS 685 Evaluation Strategies- Practicum II (3 credits)

DESCRIPTIONS FOR COURSES IN THE MSN DEGREE

NURS 508 Theoretical & Ethical Foundations (3)

Nursing and other relevant theories that apply to advanced nursing practice. Applies Biblical worldview to ethical decision-making.

NURS 520 Nursing Informatics (3)

Advanced practice nurse's role in the use and management of information in the healthcare industry. Major topics related to nursing informatics and technology.

NURS 540 Advanced Physiology & Pathophysiology (3) *

System-focused content addresses the normal physiologic and pathologic mechanisms of disease that serve as the foundation for advanced clinical assessment, decision-making, and management. Developmental physiology, normal etiology, pathogenesis, and clinical manifestations of commonly found/observed altered health states and responses to illness and treatment modalities. (30 Clinical Hours)

NURS 541 Advanced Pharmacology (3) *

Expands the advanced practice student's knowledge of the evidenced-based practice of pharmacotherapeutic management. A practical advanced practice approach in applying pharmacological principles across the lifespan for both acute and outpatient care. (30 Clinical Hours)

NURS 550 Advanced Health Assessment (3)

Comprehensive physical assessment and the obtainment of an in-depth health history across the lifespan; risk reduction, health promotion and prevention, early detection of physical and common emotional illnesses, and clinical decision making. (30 Clinical Hours)

NURS 605 Nursing & Healthcare Delivery Systems (3)

Nursing and healthcare delivery systems including organization and financing, and the economic, legal and political factors that influence health care. The role of nursing and healthcare delivery systems in the delivery of safe high-quality care to patients. (10 Clinical Hours)

NURS 610 Administrative Strategies (3)

Leadership strategies in current and predicted health care systems. Administrative concepts necessary for management such as dimensions of workforce and workplace issues, leadership, and evidence-based decision making; skills for effective management of human resources. (40 Clinical Hours)

NURS 620 Health Systems Financial Mgmt (3)

Financial and resource management for the nurse leader and manager. Vital concepts such as strategic management, reimbursement and payer mix, forecasting economic and marketing factors for decision-making; financial and budgeting operations and spread sheet analysis using Microsoft® Excel. (40 Clinical Hours)

NURS 621 Healthcare Policy (3)

Foundation of healthcare policymaking. Policy analysis for nurses in leadership roles. The dynamics related to the roles and influences of healthcare providers and consumers, government, and law. (40 Clinical Hours)

NURS 633 Research Methods & Biostatistics I (3)

Expands the research knowledge gained at the baccalaureate level. Application of nursing research to nursing practice along with the role of biostatistics in nursing research.

NURS 634 Research Methods & Biostatistics II (3)

Continued application of nursing research and biostatistics in nursing practice; research project will validate the student's skills in data collection and analysis methods, interpretation and reporting of statistical results. Pre-requisite NURS 633.

NURS 642 Curriculum Development (3)

Effectively design, develop, implement, and evaluate nursing education focused curricula. Current trends in nursing education and accreditation. (55 Clinical Hours)

NURS 650 Instruction & Learning (3)

Develop effective teaching and learning strategies. Selected teaching and learning theories. Adult learning theory, educational needs assessments, and instructional techniques for the classroom, clinical, simulation/lab, and online instruction. (55 Clinical Hours)

NURS 655 Quality Improvement (3) *

Key elements of quality improvement in the healthcare environment; indicators for quality assessment and appropriate and relevant benchmarks. Six Sigma to ensure standardization of quality improvement approach. (40 Clinical Hours)

NURS 670 Role Development of the Nurse Administrator (3) *

Provides role acclimation to the nurse as an administrator and examines the quality character traits necessary to produce an eminence nursing administrator. (40 Clinical Hours)

NURS 684 Assessment Strategies- Clinical Practicum I (3) * Designed to utilize student knowledge and skill set obtained from prior MSN coursework. Students are guided by established preceptors to fulfill learning objectives specific to the student's chosen MSN concentration. *(70-145 Clinical hours)

NURS 685 Evaluation Strategies- Clinical Practicum II (3) * Continue to fulfill practicum hours by working with preceptors as nurse educators; scholarly research project suitable for publication is required. Clinical hours required. Prerequisite NURS 682. * (70-145 Clinical hours)

POLICIES FOR ADMISSION, PROGRESSION, RETENTION

ADMISSION CRITERIA

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

Nursing courses completed at the previous degree level (bachelor's) must have achieved a 3.0 GPA or higher as verified by official transcripts.

