



COLORADO CHRISTIAN --- UNIVERSITY

School of Nursing
and Health Professions

MSN Student Handbook 2023-2024

This handbook is intended to be read in conjunction with the Student Handbook for the College of Adult and Graduate Studies (CAGS). All Colorado Christian University (CCU) MSN Nursing Students are responsible for all information in the University Catalog, the CAGS Student Handbook and the MSN Nursing Student Handbook. Failure to read the policies contained in the Catalog and Handbooks does not relieve the student of this responsibility. The School of Nursing reserves the right to change this handbook policy as appropriate. Students are notified in writing of all Nursing Student Handbook changes.

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SECTION I
COLORADO CHRISTIAN UNIVERSITY INFORMATION

Welcome

Dear CCU MSN Student,

I want to welcome you to Colorado Christian University's (CCU) nursing programs, offered to both students in the College of Undergraduate Studies (CUS) and to students in the College of Adult and Graduate Studies (CAGS). Our nursing Vision is:

To empower nurses to practice nursing as ministry.

We challenge students to become exceptionally compassionate and competent nurse leaders who impact their world and transform health care through the uniqueness of Christ-inspired nursing practice.



CCU offers a **Bachelor of Science in Nursing (BSN) Program** with two tracks:

- The BSN Pre-Licensure Program for students in CUS and CAGS
- The Post-Licensure RN-BSN for licensed RNs seeking the BSN degree.

CCU offers a **Master of Science in Nursing (MSN) Program** with two tracks:

- The Clinical Care Management in Adult & Geriatrics emphasis prepares graduates for Advanced Practice in the role of a Clinical Nurse Specialist (CNS)
- The Nursing Education emphasis prepares graduates to teach in academic or clinical professional development settings

CCU offers a **Doctor of Nursing Practice (DNP) Program** in Visionary Leadership. The DNP is a post master's clinical doctorate.

Nursing is an exciting and challenging profession. The art and science of Nursing blends intellectual inquiry, evidence-based practice, advanced technology and the heart of caring into professional practice. Here at CCU, nursing is a ministry of compassionate care for the whole person, in response to God's grace.

Consistent with the mission and purpose of the University, the CCU Nursing Programs comprise a Christ-centered community of learners and scholars who focus on academic excellence and professionalism through the integration of faith, learning, and practice. Nursing education at CCU prepares competent professionals who excel as moral leaders in the roles of servant, shepherd, steward, and scholar. The program embraces the truth of Scripture as the foundation for those who are called to the nursing profession and who view nursing as ministry.

I am honored that you have chosen to join us. May you be richly blessed by your faculty and patients as you serve Jesus in this exceptional profession we call "nursing."

With every blessing,

Dr. Christine Lepianka PhD, RN

Professor and Dean, School of Nursing and Health Professions

School of Nursing & Health Professions: Faculty/Staff Directory

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COLORADO CHRISTIAN UNIVERSITY

Grace and Truth

Colorado Christian University Mission

Mission

Christ-centered higher education transforming students to impact the world with grace and truth.

Colorado Christian University cultivates knowledge and love of God in a Christ-centered community of learners and scholars, with an enduring commitment to the integration of exemplary academics, spiritual formation, and engagement with the world. We envision graduates who think critically and creatively, lead with high ethical and professional standards, embody the character and compassion of Jesus Christ, treasure the gospel, and who thereby are prepared to impact the world in their callings. The Nursing Program mission reflects the mission of the university.

Christ-centered community

Our community of interdependent students, faculty, and staff seek to honor and obey Jesus Christ, who is present in Spirit and speaks in Scripture, in order to advance God's purposes in the lives of every member.

Exemplary academics

Our undergraduate and graduate curriculum integrates faith and learning in a scholarly environment that fosters critical and creative thinking, academic excellence, and professional competence.

Spiritual formation

Our academic and student development programs cultivate a deep and enduring faith that affirms the authority of Scripture and embraces Christ as the authentic center of life.

Engagement with the world

Our students experience and engage the world in ways that prepare leaders to serve and transform their professions, churches, and communities.

<https://www.ccu.edu/about/mission/>



COLORADO CHRISTIAN UNIVERSITY
Grace and Truth

Colorado Christian University Strategic Priorities

Colorado Christian University's Strategic Priorities were adopted by the CCU Board of Trustees to serve as a guiding compass for the University. They direct the implementation of CCU's long-established mission and vision, and provide context for our first priority – an enduring commitment to Jesus Christ and His Kingdom. The Strategic Priorities provide a point of convergence for every member of the CCU community and for every aspect of life at CCU, from how we teach and learn in the classroom to how we live with and serve others. The Nursing Program curriculum is designed to integrate the Strategic Priorities at the University.

Colorado Christian University shall:

- Honor Christ and share the love of Christ on campus and around the world
- Teach students to trust the Bible, live holy lives, and be evangelists
- Be a magnet for outstanding students and prepare them for positions of significant leadership in the church, business, government, and professions by offering an excellent education in strategic disciplines
- Teach students how to learn
- Teach students how to think for themselves
- Teach students how to speak and write clearly and effectively
- Give students significant opportunities to serve our Lord while they are at CCU and to help them develop a lifetime habit of such service
- Impact our culture in support of traditional family values, sanctity of life, compassion for the poor, Biblical view of human nature, limited government, personal freedom, free markets, natural law, original intent of the Constitution, and Western civilization
- Be seekers of truth
- Debunk "spent ideas" and those who traffic in them
- Ask God to multiply our time and ability to the glory of His great name
- Be a servant of the Church
- Become a great university

<https://www.ccu.edu/about/strategic-priorities/>



COLORADO CHRISTIAN UNIVERSITY

Grace and Truth

College of Adult & Graduate Studies Mission & Vision

Colorado Christian University exists to produce graduates who think critically, live faithfully, and effectively impact their spheres of influence through a distinctive integration of academic achievement, character development, and spiritual formation. All programs in the College of Adult and Graduate Studies (CAGS) are designed for the adult learner and recognize the importance of honoring hard work and family commitments.

Our Vision

To deliver transformational continuing, undergraduate, and graduate education to adults through the biblical renewing of minds by:

- Integrating faith, learning, and living into courses, through faculty, and through the delivery of high-quality services.
- Impacting families, churches, corporations/organizations, communities, and cultures through satisfied, educated students; committed, qualified faculty and staff; and strategic church and business partners.
- Fostering the development of a personal faith and Christian worldview leading to ethical behavior, service to others, and continuing personal renewal.
- Delivering education and services through formats and mediums that maximize quality, use of resources, and access for students wherever they are.

Additional CAGS Student Handbook information:

<https://www.ccu.edu/ccu/cags-student-handbook/>



College of Adult & Graduate Studies: Student Learning Outcomes

The College of Adult and Graduate Students *Student Learning Outcomes* reflect the four pillars of the university and are congruent with the CCU Mission: Christ Centered Community, Exemplary Academics, Spiritual Formation, and Engagement with the World. All students within the university are expected to engage with Christian faculty, examine the discipline from a biblical worldview, reflect on their own spiritual formation and apply their new knowledge and skills to influence the world.

CCU and CAGS Four Pillars

1. Students engage with the community of faculty who seek to honor and obey Jesus Christ to advance God's purpose in the life of the student.
2. Students examine theories, concepts, principles, and practices in a particular content/discipline area from a biblical worldview.
3. Students reflect on their own learning and biblical truths with the goal of cultivating a faith that embraces Christ as the authentic center of life.
4. Students apply a proficient body of new knowledge and skills synthesized with prior knowledge and skills in a particular content/discipline area to serve and influence their workplaces, families, and communities.

CAGS Program Student Learning Outcomes

Each Program within CAGS formulates Student Learning Outcomes that are congruent with the university mission, reflect professional standards and guidelines and consider the needs and expectations of the community of interest. Student Learning Outcomes (SLO) advance in level of knowledge, thinking, application and rigor based on the degree. Assessment of SLO are program specific.

Students within CAGS meet the following SLO:

1. Students examine course content from a biblical perspective.
2. Students demonstrate proficient knowledge and skills.
3. Students use critical thinking skills to critique issues and provide solutions.
4. Students demonstrate proficiency of academic writing.
5. Students demonstrate information literacy according to the norms of their profession.
6. Students reflect on their Christian educational experience and its influence on their personal and professional life.
7. Students apply knowledge and skills to serve and influence their workplace, families, and society.



COLORADO CHRISTIAN UNIVERSITY

School of Nursing and Health Professions

School of Nursing Vision, Mission, & Heritage

Our Vision

To empower nurses to practice nursing as ministry.

Our Mission

To prepare competent, compassionate, moral leaders who excel as servants, shepherds, stewards, and scholars to impact the profession and the world. We are a Christ-centered community of learners and scholars with a commitment to academic excellence and spiritual formation.

CCU Nursing Program Heritage

With nearly a one-hundred-year history of exceptional education, CCU began nursing programs in the fall of 2007. The Licensed Practical Nurse to Associate of Science in Nursing (LPN-ASN) program has given way to the statewide Pre-Licensure Bachelor of Science in Nursing (BSN) Program Option which began in January 2011. The online Registered Nurse to Bachelor of Science in Nursing (RN-BSN) Program Option, which began in January 2009, now enrolls students from across the nation. The Master of Science in Nursing Program began August, 2014 and the DNP program accepted its first cohort of students in the Summer of 2019.

Accreditation

Colorado Christian University is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The baccalaureate nursing curriculum meets the educational community's standards, Colorado Board of Nursing educational program standards, AACN Essentials, and the Colorado Nursing Articulation Model guidelines. The masters nursing curriculum meets the AACN Essentials and ANCC specialty certification standards. "The baccalaureate degree program in Nursing and master's degree program in Nursing at Colorado Christian University are accredited by the Commission on Collegiate Nursing Education (CCNE) at <http://www.ccneaccreditation.org/>."





COLORADO CHRISTIAN UNIVERSITY

School of Nursing and Health Professions

School of Nursing Program Philosophy

The nursing faculty believes nursing is an evidence-based and practice-focused discipline. Nursing at CCU is grounded in the liberal arts and sciences, and Biblical truth. We believe that the curriculum is developed with ever increasing difficulty and complexity, emphasizing the health-illness continuum, care management and restoration in order to support safe, effective, and compassionate nursing practice. Faculty members facilitate the integration of faith, learning and professional practice in order to empower nurses to practice nursing as ministry.

As a Christ-centered educational program we support the professions' Code of Ethics for Nurses (American Nurses Association [ANA], 2015), Nursing's Social Policy Statement (ANA, 2010a), Nursing Scope and Standards of Practice (ANA, 2010b), and the educational competencies of the various levels of nursing education. We believe that we come to the preparation of nurses with an additional set of suppositions and intentions that give the graduate nurse in the practice of nursing greater purpose and meaning and a larger context of practice: nursing as ministry (Miller, 2002). We believe that education is a life-long transformation process in which our minds, behaviors and attitudes (cognitive, psychomotor and affective domains) are challenged by a search for knowledge and a quest for truth. Since we believe that all truth is God's truth, we integrate faith into learning and practice in order to instill passion in students through honest exploration, serious reflection, and intellectual inquiry (Dockery, 2006). In addition to innovative formats and delivery systems, we seek to encourage distinctively Christian thinking, beginning scholarship and spiritual formation.

The ultimate aim of CCU's nursing education program is to prepare nurses who are more like Christ on earth, living through His grace with a ministry of compassionate care for the whole person, encompassing spiritual care, demonstrating moral leadership, fostering optimum health and bringing comfort in suffering and death for anyone in need (Shelly & Miller, 2006; Willard, 2006). An outflow of this focus is to reach beyond our immediate vicinity and be globally engaged as servants, stewards, shepherds, and scholars in the concern for availability, accessibility, cost, and quality of nursing care to patients, families, communities, and global populations.

The metaparadigm concepts for nursing are person, nursing, caring, health and environment. The School of Nursing supports and embraces the CCU statement of faith as set forth by the University, and integrates these tenants into the metaparadigm of nursing. The Holy Scriptures and a personal faith in Jesus Christ empower the nurse to interpret knowledge and practice the profession as a means of allowing faith to inform and shape the person of the nurse and the practice of professional nursing. Faculty members facilitate the integration of faith, learning and professional practice in order to prepare nurses to make a difference in the world. The metaparadigm of nursing in the context of a Biblical worldview is further explained here.

Person or Personhood is the result of the creative work of the living, relevant God. The intended purpose of this creative work is to be His image-bearer reflecting His character and nature to the world around us (Crist, 2000). We believe in the sanctity of life for all human beings at all stages of existence. We believe that God has designed persons to live independently, interdependently and dependently. Through cooperation with His purposes, we are empowered to author our purpose in life, our God-inspired life story, and to influence the world around us.

Professional nursing is a scientific practice-based discipline and a sacred calling, oriented toward human good and healing. We believe nursing to be powered by moral good with certain values and standards that support quality of care, professionalism and moral leadership. Nursing knowledge is the result of scientific inquiry and the integration of physical sciences, social sciences, psychological sciences and various theoretical propositions. This is the basis for providing the highest quality evidence-based nursing practice. Nursing is “the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations” (ANA; 2003/2010; p 3).