An unrestricted/unencumbered nursing license in the student's state of practice.

A bachelor's degree (B.S. or BSN) from an accredited institution.

SCHOOL OF NURSING GRADUATE STUDIES PROGRESSION POLICY

- Students in graduate nursing programs must meet the requirements of the School of Graduate Studies to remain in good standing. An overall grade point average (GPA) of 3.0 or better must be maintained to continue in the MSN program.
- In addition, a nursing student must achieve a "C" or better in every graduate nursing course. If a student achieves a failing grade in a nursing course, he/she must repeat that course when it is next offered to remain in the program.
- If a student's cumulative grade point average falls below 3.0, she/he will be placed on academic probation the following semester. If the student does not achieve a 3.0 cumulative grade point average after one probationary semester, the Director of the School of Nursing will determine if the student should be dismissed from graduate study or continue on academic probation. No student will be allowed more than two probationary semesters, whether consecutive or cumulative. At the end of a second probationary semester, a student whose cumulative grade point average is still below 3.0 will be dismissed from graduate study.
- Students whose performance results in a GPA so far below 3.0 as to make it mathematically impossible to attain an overall GPA of 3.0 after one semester may be subject to dismissal without a probationary term.
- An incomplete grade ("I") indicates that the student was passing the course at the end of the semester but, due to circumstances beyond the student's control, was unable to complete the course work for which the "I" is assigned. The "I" grade cannot be used to allow a student to do additional work to raise a deficient grade or to repeat a course.

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

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

ACADEMIC PROBATION

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

GRADUATION REQUIREMENTS

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

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

- Submit a completed Graduation Application to the Registrar by the posted deadline.
- Maintain a 3.0 GPA or higher
- Complete all required coursework with a minimum of C or better.
- Fulfill all financial obligations to Regent University.

MSN POLICY AND PROCEDURES

DISABILITY SERVICES

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

GRADING SCALE FOR NURSING COURSES

The following grading scale will be used for all NURS courses at Regent University:

Grade	Percentage	Quality Points	Meaning of Grade
A	93–100	4.00	Superior
A-	90-92	3.67	
B+	87-89	3.33	
B	83-86	3.00	Good
B-	80-82	2.67	
C+	77-79	2.33	Satisfactory
C	73-76	2.00	
C-	70-72	1.67	Failing
D+	67-69	1.33	Failing
D	63-66	1.00	
D-	60-62	0.67	
F	0-59	0.00	Failing

PRECEPTOR AND AFFILIATION INFORMATION

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

PRECEPTOR REQUIREMENTS

- Must hold an MSN in Nursing or Higher.
- Must be actively employed in the specified fields.
- Must have an un-restricted, active RN license.
- Must be willing to adhere to mutually established goals/objectives of the course.

- Must be willing to offer the necessary clinical hours required to complete clinical courses
- Must actively work with the patient population to ensure efficient role orientation for the student.
- MSN preceptors will be provided with the Field Placement Guide that further explains their role

CLINICAL REQUIREMENTS

To complete the nursing curriculum, students within the MSN program are required to complete clinical hours. Students will enter clinical courses at different times according to their individualized degree plans. Prior to entering these courses, students will be directed to the Clinical Clearance Coordinator to ensure all proper documentation is complete prior to obtaining clinical hours. Faculty will work with students on documentation of preceptors and facilities for practicum sites

COMPLIO

The Nursing Program requires students to enroll in American Databank's electronic service, Complio that provides electronic management of student screenings as required by Regent University. Complio is both FERPA and HIPAA compliant. Components of Complio include a background check, drug screen, CPR certification, immunizations, and signed program forms (including verification of meeting program technical standards). All forms are available for download

Students will be required to maintain current documentation in Complio throughout program progression.

CRIMINAL BACKGROUND CHECK AND 10-PANEL DRUG SCREEN PROGRESSION

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

No Concern

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

Concern

Results of the background check or 10-panel drug screen have results that present concern. When this occurs, the Clinical Clearance Coordinator will meet with the Director of the School

of Nursing. A hold will be placed on the enrollment process until the nursing program has cleared the applicant's background check and/or drug screen or has rejected the applicant

Progression of Concerns

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

SUBSTANCE ABUSE POLICY

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

UNSAFE AND UNETHICAL NURSING PRACTICE

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

ACADEMIC INTEGRITY/PLAGIARISM

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

CONFIDENTIALITY AND PRIVACY IN PRACTICE (HIPAA)

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

All students of the Department of Nursing are required to sign the HIPAA form and upload to Complio. (See Appendix C)

LEAVE OF ABSENCE POLICY

The Regent University nursing program faculty understand that students may need to take a leave of absence due to family emergencies, military obligations, and other situations beyond the student's control. The nursing program follows the *Leave of Absence* policy outlined in the Regent University Student Handbook.

COMMUNICATION POLICY

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

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

LATE ASSIGNMENT POLICY

Quizzes: Quizzes submitted 1-7 days late will receive a 5% reduction. Quizzes submitted 8-14 days late will receive a 10% reduction. Quizzes submitted 15 days late or more will receive a 0%. No work submitted past the last day of the course can be accepted.

Written Assignments: Written assignments submitted 1-7 days late will receive a 5% reduction. Written assignments submitted 8-14 days late will receive a 10% reduction. Written assignments submitted 15 days late or more will receive a 0%. No work submitted past the last day of the course can be accepted.

Dialogue Posts: Due to the nature of dialogues (specifically, regarding responses), dialogue posts are more time-sensitive than other assignments. Accordingly, students may submit their initial post (responses to

classmates are not required for late submissions) up to 7 days after the due date but will only receive a maximum grade of 60% for that the discussion assignment. Dialogue assignments submitted 8 days late or more will receive a 0%. No work submitted past the last day of the course can be accepted.

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

Emergent situations may include, but are not limited to:

- Hospitalization
- Serious illness
- Military service obligation
- Natural disaster
- Death or serious injury/illness of an immediate family member

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

Non-Emergent situations may include, but not limited to:

- Work and or family obligations
- Vacations
- Computer or internet problems
- Other personal reasons that may interfere with the student's ability to submit assignments by the due date.

STUDENT EXPECTATIONS

STUDENT RESPONSIBILITIES

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

ONLINE LEARNING RESPONSIBILITY / EMAIL ETIQUETTE

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

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

COURSE EXPECTATIONS

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

STUDENT RIGHTS

STUDENT EVALUATION

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

ACCESS TO RECORDS (FERPA)

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

ACADEMIC ADVISING

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

STUDENT GRIEVANCE AND APPEALS PROCEDURE

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

APPENDIX A

MSN HANDBOOK SIGNATURE PAGE

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

I have read and understand the Progression Policy _____(initial)

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

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

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

Student Name

Student Signature

Date

APPENDIX B

PROGRESSION POLICY ACKNOWLEDGEMENT

Regent University School of Nursing

Graduate Studies Progression Policy

1. Students in graduate nursing programs must meet the requirements of the School of Graduate Studies to remain in good standing. An overall grade point average (GPA) of 3.0 or better must be maintained to continue in the MSN program.
2. In addition, a nursing student must achieve a “C” or better in every graduate nursing course. If a student achieves a failing grade in a nursing course, he/she must repeat that course when it is next offered to remain in the program.
3. If a student’s cumulative grade point average falls below 3.0, she/he will be placed on academic probation the following semester. If the student does not achieve a 3.0 cumulative grade point average after one probationary semester, the Director of the School of Nursing will determine if the student should be dismissed from graduate study or continue on academic probation. No student will be allowed more than two probationary semesters, whether consecutive or cumulative. At the end of a second probationary semester, a student whose cumulative grade point average is still below 3.0 will be dismissed from graduate study.
4. Students whose performance results in a GPA so far below 3.0 as to make it mathematically impossible to attain an overall GPA of 3.0 after one semester may be subject to dismissal without a probationary term.
5. An incomplete grade (“I”) indicates that the student was passing the course at the end of the semester but, due to circumstances beyond the student’s control, was unable to complete the course work for which the “I” is assigned. The “I” grade cannot be used to allow a student to do additional work to raise a deficient grade or to repeat a course.
6. Students must maintain an unencumbered registered nurse license in all states where they are currently licensed throughout the duration of the graduate program and in the state(s) where they fulfill clinical course requirements. If at any time during enrollment in the graduate program a