Caring, as provided by nurses, is always specific and relational: involvement and caring reside together resulting in common meanings between nurse and patient (Benner, 1989). Compassionate care is hands-on, patient-centered, physical, psychosocial and involves spiritual interventions to meet the needs of patients regardless of how the nurse feels and regardless of the patient’s ethnic identity, race, gender, age, status, diagnosis or ability to pay (Shelly & Miller, 2006; Trafecanty, 2006). Christian spiritual caring is an act of faith and a response to God’s truth and grace through a compassionate presence.

Health is a state of wholeness, well-being, peace (Shalom) and a completeness that permeates all areas of human life (Punton, 1996). The concept carries with it the idea of universal flourishing and delight or a rich state of existence. We believe health is God’s original created goodness, which in its fullest sense is complete physical, mental and spiritual flourishing that makes possible one’s ability to fulfill our created purposes. Such fulfillment brings glory to our Creator. Participation of the nurse in the promotion of health, the prevention of disease, the management of care and the restoration of shalom as true health, becomes the focus of faith-driven practice.

The **environment** within which the nurse practices nursing is comprised of the physical conditions and circumstances surrounding the person, and also includes relationships and social structures such as the family, educational system, legal system, and health care system. In this environment, inter-professional communication and technology management are essential in order to deliver high quality healthcare. From a Christian perspective we believe in the Biblical idea of the fallen nature of people and things resulting in evil, suffering and separation from the Creator, God (Sponheim, 1993). Due to this fallen nature, all of the systems in place for intended good are flawed and often ineffective. For the Christian nurse, our concern is for the reconciliation of all things under Christ who is the personification and available fulfillment of Shalom.

While the philosophy of CCU’s nursing programs is clearly from a Christian perspective, we welcome and respect students with diverse worldviews. CCU encourages students to explore their personal faith journey throughout their educational process.

The **educational philosophy** of the nursing department at Colorado Christian University follows the vision, mission and purpose of the university as a whole. As nursing faculty, we seek to serve God by providing Christ centered nursing education. This education has Biblical integration throughout each course with each faculty individually incorporating the mission and purpose of CCU in their classroom instruction. Nursing faculty believe that students are to be empowered nurses, encouraged to live out their nursing vocation through faith, challenged to use their giftedness to serve God as nurses and prepared to be transformational leaders of healthcare where-ever they choose to serve as professional nurses.

Furthermore, the nursing faculty embrace the philosophy of enabling adults to learn and grow through education. The meta-paradigms of nursing (person, health, environment and nursing care) influence the process of nursing education. The learning is both theoretical and skills based since nursing is a discipline of applied knowledge as art and science. At CCU nursing as ministry continues to inform the ongoing educational process of the students. Faculty seek to create a classroom environment that is respectful and professional while being a learning lab of nursing knowledge.

Each faculty, as a competent practitioner becomes a facilitator of learning for students. The sharing of theory and applied nursing skills happens through application of case studies, active learning principles using the five senses and integration of technology. Throughout the nursing program students are encouraged to be individuals while connecting with fellow classmates to be collaborating team members. This synthesis of ideas further cements and grows the application of critical thinking to clinical reasoning. During the educational process students are stimulated to “do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you (both student and instructor) should look not only to your own interests, but also to the interests of others. (Phil 2:4-5); and “Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is—His good, pleasing and perfect will.” Romans 12:2 (NIV)

School of Nursing Curriculum Framework

The conceptual framework for CCU's nursing programs emphasizes several key aspects of the nursing philosophy. It is a means of conceptualizing and organizing the knowledge, skills, values and beliefs critical to the delivery of a coherent curriculum that facilitates the achievement of desired curriculum outcomes. The conceptual model is a meaningful mental picture, or blueprint, for faculty and students, delineating what knowledge is important to nursing. The framework describes how nursing knowledge is defined, categorized, and linked with other knowledge.

As the framework model depicts, Biblical truth is the primary foundation upon which the curriculum is built followed by the liberal arts and sciences. Building and expanding on the concepts of the nursing metaparadigm (concepts of person, nursing, health, caring and environment), the faculty have identified seven major concepts and two progressive constructs that result in the program outcome of the integration of learning, faith, and practice and serve as the framework for the curriculum. The curriculum concepts flow from the nursing program philosophy and are organized within the courses to achieve the program goals. These concepts are: integration of learning-faith-practice, spiritual formation, nursing as ministry, interprofessional communication, evidence-based nursing practice, technology management, healthcare delivery, moral leadership, professionalism, and competency-character-calling.

The progressive constructs build from simple to complex and are identified as competent-caring-calling culminating with nursing as ministry. The program outcome in which faith is integrated into both learning and practice is the cornerstone and capstone of all curriculum development and is depicted by a cross. The cross represents the centrality of Jesus Christ in spiritual formation and integration of faith, learning and practice. The nursing metaparadigm—person, nursing, caring, health, and environment—is embedded in each of the other concepts and constructs. Each course addresses components of the concepts and constructs, with specific content increasing in complexity throughout the curriculum. The concepts and constructs serve as broad categories under which a variety of content can be expressed. They are not considered mutually exclusive.

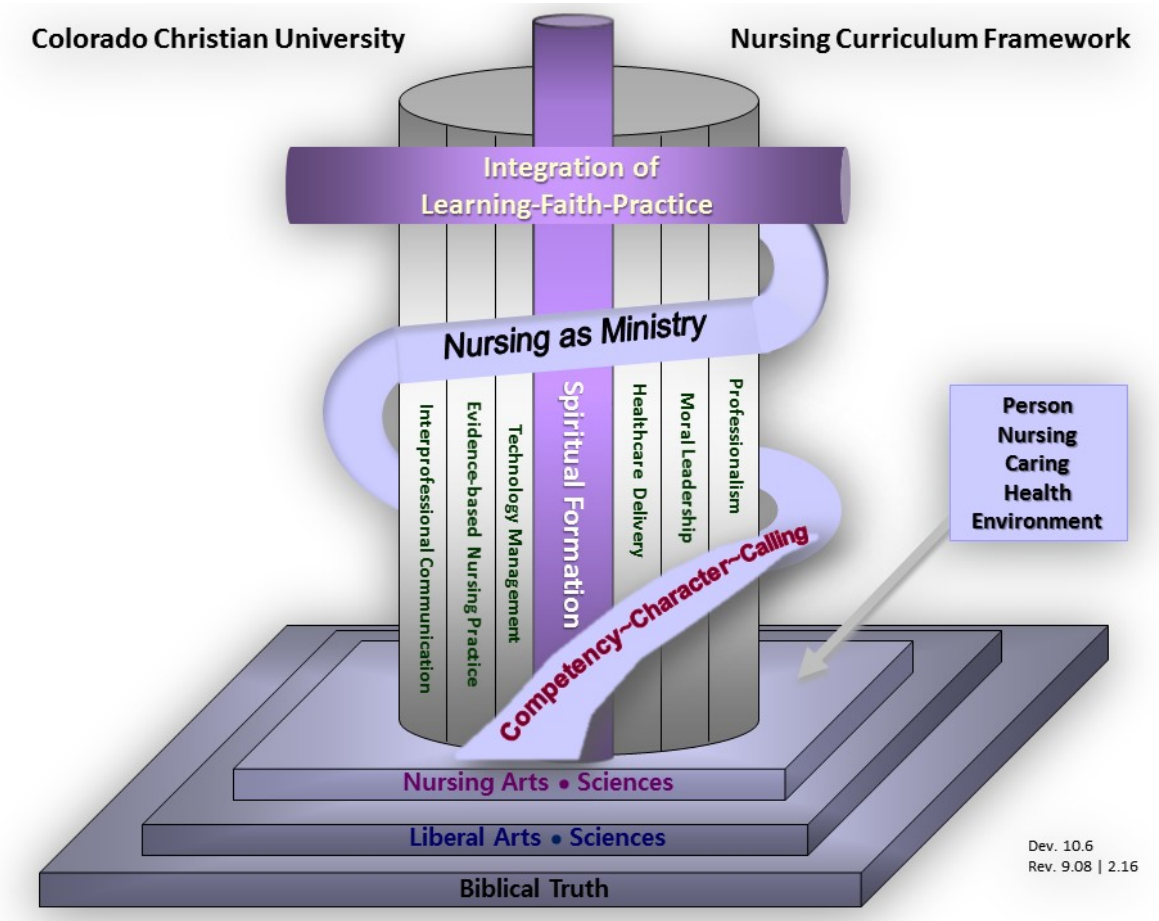
The rapid evolution of nursing science, practice, and education demands ongoing reexamination of concepts, and constructs.



COLORADO CHRISTIAN UNIVERSITY

School of Nursing and Health Professions

Curricular Framework Model



Definition of Terms

Spiritual Formation: Spiritual formation is the cultivation of one's professional practice and the transformation of one's character, attitudes, and actions in response to God's grace, based upon Jesus as the ultimate teacher, and by the power of the Holy Spirit. Spiritual formation is the central tenet of the curriculum framework as it has as its ultimate aim the conformity to Christ-likeness—to be more like Christ on earth through genuine love and effectual caring for all without discrimination.

Integration of Learning, Faith, and Practice: The integration of learning, faith, and practice is both the cornerstone and capstone of the curriculum. Faith, or the confident belief or trust in God and His will for one's life, is foundational to the educational experience both inside and outside the classroom. Intentional opportunities are presented for students to gain greater

knowledge about faith and the Bible, to grow in their personal relationship with God, and to actively participate in using their God-given gifts to reach out to the world. This process takes place in the context of a Christ-centered community that offers freedom and accountability, opportunities to lead and to serve, and a chance to ask questions and seek out answers. The goal is to help students develop thoughtful Christian perspectives that build a foundation for the rest of their lives and nursing careers.

Character: Character is the sum of all behaviors, public and private, consistently arranged across the spectrum of the individual's life (Maxwell, 2005).

Calling: Calling is God's personal invitation to work on His agenda using the individual's talents that are deemed eternally significant (Maxwell, 2005).

Competency: Competency (skill) is knowing something completely and then transforming that knowledge into creations of wonder and excellence (Maxwell, 2005).

Nursing as Ministry: Nursing as ministry is to serve God and others as Jesus did, as He is our example. The unique calling of the Christian nurse is the realization that one is gifted by God for a specific nursing practice to make a significant difference in the world. Nursing as ministry encompasses compassionate care and is directed by the nurse's faith, which shapes the understanding of roles, privileges and responsibilities within practice and health care.

Professionalism: Major aspects of being a professional include a commitment to the profession, dedication to life-long learning, adherence to the standards of professional practice, and the practice of professional nursing within legal, ethical, and regulatory parameters. Professionalism also involves engaging with peers, faculty, employers and patients in a manner that is civil and God honoring. Professional nursing incorporates the inherent values as the basis for wholistic care for all types of clients, recognizing the interconnectedness of physical, mental, social, emotional, cultural, and spiritual factors in any and all nursing interventions.

Moral Leadership: Our community of interdependent students, faculty, and staff seeks to honor and obey Jesus Christ, who is present in Spirit and speaks in Scripture, and to advance God's purposes in the lives of each member.

Healthcare Delivery: Healthcare includes health promotion, risk reduction, disease and injury prevention, illness care and rehabilitation across the life span at both the individual and population levels. In order to deliver healthcare, nurses diagnose and treat human responses to actual and potential health problems along the health-illness continuum with the goal of assisting the individual toward optimal functioning. (Adapted from ANA, 2010b).

Clinical prevention or the individually focused interventions (e.g. immunizations) to prevent escalation of diseases and conditions have become a major focal point for nurses and other healthcare providers. Inherent in the healthcare system are issues related to healthcare policies including financial and regulatory policies. Nurses need to understand the influence of the political process upon healthcare and participate in making changes that will result in improved quality for individuals, families, communities, the nursing profession and the healthcare system. Ethical issues such as equity, access, social justice, and affordability are inherent in discussions related to the provision of healthcare.

Information and Technology Management: Information and Technology Management is the assimilation of computer and information literacy to competently use information management systems and apply patient care technologies to provide the safe, effective delivery of health care to diverse populations in a variety of settings, through a variety of means. Safe, cost-effective, compassionate quality-care requires nurses to manage information and use technology to ethically obtain, assimilate, apply, evaluate, and communicate a multiplicity of information to the healthcare team in a diverse and continuously changing healthcare environment which contributes to continuity of care and improved patient outcomes. (Adapted from AACN, 2008).

Evidence-Based Nursing Practice: “Evidence-based practice (EBP) is the conscientious integration of best research evidence with clinical expertise and patient values and needs in the delivery of quality, cost-effective health care” (Grove, Burns, & Gray, 2013, p. 17). Evidence-based practice is supported by “...multiple ways of thinking, such as clinical reasoning and clinical imagination as well as critical, creative, scientific, and formal critical reasoning” (Benner, Sutphen, Leonard & Day, 2010, p. 85). Clinical reasoning is the ability to think through changing clinical situations within the context and concerns of the individual and family. Clinical imagination involves becoming aware of possibilities, resources and limitations in individual and family situations. Critical thinking is a cognitive process used to analyze knowledge based on subjective and objective data. Creative thinking uses a “fresh perspective” or “thinking outside the box” such as with a brainstorming session to assess a situation or an issue thereby generating new ideas or approaches. Critical reasoning is comparing situations or issues with established principles or standards in making decisions. Scientific reasoning is a systematic hypothesis testing method for validation of data.

Interprofessional Communication: Interprofessional communication involves working across health care professions to communicate, cooperate, collaborate, negotiate, and advocate in order to insure continuous and reliable care. Interprofessional communication demonstrates caring, compassion, problem-solving and cultural humility. Therapeutic communication, which includes interactive verbal and non-verbal processes between the nurse and client is based on trust and assists the client to cope with change, integrate new knowledge and skills. It occurs in an environment of hope and support, and is a critical component of Interprofessional communication.

Christian Spiritual Care: Christian Spiritual Care expands on spiritual care as a means of “putting people in touch with God through compassionate presence, active listening, appropriate and respectful witness, prayer, reading of scripture, and partnering with the church community and clergy. It is never coercive or rude. It always focuses on the patient, not the nurse” (Shelly & Miller, 2006, p. 265). Christian spiritual care assists patients in meeting their spiritual needs including meaning and purpose, love and belonging, forgiveness and hope for the future.

Spirituality: Spirituality is the invisible, unseen core of individuals that contributes to their uniqueness and includes elements of love, compassion, caring, transcendence, relationship with God or a higher power, and the connection of body, mind and spirit (O’Brien, 2014).

Spiritual Care: Spiritual care seeks to assist individuals in aspects of their spirituality based on the nursing process. This includes spiritual assessment, nursing diagnosis, outcomes, interventions to enhance spiritual well-being or address spiritual distress, and subsequent evaluation of the spiritual care provided.

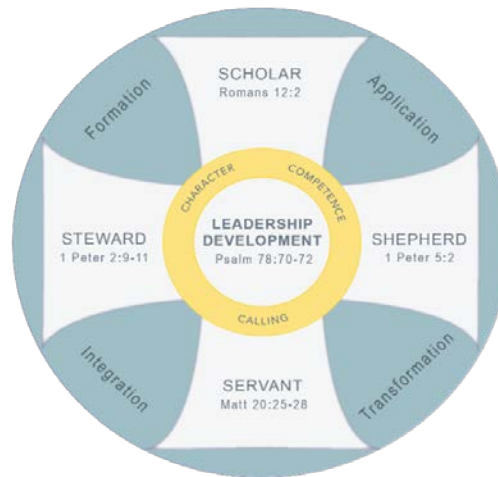
Relationship Based Care: Relationship based care is a model of care based on three crucial relationships: relationship with self, relationship with colleagues, and relationship with patients and families (Glebocki & Fitzpatrick, 2013). At CCU, relationship-based care includes one's relationship with God and the divine intervention that occurs within relationships.



COLORADO CHRISTIAN UNIVERSITY

School of Nursing and Health Professions

The CCU Nursing Leadership Model



Servants

A servant leader is a servant first. Servant leadership begins with the natural feeling that one wants to serve and then conscious choice brings one to aspire to lead. The best test of a servant leader is this: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servant leaders? Servant leaders are the hands and feet of the team (Greenleaf, 2002).

Shepherds

A shepherd leader is one who nurtures enduring trusting relationships with their team. In the relationship model of shepherd leadership, the shepherd leader is available, committed and trustworthy, providing direction, correction, mentoring and safety. Shepherds enable others on the team to act with success and encourage the heart of team members.

Stewards

A steward is one who manages the property, finances, resources and affairs of the organization. Good stewardship involves wisdom and discernment in allocating and managing the resources provided. Stewards view themselves as change agents and recognize patterns of behavior that become habits.

Scholars

A scholar is a critical thinker who is intelligent, wise and profound. Scholars act based on evidence, reflect on their behavior by seeking feedback from others and engage others in thoughtful discourse. A scholar renews the mind by thinking on those things that bring peace and harmony to the team.

SECTION II
MSN PROGRAM INFORMATION



COLORADO CHRISTIAN UNIVERSITY

School of Nursing and Health Professions

Master of Science in Nursing Program Information

Master of Science in Nursing Program Overview

The MSN Program is delivered in an online format for working RNs who want to complete the MSN degree. Theory and clinical courses are taught in an accelerated five (5) and ten (10) week format emphasizing critical thinking and analysis. Theoretical concepts are designed to enhance learning, extend knowledge, promote clinical reasoning and prepare the graduate to function at the MSN level of competency.

CCU nursing faculty seek to promote the integration of faith and learning in all courses as well as to create an effective and supportive learning environment for all students. The goal is for students and faculty to become an effective online learning community. Online learning communities include a sense of shared purpose, interaction among members and a level of trust, respect, and support among all those within the community. When dialogue and social presence are increased, the distance between community members is decreased. In an online course it is important to get personal information about each other as classmates to help ensure equality of voice. Group facilitation and small group activism enhance collaboration in learning. Online learning for most students is a means of access to education. Most students still desire connection with other community member classmates and faculty experts.

Assumptions regarding online learning are many and varied. One assumption is that the student can fit online learning around a hyper-busy life and succeed. Online learning takes time, often more time than the traditional classroom since structured class sessions are replaced with multiple learning activities. Online learning at CCU does not function like independent study but rather requires that students engage in discussion in an ongoing basis throughout the week and throughout the course. Each online course at CCU will have a consistent Blackboard course shell; however, courses vary in assignments and interactions required. Most assignments are asynchronous, allowing students to contribute to discussion within their own timeframe. Most courses have the opportunity for synchronous dialogue, which may be recorded (at the instructor's discretion) for later viewing, and engage students in stimulating interaction together at the same time. All synchronous discussions provide an alternative assignment so that students who cannot attend may still receive full points for that assignment. Every effort is made to provide for different and varied learning styles.

There are a number of characteristics that successful online learners share. These include technological resources and literacy, good time management, the ability to communicate effectively via writing, willingness to seek help when in need, a degree of independence and learner autonomy. There is an increased level of self-discipline and personal responsibility

associated with online learning. Everyone in the class has a “front row seat” and is expected to participate. While online learning may require more work, the flexibility makes it a better fit for many students.

As students within a Christian educational setting, please remember to treat one another with grace and love. One of the challenges of online learning is that all (or most) communication is mediated via e-mail, discussion boards, video conferences or other forms of technology. When behind the safety of a computer screen, it is easy to lose site of the other end of the interaction where another person is sitting behind his or her computer screen. All students and faculty are made in the image of God and warrant treatment accordingly. (Adapted from Maddix, Estep, & Lowe, 2012).

The Master of Science in Nursing (MSN) is a nursing graduate degree with two tracks: *Nursing Education* and *Clinical Care Management in Adult and Geriatrics*. This MSN program is designed utilizing national accreditation standards in preparation for national certification in each track

Designed for nurses with a bachelor’s degree in nursing who are ready to take on greater leadership roles in health care and education, the MSN at CCU is an online nursing degree program. Our vision is to empower nurses to practice nursing as ministry and prepare them to be competent, compassionate, moral leaders who excel as servants, shepherds, stewards, and scholars who impact the profession and the world.

Master of Science in Nursing Specialty Emphasis Tracks

To help address the growing demand for expert nurses with a master’s degree, CCU’s online master’s degree in nursing offers nursing students two opportunities for specialization. Both emphasize the core foundations of advanced nursing practice and Christian principles.

Clinical Care Management Track

The Clinical Care Management in Adult and Geriatrics specialty track prepares nurses to work in diverse settings as a clinician, consultant, and coordinator of health care for adult and geriatric populations, emphasizing clinical prevention and improved health outcomes for patients with acute and chronic diseases. The program emphasizes the core foundations of the Clinical Nurse Specialist (CNS) in Adult and Geriatrics, which is an advanced practice nurse (APRN) specialty role. Students build expertise in CNS competencies, regulatory requirements, and Christian principles as a moral leader and change agent for various adult populations. Clinical practicum experiences are distributed over five courses for a total of 500 clinical hours.

Nursing Education Track

The Nursing Education specialty track prepares nurses to work as nurse educators in diverse settings such as colleges and universities, hospitals, long-term care, or home health and public health. The program emphasizes faith and learning while integrating holistic teaching methods, instructional design, Christian principles, teaching/learning principles, staff development strategies, student/nurse assessment, innovative teaching strategies, and program evaluation.

The nursing graduate will be an innovative change agent while teaching within academic or health care settings with experience in using best practices in teaching. Clinical practicum experiences are distributed over four courses for a total of 245 clinical hours which includes 90 hours of direct patient care.

Specialty Certification

The *Nursing Education* emphasis is aimed at academic teaching and/or professional clinical staff development, which prepares students for moving towards Clinical Nurse Educator (CNE) and/or Nursing Professional Development (NPD) certifications. Each has their own certification process and expected competencies integrated into the five courses within that specialty in order to meet part of the certification requirements. The documents for how these competencies are integrated into each course can be obtained at the student's request. The *Clinical Care Management for Adult and Geriatrics* is an advanced practice RN (APRN) preparation that moves the student towards becoming a Clinical Nurse Specialist (CNS) in this specialty. This emphasis integrates the Adult and Geriatric CNS competencies within its five specialty courses and prepares the nurse to obtain the AGCNS-BC (through ANCC) certification. The curricula have also been approved to allow graduates to be eligible to sit for the Adult and Geriatric CNS exam through AANN. The documents for how these competencies are integrated into each course can be obtained at the student's request. The Graduate Program Director will complete course and clinical hour validation post-graduation at the student's request using the appropriate form for the certification exam being applied for.

MSN Program Student Learning Outcomes

1. Students contribute to the building of Christ-Centered Nursing Community through lifelong learning, professional development, and evaluation of faith in learning, teaching, scholarship, and practice.
2. Graduates translate and integrate scientific findings, including those from education, genetics, public health, emerging technology, informatics, and organizational sciences to apply quality improvement principles and Christian ethics to promote coordinated care for patients across diverse settings.
3. Graduates use interprofessional collaboration to improve patient and population health from a Biblical worldview.
4. Graduates create evidence-based strategies for clinical prevention and population health to develop as transformational change agents within the profession.
5. Graduates collaborate on a system level project for quality improvement, using advocacy as moral leaders through compassionate, spiritually and culturally sensitive care from the perspective of nursing as ministry.
6. Graduates evaluate health policy by synthesizing Christian principles, servant leadership and advanced nursing practice.

CCU Nursing Program Goals

1. Network with the Christian nurse community worldwide.
2. Explore in-depth knowledge of the discipline of nursing from a biblical perspective.
3. Prepare competent professionals who excel in compassionate care, spiritual care, and nursing as ministry.
4. Prepare nurse leaders to serve and transform the profession, workplace and community.
5. Facilitate students to integrate faith, learning and practice.

MSN Essentials

The MSN Program Learning Outcomes follow the American Association of Colleges of Nursing (AACN) *The Essentials of Master's Education in Nursing* (2011)

- Background for Practice from Science and Humanities
- Organizational and Systems Leadership
- Quality Improvement and Safety
- Translating and Integrating Scholarship into Practice
- Informatics and Healthcare Technologies
- Health Policy and Advocacy
- Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- Clinical Prevention and Population Health for Improving Health
- Master's Level Nursing Practice

The nine Essentials provided by the AACN and the foundational concepts and mission of Colorado Christian University's School of Nursing serve as the framework for the MSN learning outcomes. In an effort to develop the master's level nursing knowledge and competency, and the opportunity to gain wisdom from a biblical worldview, the MSN program learning outcomes represent the intersection of the profession of nursing with the values of truth and grace.

MSN Curriculum Plan

The Masters of Science in Nursing (MSN) program is a 21-month program with 39 credit hours for completion of the MSN degree. It integrates 24 core credits and 15 specialty credits with two emphasis options. The two emphases are *Nursing Education* and *Clinical Care Management in Adult and Geriatrics*.

CCU provides a personal and interactive learning model guided by expert faculty and the most current topics in nursing using a Christian worldview and philosophy. The content is provided in an online teaching model to support the working adult with regularly scheduled synchronous discussions with your fellow students and faculty using a platform such as Zoom or Collaborate Ultra. Each academic course with less than 40 hours of clinical is five weeks in duration. Graduate nursing courses have a 1:70 ratio for credit to clinical contact hours. The courses with 140 or 185 hours of clinical are ten weeks in length to provide sufficient time for completion. The MSN program includes 500 total clinical hours of specialty training for the CNS and 245 for the nurse educator track.