student's nursing license becomes encumbered, suspended, or revoked, the student must immediately report this to the Director of the School of Nursing. If a student's registered nurse license is suspended or revoked, or a student fails to report any changes in licensure status to the Director of the School of Nursing, the student will be administratively withdrawn from the graduate program. A student's ability to continue enrollment in the graduate program with an encumbered license will be reviewed on an individual basis considering the restriction/limitations placed on the student's practice as a registered nurse by the board of nursing in the state issuing the encumbered license.

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

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

Printed Name

Date

Signature

APPENDIX C

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

Information Packet Protecting the Privacy of Patient's Health Information

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

The HIPAA legislation had four primary objectives:

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

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

Patient Protections:

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

- *Access to Medical Records.* Patients generally should be able to see and obtain copies of their medical records and request corrections if they identify errors. Health plans, doctors, hospitals, clinics, nursing homes, and other covered entities generally should provide access to these records within 30 days and may charge patients for the cost of copying and sending the records.
- *Notice of Privacy Practices.* Covered health plans, doctors, and other health care providers must provide a notice to their patients how they may use personal medical information and their rights under the new regulation. Patients will be asked to sign, initial, or otherwise acknowledge that they received this notice.
- *Limits on Use of Personal Medical Information.* The privacy rule sets limits on how health plans and covered providers may use individually identifiable health information. To promote the best quality care for patients, the rule does not restrict the ability of doctors, nurses, or other health care providers to share information needed to treat their patients. In other situations, though, personal health

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

- *Prohibition on Marketing.* The privacy rule sets new restrictions and limits on the use of patient information for marketing purposes. Pharmacies, health plans, and other covered entities must first obtain an individual's specific authorization before disclosing their patient information for marketing. At the same time, the rule permits doctors and other covered entities to communicate freely with patients about treatment options and other health-related information, including disease management programs.
- *Stronger State Laws.* The new federal privacy standards do not affect state laws that provide additional privacy protections for patients. They confidentiality protections are cumulative; the privacy rule will set a nations "floor" of privacy standards that protect all Americans, and any state law providing additional protections would continue to apply. When a state law requires a certain disclosure---such as reporting an infectious disease outbreak to the public health authorities---the federal privacy regulations would not preempt the state law.
- *Confidential Communications.* Under the privacy rule, patients can request that their doctors, health plans, and other covered entities take reasonable steps to ensure that their communications with the patient are confidential. For example a patient could ask a doctor to call his or her office rather than home, and the doctor's office should comply with that request if it can be reasonably accommodated.
- *Complaints.* Consumers may file a formal complaint regarding the privacy practices of a covered health plan or provider. Such complaints can be made directly to the covered provider or health plan or to HHS' Office for Civil Rights (OCR), which is charged with investigating compiling and enforcing the privacy regulations.
- Information about filing complaints should be included in each covered entity's notice or privacy practices. NOTE: 866-627-7748 or <http://www.hhs.gov/ocr/hipaa>.

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

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

REFERENCES/RESOURCES:

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

University of California, San Francisco. (2002). UCSF Campus & UCSF Medical Center:

what is HIPAA? Available online <http://www.fresno.ucsf.edu/housestaffportal/documents/HIPAA101module.pdf>

Acknowledgement of Receipt of HIPAA Privacy Guidelines

I have received a copy of the HIPAA Privacy Guidelines. I have read and understand the privacy regulations set forth in the Health Insurance Portability and Accountability Act of 1996. I will not violate these guidelines in any way when working with clients, patients, or residents in healthcare facilities.

Signature

Printed Name

Date