The professional nursing standards and guidelines utilized in the MSN program development are:

- AACN (March 21, 2011). *The Essentials of Master's Education in Nursing*
- AACN QSEN Education Consortium, September 24, 2012). *Graduate Level QSEN Competencies*
- AACN (March, 2010) *Adult-Gerontology Clinical Nurse Specialist Competencies*
- ANCC (2012) *Certified Nurse Educator Candidate Handbook*
- ANCC (June 9, 2014) *Nursing Professional Development Candidate Handbook*
- ANCC (October 22, 2013) *Certification: General Testing and Renewal Handbook*
- NACNS (2010) *Clinical Nurse Special Core Competencies*
- NLN (2012-2013) *Certified Nurse Educator Competencies*

Required Courses for the Master of Science in Nursing (39 credit hours)

Students take the Master of Science in Nursing Major Core (24 credit hours) and choose one of the MSN emphases: Clinical Care Management in Adult and Geriatric (15 credit hours) **OR** Nursing Education (15 credit hours), for a total of 39 credit hours.

Master of Science in Nursing Major Core

24 credit hours consisting of the following classes:

- [NUR 501 - Nursing Theory and Role Development: Integrating Christian Principles](#) (3)
- [NUR 502 - Scholarly Inquiry: Translating Research into Practice](#) (3)
- [NUR 503 - Outcome Measurement and Technology in Nursing](#) (3)
- [NUR 504 - Ethics, Healthcare Policy and Advocacy](#) (3)
- [NUR 510 - Advanced Physical and Health Assessment](#) (3)
- [NUR 520 - Advanced Pathophysiology](#) (3)
- [NUR 530 - Advanced Pharmacology](#) (3)
- [NUR 565 - Nursing Leadership in Healthcare](#) (3)

Emphasis in Nursing Education

15 credit hours consisting of the following classes: (didactic and clinical credit)

- [NUR 542 - Theoretical Foundations of Teaching and Learning in Nursing Education](#) (3)
- [NUR 552 - Curriculum Development and Evaluation in Nursing Education](#) (3)
- [NUR 572 - Nurse Educator Role: Innovative Teaching Strategies](#) (3)
- [NUR 582 - Program Assessment and Evaluation](#) (3)
- [NUR 652 - Capstone Integration: Moral Leadership for Practice in Nursing Education](#) (3)

CNS Emphasis in Clinical Care Management in Adult and Geriatrics

15 credit hours consisting of the following classes:

- [NUR 545 - Transitional Care: Models for Quality Outcomes for Adults and Geriatrics](#) (3)
- [NUR 555 - Expert Care: Evidence Based Practice for Adult and Geriatric Populations](#) (3)
- [NUR 575 - Clinical Care Management Practicum: Client-Focused](#) (3)
- [NUR 585 - Clinical Care Management Practicum: Population-Focused](#) (3)
- [NUR 650 - Integrative Capstone: Moral Leadership in Practice](#) (3)

Year 1 FT study

Semester 1			Semester 2			Semester 3		
1	2	3	1	2	3	1	2	3
NUR501: Nursing Theory and Role Development: Integrating Christian Principles	NUR502: Scholarly Inquiry: Translating Research into Practice	NUR503: Outcome Measurement and Technology in Nursing	NUR504: Ethics, Health Care Policy, and Advocacy	NUR510: Advanced Health and Physical Assessment	NUR520: Advanced Pathophysiology	NUR565: Nursing Leadership in Health Care	NUR530: Advanced Pharmacology	NUR542: Theoretical Foundations of Teaching and Learning in Nursing Education
								NUR545: Transitional Care: Models for Quality Outcomes for Adults and Geriatrics

Year 2 FT study

Semester 4			Semester 5		
1	2	3	1	2	3
NUR552: Curriculum Development and Evaluation in Nursing Education	NUR572: Nurse Educator Role: Innovative Teaching Strategies		NUR582: Program Assessment and Evaluation	NUR652: Capstone Integration: Moral Leadership for Practice in Nursing Education	
NUR555: Expert Care: Evidence Based Practice for Adult and Geriatric Populations	NUR575: Clinical Care Management Practicum: Client-Focused		NUR585: Clinical Care Management Practicum: Population-Focused	NUR650: Integrative Capstone: Moral Leadership in Practice	

Master's Essential Outcomes

- MSN Essential I: Background for Practice from Science and Humanities
- MSN Essential II: Organizational and Systems Leadership
- MSN Essential III: Quality and Improvement and Safety
- MSN Essential IV: Translating and integrating Scholarship into Practice
- MSN Essential V: Informatics and Healthcare Technologies
- MSN Essential VI: Health Policy and Advocacy
- MSN Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- MSN Essential VIII: Clinical Prevention and Population Health for Improving Health
- MSN Essential IX: Master's Level Nursing Practice

Competencies for Academic Nurse Educator (CNE)

- Competency I: Facilitate Learning
- Competency II: Facilitate Learner Development and Socialization
- Competency III: Use Assessment and Evaluation Strategies
- Competency IV: Participate in Curriculum Design and Evaluation of Program Outcomes
- Competency V: Function as a Change Agent and Leader
- Competency VI: Pursue Continuous Quality Improvements in the Nurse Educator Role
- Competency VII: Engage in Scholarship
- Competency VIII: Function within the Educational Environment

Competencies for Nursing Professional Development (NPD)

- Category I: Education
- Category II: Leadership
- Category III: Communication
- Category IV: Ethical/Legal
- Category V: Practice and Process Improvement
- Category VI: Technology
- Category VII: Program and Project Management

CNS Standards: Direct Care Competency

CNS Standards: Consultation Competency

CNS Standards: Coaching Competency

CNS Standards: Collaboration Competency

CNS Standards: Ethical decision-making, Moral agency, and Advocacy Competency

CNS Standards: Systems Leadership Competency

QSEN Goals: Patient Centered Care

QSEN Goals: Evidence-based Care

QSEN Goals: Teamwork and collaboration

QSEN Goals: Quality Improvement

ANA Code of Ethics: Provision 1: Affirming Health through Relationships of Dignity and Respect

ANA Code of Ethics: Provision 2: The patient as Nursing's Foundational Commitment

ANA Code of Ethics: Provision 3: Advocacy's Geography

ANA Code of Ethics: Provision 4: The Expectations of Expertise

ANA Code of Ethics: Provision 5: The Nurse as Person of Dignity and Worth

ANA Code of Ethics: Provision 6: The Moral Milieu of Nursing Practice

ANA Code of Ethics: Provision 7: Diverse Contributions to the Profession

ANA Code of Ethics: Provision 8: Collaboration to Reach for Greater Ends

ANA Code of Ethics: Provision 9: Social Justice-Reaching Out to a World in Need of Nursing

MSN Course Descriptions

NUR 501 - Nursing Theory and Professional Role Development: Integrating Christian Principles

Course Description: This course explores the scientific basis of nursing at the graduate level of practice. Master's Degree Essentials and biblical principles are applied to practice roles using critical reasoning, theoretical perspectives and research integration. Role development of the master's prepared nurse, reflective practice, and professional "calling" are emphasized with the goal of empowering graduate nurses to practice nursing as ministry.

NUR 502 - Scholarly Inquiry: Translating Research into Practice

Course Description: This theory course facilitates scholarly inquiry by building on statistical foundations and expanding on the nurses' understanding of research methods and analysis. Efficient, thorough searches of the research literature are conducted. Students evaluate and summarize the quality of a body of research by identifying an appropriate problem statement, inquiry method, and data analysis strategies.

NUR 503 - Outcome Measurement and Technology in Nursing

Course Description: This course is designed to measure outcomes in health care and nursing education. Concepts of development, implementation, and evaluation will be explored. Informatics for systematic data collection will be used to integrate concepts for quality improvement and safety. Use of emerging technology in nursing practice and education is emphasized with a focus on data base analysis and best practices.

NUR 504 – Ethics, Health Care Policy, and Advocacy

Course Description: This course emphasizes development of moral agency, advocacy, and a biblical ethical platform to engage leadership through policy development, decision-making, and systems level change, leading to improvement in the health of individuals, communities and populations. Healthcare stewardship, organizational leadership, policy development, healthcare law, program outcomes, scholarship, and application of a biblical worldview are examined.

NUR 510 – Advanced Health and Physical Assessment

Course Description: This theory course expands the education of the nurse in advanced assessment of clinical complaints, psychosocial history, deviations in physical and spiritual health, and diagnostic reasoning for differential diagnostic interventions. The course will explore prevention and health maintenance strategies based on age and comorbidities for the advanced practicing clinician and educator.

NUR 520 - Advanced Pathophysiology

Course Description: This theory course builds on a foundation of physiology and pathophysiology in clinical practice. The major disturbances of function in acute and chronic diseases and the basic mechanisms involved in disease prevention of the major organ systems are explored using current research for best practices.

NUR 530 - Advanced Pharmacology

Course Description: This theory course builds on a foundation of prior pharmacologic knowledge to include differentiation of interventions for best outcomes using current research. Recent advances in practice will be analyzed while examining pharmacologic mechanisms of action, effects on organ systems, pharmacokinetics, pharmacodynamics, methods of administration, and therapeutic uses. Pharmacologic practice and adjustments will be explored related to age, physiologic state, adverse reactions, and contraindications.

NUR 565A - Nursing Leadership in Health Care

Course Description: This course focuses on the intersection between science, organizational systems, education, and servant leadership from a Biblical perspective. The needs of a given population are emphasized and include wholistic, ethical, and evidence-based approaches to quality improvement. There is a focus on the nurse in an interprofessional collaboration providing leadership expertise as educator, mentor, consultant, and coach.

CARE MANAGEMENT OF ADULT AND GERIATRIC TRACK: NUR 545, 555, 575, 585, 650**NUR 545 Transitional Care: Models for Quality Outcomes for Adults and Geriatrics**

Course description: This theory and clinical course explores transitional care models within the changing health care environment which promote more efficient utilization of health care resources. The integration of case management, community and population health, primary care, regulation compliance, reimbursement, and comprehensive care coordination are explored with the intent to positively impact the adult-gerontology population. Requires 35 hours of clinical practicum experience.

NUR 555 Expert Care: Evidence Based Practice for Adult and Geriatric Populations

Course Description: This theory and clinical course focuses on evidence-based practice across the continuum of care for adults and geriatric populations. The course prepares nurse leaders to fully analyze, design, implement and evaluate nursing care for individuals and populations using best practices. Chronic and acute health care issues, advanced clinical reasoning, patient receptivity to care, and complex clinical problems are emphasized as they impact quality and safety outcomes. Requires 70 hours of clinical practicum experience.

NUR 575 Clinical Care Management Practicum: Client-Focused

Course description: This theory and clinical practicum course focuses on nurses' roles in clinical care management for individuals in the health care system. Disease prevention addressing acute and chronic care with adult-geriatric clients is emphasized. Settings vary according to interests, goals, and career objectives. Competencies for the Clinical Nurse Specialist in Adult and Geriatric care are integrated. Exploration of the student's capstone project idea is introduced. Requires 140 hours of clinical practicum experience.

NUR 585 Clinical Care Management Practicum: Population-Focused

Course description: This theory and clinical care management course focuses on the role of the nurse as leader within health care systems. Communities and aggregate populations as clients are explored, based on health care issues and clinical prevention needs. Settings vary according to interest, goals and career objectives. Competencies for the Clinical Nurse Specialist in Adult and Geriatric care are emphasized. Refinement of the capstone project idea is included. Requires 70 hours of clinical practicum experience.

NUR 650 - Integrative Capstone: Moral Leadership in Practice

Course Description:

This theory and clinical course is the capstone course in the nursing sequence for the role immersion experience of the clinical nurse specialist in adult/gerontology. This course provides an integrative capstone experience to assimilate and integrate knowledge, skills, attitudes and biblical perspectives from all courses and experiences to achieve the MSN program outcomes. An evidence-based research or quality improvement project is to be finalized and implemented within the capstone practicum. A public presentation of the capstone project is required with faculty and peer review at the end of the course. Requires 185 hours of clinical practicum experience.

NURSING EDUCATION TRACK NUR 542, 552, 572, 582, 652

NUR 542 – Theoretical Foundations of Teaching and Learning in Nursing Education

This course covers research-based educational theory and evidence-based teaching/learning strategies relevant to the nurse educator role. Distinctions are made between teaching and learning, domains of learning, and approaches used with adult learners. The impact of diversity, learner-centered philosophy, and nurse educator roles are explored. Students critically reflect on the process of education and the role of teachers, and develop a personal philosophy of teaching and learning.

NUR 552 – Curriculum Design for Nursing Education: Academic and Health Care Settings

This theory and clinical course is designed to introduce the student to curriculum and instructional design in academic and practice educational settings. Curriculum development, analysis and evaluation, classroom and clinical teaching strategies, along with student outcomes are evaluated based on evidence-based teaching/learning theory within the context of an organization's mission and philosophy. The role of faculty as direct care experts in clinical prevention and improving population health are addressed in curriculum design and evaluation. Requires 35 hours of clinical practicum experience; 16 of these are direct care hours.

NUR 572 – Nurse Educator Role: Innovative Teaching Strategies

Course Description: This theory and clinical nursing education practicum course focuses on the role of the nurse educator to apply appropriate teaching techniques for diverse learners and learning settings. A wide selection of instructional methodologies appropriate for higher education and staff development settings will be examined. Demonstration of clinical expertise is required as a critical value for nurse educators. Students will also examine methods of successfully using technology to design and implement effective teaching strategies to improve health of communities or populations. This course includes 70 clinical hours with a preceptor; 40 of these are direct care hours. Competencies for the Certified Nurse Educator (CNE) or Nursing Professional Development (NPD) specialist are emphasized. Exploration or refinement of the student's capstone project is included in this course.

NUR 582 – Program Assessment and Evaluation

Course Description: This theory and clinical course emphasizes the process of analysis and modification of educational programs to promote compliance with relevant standards, criteria for evaluation, and accountability. It prepares the nurse educator to develop and revise courses within the context of the curriculum to facilitate student learning and enhance program

effectiveness. This course emphasizes the roles of internal and external stakeholders in the process. Requires 35 hours of clinical practicum experience; 16 of these are direct care hours.

NUR 652 – Capstone Integration: Moral Leadership for Practice in Nursing Education

Course Description: The theory and clinical integrative capstone provides the opportunity to demonstrate integration of advanced nursing knowledge in the student's master's level nursing practice area. Advanced practice competencies may be applied in a variety of settings, assuring achievement of MSN program outcomes. The capstone project allows students to demonstrate ability to lead change to improve quality outcomes, build collaborative interprofessional teams, navigate care services across healthcare systems, design innovative practices, and translate evidence into practice. The capstone practicum includes 105 clinical hours; 18 of these are direct care hours.

Cohorts

To create a more enriching environment for students, the MSN Program uses a cohort model of learning. Courses are offered in a pre-determined sequence. Cohorts offer a stimulating and intellectually challenging environment, while promoting a sense of community.

Students who participate in cohort groups have higher graduation rates, a greater sense of community with their peers, and the ability to better plan their degrees, due to the structured order of courses.

The cohort model of learning has long been embraced within the Christian tradition. We see examples in the New Testament of believers gathering in communal settings for the purpose of study and fellowship (Acts 2). The writer of the Book of Hebrews encouraged this spirit of collaboration (Hebrews 10).

See also the *CAGS Student Handbook*

https://issuu.com/ccuedu/docs/cags_student_handbook

Nursing Advising

The graduate program director (GPD) is the nursing advisor for all graduate students. While students also work with their SSA to register for classes and meet CAGS requirements, the GPD provides an opportunity at the beginning of each semester for students to meet to review their program plan of study. Students who are struggling or facing challenges in their program are encouraged to contact the GPD. Students may, at any time during the semester, contact the GPD for information or advising related to academic progression, career options, questions about the program etc.

MSN Events

Hooding

Students who have successfully completed the MSN nursing program have the opportunity to participate in the CAGS hooding ceremony. The ceremony is held prior to Commencement. Academic regalia has been a part of Commencement ceremony for centuries. The colorful hood is reserved for those individuals who have attained academic degrees beyond the bachelor's degree. The hood is a special part of the academic regalia that denotes scholarly and professional achievements. The CCU hood is lined with the official colors of the university, blue and yellow, usually with one color forming a chevron pattern over the other. Hoods are edged and bound with velvet of the color appropriate for the degree. The color for the discipline of Nursing is Apricot. Graduates are hooded by the Graduate Program Director and the Dean.

Commencement Participation

The CCU Commencement Ceremony takes place annually in May. According to university policy, students who have 6 credits or less remaining to complete during summer semester are still eligible to participate in Commencement. Participation is encouraged but not mandatory. Contact your Student Services Advisor (SSA) for further details. Graduate students who participate in commencement must rent/purchase the appropriate doctoral regalia.

Graduation Honors

Graduation honors are calculated by the office of the Registrar and awarded with graduation.

International Nursing Honor Society

International Nursing Honor Society

Nursing students who demonstrate excellence in scholarship could be accepted into the Honor Society of Nursing, Sigma Theta Tau International (STTI), an international organization advancing world health and honoring nursing excellence in scholarship, leadership and service. Colorado Christian University is one of four Colorado institutions which comprise the Alpha Kappa Chapter at Large (<http://www.sttialphakappa.org>). Membership into STTI is by invitation only.

Sigma Theta Tau International (STTI) Scholarship

DNP students who are members of STTI are eligible to apply for Alpha Kappa Chapter at Large annual scholarship awards. Applications are submitted through an online common application process and are due annually in February. Recipients receive awards at the annual spring meeting of STTI Alpha Kappa Chapter at Large.

Students are encouraged to apply for the following scholarship opportunities:

Additional Scholarship Information

Friends of Nursing (FON) Scholarship

Students who meet the leadership and academic criteria are eligible to apply for Friends of Nursing Scholarships. Friends of Nursing is a statewide Colorado nursing organization with the distinct purpose of providing scholarships to Colorado nursing students. Applications are submitted through an online common application process and are due in the fall of each year. Scholarship recipients are then chosen the following spring. Recipients receive awards at the annual Spring FON luncheon.

Colorado Nurses Foundation Scholarship

Students who meet the criteria are eligible to apply for Colorado Nurses Foundation Scholarships. The Colorado Nurses Foundation is an organization dedicated to improving healthcare and nursing practice in Colorado. Nursing students throughout the State of Colorado are encouraged to apply for scholarships, which are awarded each January. The School of Nursing offers two CCU University Nursing Scholarships which are given annually and selected by faculty.

CCU Nursing Endowed Scholarship

This scholarship is awarded annually to a nursing student who exhibits excellence in scholarship and clinical practice, demonstrates outstanding leadership ability and lives the mission of CCU nursing. Award recipients are selected by the nursing faculty. Scholarship recipients are recognized at the annual CCU Scholarship Luncheon spring semester.

CCU Nightingale Funded Scholarship

This scholarship is awarded by the Dean. This scholarship award is reserved for exceptional students or situations in which special needs occur.

Students receive additional information on scholarships as it becomes available. Students are encouraged to explore scholarship opportunities through their local community and on nursing websites.

SECTION III
MSN Program Admission, Progression and Retention
Policies and Procedures

Admission Policies

Admission to the MSN Program

Admission to the online master's in nursing program at Colorado Christian University is selective. Each applicant is carefully evaluated on previous academic performance, personal and professional accomplishments, and strength of character. A strong desire to complete graduate level work in a Christ-Centered community of nurse leaders is required. Each applicant completes the necessary admission requirements (not including the drug screen and criminal background check) in order to qualify for a remote (online) interview with the graduate admissions committee. The graduate admissions committee has a standard set of questions asked of each applicant. Applicants are rated using an interview rubric. The graduate admissions committee then makes a recommendation to the Dean of the School of Nursing regarding admission to the MSN program. Students are notified by email of the admission decision within 2 weeks of application. Once the student is conditionally admitted, the background check and drug screen are completed as described below.

Admission requirements for the Master's of Nursing in Science are found on the CCU website at <https://www.ccu.edu/ccu/nursing/msn/requirements/>
Admission Committee decisions are final.

Application Deadlines

The completed application deadline is July 1st. The MSN course sequence begins once annually in Block 1 of fall semester. Additional cohorts may be added in spring and summer semesters if enrollment is sufficient. Once entering the clinical emphasis, courses need to be taken in sequence.

Admission Requirements

- Complete the graduate admission application online.
- Submit current resume, curriculum vitae, or portfolio with a resume through the online application process.
- Possess a BSN from a regionally accredited higher education institution. The college or university must have national nursing program accreditation from either CCNE or ACEN.
- Possess an active and unencumbered BSN license.
- Have a minimum undergraduate grade point average of 3.0 on a 4.0 scale. Some students who qualify for admission may be admitted conditionally. At the end of the student's first semester, the student's academic progress will be reevaluated to determine their academic standing.
- Submit official transcripts from all colleges or universities attended. Documentation of a Bachelor of Science degree in Nursing must be present on one of the transcripts.
- Participate in an admission interview.
- Complete and successfully pass the following requirements through CastleBranch. In the upper right corner, enter **package code OB74** (first two alpha, second two numeric). Fees apply and are the responsibility of the student.
 - Criminal Background Check. The background check must be completed and passed no later than four weeks after provisional admittance has been extended. Be sure to review the list of disqualifying offenses.

- Drug Screen. The drug screen must be completed and passed no later than four weeks after provisional admittance has been extended. A failed drug screen will result in non-admittance into the program.
- Student Release Form (PDF)
- Student Physical Exam Form (PDF)
- Other required documents

Transfer Credit

In accordance with CCU's Graduate Residency Policy, students transferring from a regionally accredited institution may transfer up to nine (9) semester hours of graduate credit from a regionally accredited master's program toward the master's degree in nursing, and must complete the remaining hours at CCU. The coursework must be comparable to that offered at CCU and fulfill the CCU degree requirements for the MSN. Specific courses which will not be accepted for transfer into the MSN program include specialty track courses.

Time Limitation

All coursework applied toward a master's degree must be completed within a five-year period from the date of enrollment. If a student is not complete after a five-year period, he/she will be required to petition for an exception to the academic policy. Continuing study is not guaranteed and must be approved by the Dean of Nursing and Health Professions

State Exclusions for Online Students

The College of Adult and Graduate Studies (CAGS) at Colorado Christian University offers courses to online students in all states with the exception of the following **program-specific state exclusions**:

- CAGS does not offer ***Master of Science in Nursing with an track in Clinical Care Management in Adult and Geriatrics courses*** to online students who reside in Alabama, Alaska, Arizona, District of Columbia, Kentucky, Louisiana, Maryland, Minnesota, New York, North Dakota, Oregon, Rhode Island, Tennessee, Washington, Wisconsin, and Wyoming.
- CAGS does not offer ***Master of Science in Nursing with an track in Nursing Education courses*** to online students who reside in Alabama, Alaska, District of Columbia, Kentucky, Louisiana, Maryland, Minnesota, New York, North Dakota, Oregon, Rhode Island, Tennessee, Washington, Wisconsin, and Wyoming.

The graduate program coordinator checks the state of residence for all MSN applicants prior to scheduling an interview. If a student moves during their MSN program, it is the student's responsibility to both notify the program coordinator and Student Service Advisor and to check the current list on the website to be sure that the new state is not on the exclusion list. Moving to a state on the exclusion list during the program may result in the inability of the student to complete the program at CCU.

Refer to the website for the most updated program-specific state exclusions at <https://www.ccu.edu/ccu/nursing/msn/requirements/>

MSN Orientation

All students must complete a mandatory online orientation to the MSN program prior to the start of the first MSN course. This includes RN-BSN students who have opted to take their first MSN course (higher level). This orientation is found in the MSN community in Blackboard and consists of the following:

- MSN welcome video
- MSN PowerPoint slides (found under Orientation Quiz)
- MSN Handbook (found under Information)
- Orientation quiz
- APA and Plagiarism PPT
- APA and Plagiarism quiz
- Sign the signature form that these tasks were completed

Students must pass the orientation quiz with 100% to complete the orientation. Multiple attempts are allowed. Students are responsible for knowing the content of the MSN student handbook and signing that they have read it prior to the start of their first MSN course.

Students also receive an introduction and additional orientation to the MSN program in NUR501 during synchronous discussion and have the opportunity to have questions answered.

MSN Progression and Retention Policies and Procedures

Satisfactory Coursework

Progression in the MSN program is dependent on satisfactory completion of courses, which includes theoretical knowledge, integration competency, with a grade of “C” or higher. Clinical performance with a “Pass” grade is required in clinical courses.

Students may repeat a specific course only once. Students receiving a C- or lower in two courses, or in one course twice, are dismissed from the nursing program.

The faculty may consider factors in addition to academic performance when determining whether or not a student may continue in the program. These factors include but are not limited to: class and clinical attendance; patient safety; respect for others; professional behavior; and cognitive, affective, and psychomotor competencies. The student must maintain a 3.0 average or greater in order to graduate. (See the *CAGS Student Handbook* for more information). A grade of “C-” or lower in any course is considered unsatisfactory at the graduate level and the student must retake the course. Students with a “Fail” or “No Pass” in their clinical practicum are considered as failing the entire course and must repeat the entire course. All repeated courses will only have a transcript grade for their highest grade.

The graduate program director will issue a learning contract for students who are not meeting progression requirements. This is in addition to any terms of probation that may be initiated through CAGS. See the CAGS student handbook for further information. Students must satisfy both the CAGS requirements for progression and the School of Nursing learning contract conditions.

Progression Policies:

- A course failure requires that a learning contract plan be instituted defining specific requirements for program progression.
- Students who are not allowed to continue in the program due to course failures or conduct are to schedule an exit interview with the graduate program director. During the exit interview, conditions for re-entry will be defined and documented. If this interview does not take place, there are no options for re-entry.
- All students self-selecting to leave the program or needing to repeat a course for any reason typically delays the student's progression with additional breaks required, as some courses are taken only in sequence or courses may not be taught every semester. This requires an interview and course plan provided by the graduate program director.
- Students who have withdrawn from the MSN program for any reason and have not completed a course at CCU for 365 days must re-apply for admission into the University **and** the MSN Program.
- Students re-enter the MSN program on a space-available basis and all conditions for re-entry must be satisfied.
- Students who are not able to maintain an unencumbered background check or RN license, are fired "for cause," or who have had a positive drug test, may be required to withdraw from the program without a potential for re-admission based on investigation findings.
- Students must complete all MSN courses and the capstone project within 5 years.

To successfully complete the MSN Program, students must:

- Complete 39 credit hours for a MSN with an emphasis in Nursing Education or Clinical Care Management for Adult and Geriatrics with verification of practicum hours.
- Earn a grade of C or better for any course and a cumulative grade point average of 3.0 or higher on the University's 4.0 grade scale in all CCU course work.
- Make formal and timely application for graduation by the date specified by the University Registrar.
- Have no outstanding financial obligations to the University.
- Complete the required number of clinical hours post-BSN for their track.
- Successfully complete all required MSN courses, clinical hours, a satisfactory capstone project, and be in good standing to graduate.
- Maintain current RN licensure in the state of residency.
- Meet university residency requirements.

Course Withdrawal

Students in nursing are not allowed to withdraw from a course because they may be failing the course. Students who are currently passing the course, but desire to withdraw for personal or professional reasons must meet with the Graduate Program Director if such a withdrawal will interfere with their ability to progress through the program as originally planned.

"At Risk" Students

CCU is committed to providing opportunities for the success of all its students. Nursing students at risk of failing a course are identified as "at risk." Students may be considered at risk for

various reasons including: a failing course grade at the midpoint of the course, unprofessional behavior, late assignments, pattern of low grades, clinical tardiness or absences, or poor writing skills. Students considered at risk will be notified of this status by the course faculty. Students “at risk” for any course issue will be required to meet with the faculty to discuss success strategies and may be placed on a learning contract by the graduate program director. Because many nursing courses must be taken in sequence, students who fail a course are typically out for several months before the course is offered again.

Learning Contracts

Learning contracts are initiated by faculty when a student has an academic or behavioral issue requiring improvement in performance. Learning contracts delineate the academic issue, behavioral issue or performance items in question and identify strategies for success. Failure to meet the requirements of the Learning Contract will result in a course failure. In some cases, the Learning Contract may span more than one course.

Students who do not successfully meet the criteria and standards identified on the Learning Contract may be dismissed from the nursing program.

Withdrawing from a Nursing Course

Nursing students are not allowed to withdraw from a course because of low grades and potential course failure. Students who are currently passing the course, but desire to withdraw for personal or professional reasons must meet with the Graduate Program Director.

- A course withdrawal will interfere with the student’s ability to progress through the program as originally planned.
- Students who must withdraw from a course will need to change cohorts and have an extended graduation date. The plan of study must be completed with the Graduate Program Director.

Course Assignments and Late Assignments

Course assignments are due at 11:59 PM Sunday as designated on the course “Due date” table in each Blackboard course shell.

- All assignments are graded according to the assignment prompt utilizing assignment rubrics.
- Late assignments receive a 10% deduction per day up to five days after which the assignment is no longer accepted and the student receives a “0.”
- **Extra credit is not given on any course assignment.**
- Students are expected to notify faculty of an extenuating circumstance before the day the assignment is due. An extension request after the due date has passed will not be approved.

Grading Scale

The grading scale below is used when evaluating all nursing students in all nursing courses. Nursing students must receive a course grade of “C” or higher to pass a nursing course. Clinical and simulation components (when applicable) are graded on a pass or no pass scale.

- If the student receives a no-pass in either simulation or clinical, the student fails the course regardless of the theory grade.
- The course grade will be recorded as an “F” on the student’s transcript.

Final course grades only are rounded from the tenth place to a whole final course percentage.

- A 91.52% is a final grade of 92%.
- A 74.45% is a final grade of 74% and would result in a course failure.
- Extra credit is not permitted in nursing courses and at no time can extra credit be given or retesting be administered to assist a student in receiving a passing grade.

Grade	Quality Points	Percentage	Comment
A	4.00	94–100%	
A-	3.70	92–93%	
B+	3.30	90–91%	
B	3.00	85–89%	
B-	2.70	83–84%	
C+	2.30	81–82%	
C	2.00	75–80%	
C-	1.70	73–74%	Failing, No Credit
D+	1.30	71–72%	
D	1.00	66–70%	
D-	0.70	64–65%	
F	0.00	Below 64%	

Final Course Grade Appeals

An academic appeal occurs when stated academic standards are violated. Academic appeals provide guidelines for a timely and equitable resolution of problems or complaints of an academic nature when reasonable and/or direct discussions between the student and faculty have failed to do so. Academic appeals are not regarding the professional judgment or personality of faculty or staff.

A student may appeal a final nursing course grade when the student believes the faculty member has not followed the stated standards of the course. The standards include assignment

prompts within Blackboard, grading rubrics, and announcements posted by the faculty member to provide clarification of the standards.

Individual course assignments are not appealable.

Students following the process outlined below will have their final course grade appeal reviewed in a timely manner.

1. Within 2 days of the course end date, a student can appeal an awarded course grade.
2. Grade review from Faculty: The student should submit documentation through email to request a grade review from the course faculty. The faculty will review and respond to the student through email with written approval or denial, within 2 business days of receiving the student's request.
3. Grade review by the Dean: If unresolved, the student may appeal the faculty decision within 2 business days, in writing through email, providing the same documentation to the academic Dean. The Dean will acknowledge the appeal in writing within 2 business days. The decision of the Academic Dean will be returned to the student by email within 2 business days.
4. Grade Review by VP of Academic Affairs: The student may appeal the Academic Dean's decision to the Vice President of Academic Affairs in writing through email within 2 business days of the dean's decision. The decision of the Vice President of Academic Affairs is based on the information provided by the student. The Vice President of Academic Affairs decision is final.

The student is responsible to monitor email daily throughout the appeals process.

Nursing students who initiate a grade appeal within the specified timeframe will be allowed to participate in the theory and simulation portions of the subsequent course while they await a decision on their appeal.

Faculty Availability

Students are encouraged to communicate with faculty before, during, or after weekly class sessions to ask questions and clarify information. Faculty are also available during weekly office hours or by appointment. Faculty office hours are posted in Blackboard course shells.

When questions arise outside of classroom or office hour times, students should seek clarification/answers via the Questions for Faculty tab in the Blackboard course shell rather than faculty e-mail. All students are expected to subscribe to this thread so as to receive e-mail updates when new answers are posted. Since faculty will not re-post these answers in a different area, it is the responsibility of each student to stay informed of posted information.

Faculty e-mail should be reserved for questions of personal nature. For faculty e-mail and the Questions for Faculty forum, faculty will have a full 24 hours to respond during regular business hours Monday-Friday.

Student emails sent on the weekend will not be answered until Monday or during normal business hours.

Academic Integrity

The MSN Nursing Program at CCU adheres to the University academic integrity procedures as well as to the American Nurse Association Code of Ethics for Nurses (American Nurses Association, 2015). Failure to exhibit integrity and ethical conduct may warrant dismissal from the program. “The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy” (ANA, 2015).

The MSN program incorporates a number of learning modalities in which the academic integrity policy is applied in a similar manner. A lack of academic integrity, and academic integrity incident (plagiarism), cheating or aiding another in the act of cheating will be handled according to the following procedure:

- A first offense will result in a “0” (zero) on the assignment.
- The second offense will result in a failure of the course.
- The third offense will result in a failure of the course and dismissal from the program.

Attendance and Absence

As the MSN program is 100% online, students are expected to participate in all discussion forums and to turn assignments in on time. Students should notify the course faculty of any absence due to an extreme or exceptional circumstance. See the CAGS policy for online attendance. [CAGS Student Handbook](#)

Campus Closures:

Holidays

CCU School of Nursing and Health Professions does not always observe every University holiday. Please be aware that you may still be required to attend class, lab or clinical experiences on some holidays. Thanksgiving break, Christmas break and Easter (Good Friday) holidays are observed and the School of Nursing is closed.

Classroom Dress Code

The classroom (in-seat or remote) is considered a learning environment in which students reflect professional behavior. Dress code policies related to clinical or simulation experiences are identified under the Clinical and Simulation sections of this Handbook

Academic Guidelines

Essential Functions (Technical Standards)

The goal of CCU’s nursing program is to prepare every student to think critically, competently, and compassionately in rapidly changing practice environments. All efforts are designed to build nursing knowledge, enhance nursing practice and patient safety, while fostering professional integrity. The ultimate goal is to improve the health outcomes of patients, families, and communities across the continuum of care. To meet these goals and outcomes, the faculty has

determined that certain technical standards are requisite for admission, progression, and graduation from the nursing program. In addition to classroom learning, clinical learning occurs throughout the program and involves considerations (such as patient safety and clinical facilities) that are not present for classroom accommodations. For this reason, any applicant or student who seeks accommodations prior to or immediately after enrolling in the nursing program must discuss the situation with program director and also request an assessment of reasonable accommodations needed for the lab and clinical training component of the program. Students who enter the program do so with the understanding that they will be expected to meet all course requirements, with or without any reasonable accommodations.

An individual must be able to independently, with or without reasonable accommodation, demonstrate the following abilities:

- General
- Environmental awareness
- Observational capacity
- Communication skills
- Self-motivation and personal growth
- Motor skills
- Intellectual, conceptual, and quantitative reasoning
- Essential behavioral and social attributes
- Stress management
- Technological competency

General: The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement which are important to that student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients. Refer to the Fit for Practice form required prior to admission for specific parameters. If a student develops a new medical condition or impairment after admission to the nursing program, another Fit for Practice form must be completed by a physician and the DNP program director must be made aware of the change of condition. Any condition that keeps a student from being unable to perform their duties as a student nurse (as evidenced by reported impairment from faculty or clinical preceptors) may result in a leave or dismissal from the program.

Environmental Awareness: The student must be able to work in an environment that is NOT latex-free. The student must be able to respond to critical patient situations, never placing the patient at risk of abandonment due to latex in the environment. The hospital environment is NOT latex free and many equipment items contain latex. Latex allergies can result in symptoms such as skin rashes/hives, nasal, eye or sinus symptoms, shortness of breath/wheezing, and (rarely) shock. The severity of a reaction can increase with subsequent exposure. If the student has a latex allergy, the student will be required to have a complete Occupational Health

exam (Level 3) with a Latex Titer from an approved site prior to being allowed in the clinical setting. Furthermore, students will be required to sign a latex waiver accepting the risk of potential latex exposure in the theory, lab or clinical setting. Other types of allergies are also serious issues for practicing nurses and include, but are not limited to: bleach, chlorhexidine, alcohol, and restroom cleaners.

Observational Capacity: The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

Communication Skills: The student must communicate effectively, both verbally and non-verbally, to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend, and fluently speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must possess verbal and written communication skills that permit effective communication with patients, faculty, and other students in both the classroom and clinical settings.

Self-Motivation and Personal Growth: The student must show the ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding. Furthermore, they must possess the ability to organize time, tasks, and functions so as to complete assigned nursing responsibilities in a timely fashion. The student must be receptive to constructive feedback and be able to apply lessons learned effectively in their nursing practice.

Motor Skills: The student must be able to perform gross and fine motor movements with sufficient coordination as needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and patient care activities. It is essential the student be able to provide wheel chair guidance and support mobility for the patient. Additional requirements include: bending, kneeling, squatting, and supporting a patient to a bed or chair safely. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination to provide safe care. Nursing practice requires physical endurance for shifts up to 12 hours that involve sitting, standing, moving, and physical exertion to include providing CPR.

Intellectual, Conceptual, and Quantitative Reasoning: The student must be able to think critically as well as develop and refine problem-solving skills that are crucial to practice as a nurse. Critical thinking entails the ability to question logically, to identify, to generate, and to evaluate elements of logical argument; to recognize and differentiate fact, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant. Problem-solving involves the ability to measure, calculate, reason, analyze, and synthesize objective and subjective data. Students will make time-urgent decisions that reflect thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to incorporate new information to formulate sound judgment in patient care.

Essential Behavioral and Social Attributes: Nursing students need to have personal attributes of compassion, integrity, motivation, effective interpersonal skills, and concern for others. Personal comfort with and acceptance of the role of a student nurse functioning under supervision of clinical faculty or preceptor is essential. The student possesses the development of mature, sensitive, and effective relationships with patients, peers, faculty, and other members of the health care team. They have the ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. The student must be able to adapt to rapidly changing environments, display flexibility, accept and integrate constructive criticism given in the classroom, lab, and clinical settings. Students are expected to exhibit appropriate professional conduct at all times, represent the profession effectively and possess the ability to fulfill commitments, be accountable for actions, take responsibility for behavior and demonstrate effective outcomes. Students shall not insult or degrade faculty, other health professionals or students. (This ethics statement does not infringe upon a student's right to raise questions and request clarification, but does modify the manner in which the question or clarification is brought forth).

Stress Management: The student must be able to adapt to and function effectively in stressful situations in the classroom, lab and clinical settings, including emergency situations. The student will encounter multiple stressors from multiple sources while in the nursing program. The student must possess sufficient coping strategies to effectively deal with stress. Students who are not able to demonstrate coping skills and full functionality in a nursing capacity or student role may be put on a progression plan or be required to take a leave from the program.

Technological Competency: The student must be able to demonstrate basic technological proficiency while enrolled at Colorado Christian University. Technology proficiency includes, but is not limited to: online coursework, electronic charting, electronic textbooks, databases and learning aides, and computer assisted learning and testing. Technology tutorials are provided within the Blackboard platform for online courses and serve to enhance the student's technological proficiency. Computer courses are also available through the School of Business and Technology or students may call the CCU Help Desk.

Standards of Conduct

CAGS students refer to the CAGS Student Handbook, and CUS students refer to the CUS Student Handbooks for a comprehensive overview of Student Conduct expectations. CCU and the School of Nursing Standards of Conduct seek to create and maintain a community of learners and scholars in which all CCU students, whether on or off campus, strive to deepen their spiritual commitment and understanding of the Bible, develop Christ-like moral character, expand their intellectual abilities, grow in professional competency, participate constructively in community life and observe and adhere to the rules and regulations of the University.

Disposition and Behavioral Expectations

Nursing students are expected to behave in a civil and professional manner at all times. Students who fail to behave in such a manner may be dismissed from in-seat, simulation, or clinical or may be placed on a behavioral learning contract. In some cases, dismissal from the program may be warranted.

General guidelines include those that hold each other accountable to an environment of civility and one that models the love of Christ:

- Maintain a supportive and positive team environment and rejecting any rudeness or undermining of others
- Recognize the vital role of each member of the cohort and treating all classmates with respect
- Practice caring, commitment and collaboration in relationships with students and faculty, and be committed to finding solutions to problems rather than complaining about them
- Be respectful of others' time by being diligent in course requirements and on time for all classes and other commitments
- Protect the privacy and feelings of others and refuse to gossip
- Praise fellow students in public and provide constructive feedback in private, remembering that no one is perfect and that human errors are opportunities for learning, not for shame or guilt
- Respect cultural, spiritual, and educational differences among peers and superiors
- Respect faculty in class, lab and clinical environments.

Students, faculty, and staff are asked to hold each other accountable to these commitments; thus, anyone whose behaviors are not in compliance with the above statements are encouraged to seek resolution in a confidential conversation with the involved person.

Students with Disabilities/Needing Accommodations

For CUS student, refer to the CUS Student Handbook

For CAGS Students, refer to the CAGS Student Handbook

Guests/Pets

- Guests are not permitted in the classroom, for online learning or clinical environments.
- Children and/or pets are not permitted in nursing classroom, online learning or clinical settings with the exception of service animals with ADA documentation.

Professional Boundaries

It is essential that students maintain professional communication with faculty and staff at all times.

- While faculty cell phone numbers are available to students, the only appropriate use of these numbers is to contact faculty when an unexpected situation arises during class, simulation or clinical days. Any other communication with faculty or staff should be done by CCU e-mail accounts.
- **Students are required to use their @ccu.edu e-mail account to communicate on e-mail for all School of Nursing business.**
- Text messaging to faculty or staff is not an acceptable form of ongoing communication.

While students are in the program they should not socially engage with faculty or staff on any social media site. Any student seeking an exclusive networking friendship relationship with faculty or staff will be declined. If a faculty or staff networks with students, the forum should allow all students access to join, such as on [CCUConnect](#).

- Faculty members will not meet with an individual student outside of campus, simulation, or clinical settings.
- Faculty or staff are not allowed to accept monetary gifts from students.

Prohibited Items

Fireworks, paint guns, air soft guns, incendiary devices, dangerous chemicals, explosives, guns, knives or other items intended to cause harm or intentionally generate fear are strictly prohibited.

Prohibited Behavior

In addition to those behaviors identified in the CAGS and CUS Student Handbooks, the following behaviors are prohibited by the School of Nursing given that they lack the professionalism expected of the nursing profession.

- Failing to adhere to University, School of Nursing, or clinical facility policies and behavioral standards.
- Behaving in a way that creates a threat to the welfare of the University, a clinical facility or a patient/client.
- Engaging in behavior that threatens the continued relationship between the college and a clinical or lab facility.
- Complaining in the lab or clinical area or the expression of discontent to inappropriate parties.
- Acting discourteous or disrespectful to peers, faculty, patients or staff (ex. arguing, using offensive language, sleeping during instruction, arriving late or leaving early without permission, addressing faculty by their first name, etc.).
- Disrupting the learning of others (ex. talking during videos/presentations, engaging in non-class related activities such as Facebook, online shopping, e-mail, texting, failing to silence cell phone, packing up before faculty is finished, etc.)
- Showing lack of respect for intellectual property of faculty and thus disseminating or recording resources without permission.
- Posting negative feedback about the University, nursing program, faculty, or lab/clinical facilities on social media.

- Violating patient confidentiality by any means.
- Refusing to carry out assigned duties or instructions.
- Failing to alter behavior after constructive feedback.
- Misrepresenting personal competency level.
- No personal phone conversations or texting at any time while in patient/client areas or in the simulation center or classroom. If a student needs to respond to an emergency text or phone call during class, the student is asked to leave the room and respond as deemed necessary.
- No pictures, videotape or audio tape of professors or fellow students for personal or social media use without the express written permission of the faculty or fellow student.

Controlled Substances (Alcohol, Tobacco, Marijuana, Illegal/Illicit drugs)

Policies related to controlled substances or illegal drugs apply to the campus, classroom, simulation and clinical environments.

Use of alcohol, tobacco, illegal/illicit drugs and marijuana in is strictly prohibited in these settings while in the nursing program.

“For Cause” Performance Evaluation

If a student is demonstrating behavior that is not at the expected level of the course immediate action will be taken to determine if the student is under the influence of a controlled substance, alcohol, marijuana, or illegal drug. Such behavior includes a pattern of unsafe performance, lack of accountability, inconsistency in performance or alterations in mental status. This behavior may be observed in the classroom, simulation, or clinical area. The action steps faculty may take include either terminating the experience or conducting a “For Cause” evaluation with the student. The evaluation is used to determine the cause of the unsafe clinical behavior.

“For Cause” Procedure:

When a student is found to be at risk for failing to provide safe practice, the simulation or clinical faculty will immediately escort and instruct the student to wait in a safe area (e.g. a cafeteria or waiting area). The simulation or clinical faculty will call the lead course faculty (or Program Director if lead faculty unavailable) to report what has been observed. The lead course faculty will listen via open phone line as the clinical faculty explains to the student what has been observed. The student will be informed that they need to have an immediate assessment conducted. The student will be driven by the clinical faculty or their designee to a designated clinic where they will be required to sign a consent form for treatment. The student will be required to give CCU written permission to have a copy of the results. The student will submit to the following:

- 10+ panel urine Rapid Test “For Cause” (This test is requested as a result of agitated, incoherent behavior; sluggishness; inability to stay alert; alcohol odor; erratic clinical behavior or any other behavior significantly outside the normal behavior of the student.)
- Breathalyzer test for alcohol (Only a reading of 0.0 is acceptable.)
- Chemistry and CBC blood test (This test detects metabolic or other disease etiology.)
- Complete medical history and medication history

- Physical examination by an occupational physician or other qualified clinician.

The faculty should request the clinician describe in his/her best clinical judgment any and all possible causes for the behavior or affective changes. A copy of these findings will be released to the faculty at the time the student is evaluated. The faculty should immediately bring all documents to the Dean of the School of Nursing.

“For Cause” Treatment Plan:

A student who has had a positive drug screen showing the use of illegal drugs or whose Breathalyzer indicated any level of alcohol, will be immediately dismissed from the MSN Program. While recreational marijuana is legal in the state of Colorado, CCU does not tolerate its recreational use as safe practice for any nursing student and may result in a course failure.

Students taking prescription medication(s) which cause the behaviors described above are encouraged to have a medication management plan. This plan may include having the medication exchanged for a non-narcotic or a medication without as many side effects. Students will be given a warning regarding the behavior which led to the initial screening, but will be allowed to progress in the program if they have a new treatment plan in place.

If the behavior(s) leading to this assessment are due to a medical condition, the student will need to obtain documentation of full clearance by an appropriate clinician to resume safe practice. In each event of a “For-Cause” screening, students will be counseled regarding possible complications related to their future application for licensure in the State of Colorado. They will be referred to the Colorado Board of Nursing screening application material and requirements for licensure. In addition, the student will be required to contact the Board of Nursing’s peer assistance program for any abuse or addiction needs.

Students who refuse to sign the release or refuse to have the testing completed prevent the Nursing Program or University from providing a safe student practice and safe patient care. This is a serious violation of our agreements with those institutions and cannot be tolerated. Therefore, any student who refuses to sign the release or submit to the assessment “for cause” will be immediately withdrawn from the course, and dismissed from the University. The University reserves the right to deny admission, continued enrollment, or readmission to any student whose personal history and background indicate that his or her presence at the University would endanger the following: their health, safety, or welfare; or property or welfare of the members of the academic or greater CCU community.

Social Media Policy

Social networking can be a positive tool that fosters professional connections, enriches a nurse’s knowledge base, and promotes timely communication with patients and family members. The American Nurses Association (ANA) and the National Council of State Boards of Nursing (NCSBC) caution nurses and student nurses that they need to be aware of the potential

consequences of disclosing patient-related information via social media and mindful of employer policies, relevant state and federal laws, and professional standards regarding patient privacy and confidentiality. Distribution of confidential and sensitive information is protected under HIPAA and FERPA whether discusses through traditional communication channels or through social media.

Social media are defined as mechanisms for communication designed to be disseminated through social interaction created using highly accessible [publishing techniques. Social media is commonly thought of as a group of internet-based technologies of the Web that allows for creation and exchange of user-generated content. Examples include but are not limited to Facebook, LinkedIn, Instagram, Snapchat, Flickr, blogs, podcasts, Allnurse.com and YouTube. While new technologies and social networking tools continue to emerge, the spirit of this policy remains the protection of sensitive and confidential information.

Students are expected to represent the University and the School of Nursing in a fair and accurate manner while protecting the brand, essence and reputation of the institution. When publishing information on social media sites, remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. There is no such thing as a “private” social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied by others. Archival systems save information, including deleted postings. Future healthcare employers hold nursing students to a high standard of behavior. By identifying yourself as a CCU nursing student through posting and personal Webpages, you are connected to your colleagues, clinical agencies, and even clients/patients. Always ensure that content is consistent with your professional goals.

Students can be put on behavior learning contract or dismissed from the program for inappropriate or disrespectful content on any social media site(s) related to the nursing program or any of the nursing faculty or staff.

The ANA (2016, March 28) states “Nurses must recognize that it is paramount that they maintain patient privacy and confidentiality at all times, regardless of the mechanism that is being used to transmit the message, be it social networking or a simple conversation. As licensed professionals they are legally bound to maintain the appropriate boundaries and treat patients with dignity and respect” (para. 2).

The ANA’s (2016, March 28) *Principles for Social Networking* state:

- Nurses must not transmit or place online individually identifiable patient information.
- Nurses must observe ethically prescribed professional patient — nurse boundaries.
- Nurses should understand that patients, colleagues, institutions, and employers may view postings.
- Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
- Nurses should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities.
- Nurses should participate in developing institutional policies governing online conduct.

The National Council of State Boards of Nursing (NCSBN) provides Six (6) Tips to Avoid Problems

- Remember that standards of professionalism are the same online as in any other circumstance.
- Do not share or post information or photos gained through the nurse-patient relationship.
- Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
- Do not make disparaging remarks about patients, employers or co-workers, even if they are not identified.
- Do not take photos or videos of patients or patient data and documentation on personal devices, including cell phones.
- Promptly report a breach of confidentiality or privacy.

CCU Nursing Social Media Policy

- Protect confidential, sensitive and proprietary information. Do not post confidential or proprietary information about the university, the School of Nursing, students, staff, faculty, clinical facilities patients/clients or others with whom you have contact while a student at CCU.
- Respect copyright and fair use. When posting, be mindful of the intellectual property rights of others and of the university.
- Do not use the CCU or School of Nursing logo or graphics on personal social media sites.
- Do not use the CCU name to promote a product, cause, or political party or candidate.
- If you identify yourself as a student, ensure your profile and related content is consistent with university policies and with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. Do not claim or imply you are speaking on behalf of the university.
- At no time should social media be used to speak negatively about, defame, harass or slander the School of Nursing, faculty, administration, staff or the university. Remarks made in such fashion may result in immediate dismissal. Students and parents should seek professional means to air concerns as delineated in course protocols and academic processes.

HIPAA Violations

Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures and consequences. Students who share confidential or unprofessional information do so at the risk of disciplinary action including placement on a learning contract, course failure and/or dismissal from the program.

- At NO time shall patient/clients or their chart be videotaped or photographed.
- All documents containing patient information while in the clinical setting must be disposed of according to that facility's policy.

Student Governance & Chain of Command

Student Representation on Committees

Each cohort of nursing students will have student representation on school committees as designated by the Faculty Nursing Organization (NFO) Bylaws. A Student representative and alternate will be chosen. The student representative can be self-nominated or nominated by a student or faculty member in the first and third semesters of the nursing major. The student representative must be in “good academic standing” and will serve for a period of one year. Student representatives who wish to continue in the role can be nominated and re-elected.

The main responsibility of the student representative is to serve as liaison and spokesperson for the student body they represent. Student representatives may be asked to attend the Student Faculty Affairs Committee (SFAC) at least once per semester. The Student representative is also asked to attend the School of Nursing Advisory Board meeting held annually fall semester. As a student liaison, the student representative will be responsible for referring students who have concerns to the SBAR form.

Student/Cohort Concerns: Chain of Command

Cohort and student concerns can be addressed by the student representative by using the Student Concerns Document (SBAR) found in the MSN Student Blackboard Community. The SBAR was created to give the student body a formal process to voice their concerns for overall program issues. Complete each section of the form using SBAR format. Submit this document in electronic format to the Program Director. SBAR concerns will be reviewed by the SFAC. If you feel your concern needs to be addressed sooner, please alert the Program Director when the form is submitted. This form does not serve as the formal complaint procedure.

Students are expected to share concerns with the individual or person directly involved and work collaboratively toward resolution. Issues that are private or personal in nature can be shared with faculty when requesting prayer support and guidance. Individual course concerns should follow the chain of command defined below for formal complaints.

Student Complaints

Students with a grievance or formal complaint are expected to address such complaints in the following manner (See CAGS Student Handbook and below).

- First, take the concern to the faculty or person involved
- If unresolved, concerns may be taken to the Program Director.
- If still unresolved, concerns may be presented to the School of Nursing Dean.
- If still unresolved, complete the Student Complaint Form found on CCU Connect.

CAGS Student Formal Complaints (from pg. 41 – 42 of the CAGS Student Handbook)

Students who would like to file a formal complaint will use a form located on the “Registration and Records” page in the Connect student portal. Students may click on this form and complete information regarding the nature of the complaint; it will be directed to the appropriate department for review and resolution.

If the complaint has not been resolved or the student is unsatisfied with the resolution, the student may file a complaint with the other resources listed below.

Higher Learning Commission (Colorado Christian University’s accrediting body):
<https://www.hlcommission.org/StudentResources/complaints.html?highlight=WyJzdHVkZW50liwic3R1ZGVudCdzliwiY29tcGxhaW50II0=>

Colorado Department of Higher Education:
<https://higher.ed.colorado.gov/Academics/Complaints/>

Heather DeLange, Director, Office of Private Postsecondary Education
Heather.delange@dhe.state.co.us
303-862-3001

CCU students outside of Colorado should contact their local higher education agency/state portal entity to file a complaint: <https://www.nc-sara.org/content/state-portal-entity-contacts>

Section IV
Clinical Practicum Policies and Procedures



COLORADO CHRISTIAN UNIVERSITY

School of Nursing and Health Professions

Clinical Experiences

Purpose of Clinical Experiences

The MSN Clinical Practicums provide in-depth clinical experiences for students. Students gain advanced clinical skills, translate research into practice and to act as change agents for health care systems.

Guidelines for the practicum experiences are provided in each course syllabus and in the BlackBoard course shell. Course faculty will help students create an individualized clinical plan to meet the Student Learning Outcomes (SLOs) and the student's personal goals. The course instructor, student, and preceptor will collaborate to help the student meet these specified learning outcomes. Students, course faculty, and the Clinical Education Director collaborate to secure appropriate preceptors in the student's geographic location. Upon entering the program, the student should identify 2-3 qualified preceptors with a minimum of an MSN in their areas of the city/state that they would like to work with and then work with the Clinical Education Director to establish an affiliation agreement if one is not already in place. A facility and preceptor agreement should be in place *3-4 weeks prior* to the start of each clinical course.

The following courses require clinical practicum hours for the CNS track:

NUR 545 - Transitional Care: Models for Quality Outcomes for Adults and Geriatrics	35
NUR 555 - Expert Care: Evidence Based Practice for Adult and Geriatric Populations	70
NUR 575 - Clinical Care Management Practicum: Client-Focused	140
NUR 585 - Clinical Care Management Practicum: Population-Focused	70
NUR 650 - Integrative Capstone: Moral Leadership in Practice	185
TOTAL	500 hours

The following courses require clinical practicum hours for the Educator track:

NUR 552 - Curriculum Development and Evaluation in Nursing Education	35 (16 hours are direct patient care)
NUR 572 - Nurse Educator Role: Innovative Teaching Strategies	70 (40 hours are direct patient care)
NUR 582 - Program Assessment and Evaluation	35 (16 hours are direct patient care)
NUR 652 - Capstone Integration: Moral Leadership for Practice in Nursing Education	105 (18 hours are direct patient care)
TOTAL	245 hours (90 are direct patient care)

Calculation of Clinical Hours

Credit to clinical clock hour ratios in the MSN program is 1:70.

A minimum of 500 graduate level practicum hours for the Clinical Care Management Track (CNS) in Adult/Gero are required to be eligible for graduation. A minimum of 245 graduate level practicum hours for the Educator track are required to be eligible for graduation.

1. Students must maintain an active license in the state where practicum requirements are completed.
2. All RN licenses must remain unencumbered throughout the program.

Clinical Care Management in Adult/Geriatrics

The Clinical Care Management in Adult/Geriatrics specialty track is an APRN track to prepare students as a Clinical Nurse Specialist in Adult and Geriatrics. Students must complete 500 hours of clinical experience with a qualified preceptor (see preceptor qualifications). These clinical hours are spread out over four courses in Year 2 of the program.

Preceptors:

Clinical practicum experiences require a preceptor who has an MSN or higher and at least one year of experience as an MSN CNS (Program Director can make exceptions as needed for this) with certification as a CNS in adult or geriatrics or a closely-related emphasis. See preceptor qualifications below.

Nursing Education Track Emphasis

The Nursing Education specialty track consists of 245 hours, 90 of which are direct patient care. Clinical practicum experiences are distributed over four courses.

Options:

Academe: examples include clinical instructor, classroom instructor in university or nursing program setting, simulation lab instructor.

Professional development: examples include hospital educator, clinical educator, staff development, educator on a specific unit.

*Students can emphasize one area or spend clinical time in both.

Preceptors:

Clinical practicum experiences require a preceptor who has an MSN or higher and at least one year of experience as an MSN educator (Program Director can make exceptions as needed for this) in either an academic or hospital/community/home health/other clinical setting. Preceptors for the direct care experiences should hold an MSN or higher and be practicing at an advanced level (NP or CNS) in a clinical setting. See preceptor qualifications below.

Direct care experience information:

About 37% of the clinical hours are direct patient care (= 90 hours in direct care)

Definition of Direct Care from pg. 8- 9 Master’s Essentials:

“The nursing educator is a direct care role and therefore requires graduate-level content in the three Direct Care Core courses. All graduates of a master’s nursing program must have supervised practice experiences that are sufficient to demonstrate mastery of the Essentials. The term “supervised” is used broadly and can include precepted experiences with faculty site visits. These learning experiences may be accomplished through diverse teaching methods, including face-to-face or simulated methods. In addition, development of clinical proficiency is facilitated through the use of focused and sustained clinical experiences designed to strengthen patient care delivery skills, as well as system assessment and intervention skills, which will lead to an enhanced understanding of organizational dynamics. These immersion experiences afford the student an opportunity to focus on a population of interest or may focus on a specific role. Most often, the immersion experience occurs toward the end of the program as a culminating synthesis experience.”

“Direct care refers to nursing care provided to individuals or families that is intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and educational settings (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007).” (pg. 33 Master’s Essentials).

Link to MSN Essentials document:

<http://www.aacnnursing.org/Portals/42/Publications/MastersEssentials11.pdf>

MSN Preceptor and Clinical Site Requirements

Clinical Sites

The clinical sites for the practicum hours are important to the development and implementation of the skills leading to the MSN Capstone Project. MSN students are encouraged to select clinical sites that can provide the facilities and expertise for their professional growth. Clinical sites may include a variety of settings such as: acute care hospital, a health care system, a nursing home, a church or other faith-based organization, an insurance company, a school system, a public health agency, a school/college of nursing, a research institute, a rehabilitation institute, a nonprofit agency, or other organization. It may be necessary for the student to travel outside of his/her hometown in order to obtain clinical experiences which meet individual course objectives. MSN students will be required to locate a clinical site within his/her chosen geographical location. All sites must be approved by the course faculty (instructor) and the Clinical Education Director. Students experiencing difficulty securing a site may contact the faculty member or the Clinical Education Director for assistance.

If the student chooses to complete the MSN project practicum hours at his/her place of employment, then employment, clinical, and project hours and project(s) (if applicable) must be clear to all parties. Under no circumstances may a student use employment hours as clinical or project hours. All clinical practicum hours and capstone project hours must be documented in the clinical log provided for each course.

Affiliation Agreements (Contracts) for Clinical Sites

The School of Nursing and Health Professions has existing clinical agreements across Colorado and many other states. Students are also welcomed to develop their own clinical sites from the area or outside of Colorado. However, it may take up to a few months to establish new contractual arrangements, so students should begin to work early with faculty to make those arrangements. Contact the Clinical Education Director for assistance. Students may not participate in clinical practicums in any agency in which there is not a current affiliation agreement.

Clinical Expectations

Students must have approval from the course faculty and Clinical Education Director all contractual paper work completed, background checks, drug screens, liability insurance and health requirements met prior to the start of any clinical experiences. The CCU dress code and policies must be followed at all times.

Preceptor qualifications

Each MSN student will select and secure, with the input of the course faculty and MSN chairperson (if applicable), a preceptor for their clinical experiences. This may be a single preceptor, or the student may select several preceptors. The preceptor must be an expert in the area in which the MSN student wishes to develop expertise. If the student is unable to find a qualified MSN prepared nurse to act as a preceptor, he/she should work with the Clinical Education Director to secure another person with advanced credentials. For Educator track students, this is an MSN and EdD/PhD/DNP prepared nurse educator working in this role in a hospital, university or other setting. For CNS track students, this is an advanced practice nurse, educationally prepared as a CNS with a Master's degree, and working in the CNS role in a hospital, clinic, or other setting. The clinical preceptor must hold a position in the organization where he/she can facilitate the MSN student's access to team collaboration and leadership to meet the MSN student's clinical experience objectives and implement the capstone project (if applicable) during the practicum within the organization.

Clinical Documentation

Students will use a document tracking system during their time in the CCU Nursing Programs. Students are responsible for uploading all required documents to the document tracking system. All documents must be current and uploaded at least one month prior to the start of the first clinical experience. It is the Student's responsibility to ensure that all documentation remains current throughout the nursing program. If documents are not current, students are not allowed to enter the clinical setting. In addition, students must pass the background check and drug screen within four weeks of their provisional admission or risk being dropped from the program.

All MSN nursing students must be in compliance with the following basic health and regulatory requirements prior to the start of clinical experiences:

- Immunizations
 - MMR (Measles, Mumps, Rubella) – Two vaccinations or a positive antibody titer
 - Hepatitis B- Three vaccinations or a positive antibody titer
 - Varicella (Chicken Pox) – Two vaccinations, a positive antibody titer or medical documented history of the disease
 - Influenza Vaccination – To be renewed every year no earlier than August of current flu season
 - Tdap – To be renewed every 10 years'
 - TB Test – PPD, QuantiFERON Gold blood test or a chest x-ray
- Current CPR Card- American Heart Association Healthcare Provider only
- Student Release Form provided by CCU
- Physical Exam Form provided by CCU and signed by your Healthcare provider
- COVID-19 vaccinations may be required by the facility.

Immunizations

The Center for Disease Control and Prevention (CDC, 2015, July) recommends an adult immunization schedule. Please refer to the website for the most current recommendations. CCU nursing students adhere to the CDC healthcare worker immunization recommendations found at <https://www.cdc.gov/vaccines/adults/rec-vac/hcw.html> at the time of this printing. Prospective students will follow the prospective nursing student admission requirements. Students progressing through the nursing program will follow the immunization requirements outlined in the immunization tracker system.

Failure to supply appropriate copies of clinical documents to the student tracking system will result in the student not being able to attend clinical experiences and may delay program progression and graduation date. Some clinical agencies may have more stringent immunization requirements. Students practicing in these settings are responsible for meeting these requirements.

Immunization Exemption

In rare instances students may need to have an exemption made for a specific immunization requirement. Students seeking an exemption to a specific immunization should obtain an Immunization Exemption from the CED.

Students who do not submit a required immunization may be excluded from a clinical facility or be required to take special precautions during clinical hour completion.

Please Be Advised: CCU does not require a COVID-19 vaccination, but some nursing clinical placements (hospitals, care facilities) may require the student nurse be fully vaccinated against COVID-19. Alternative placements may not be possible in all cases for unvaccinated students.

Clinical Dress Code

Clinical attire for an MSN student is to be consistent with the dress code of the agency as well as CCU. Professional attire, appearance and a CCU picture ID are required at all times. MSN students should wear the white CCU lab coat as appropriate in clinical areas.

A standard of personal grooming, dress, and hygiene is important to ensure a safe environment conducive to the delivery of health care services. The appearance of students can affect the confidence that patients have about the care students provide.

The CCU dress code for clinical practicum experiences adheres to the statewide guidelines of the Alliance of Clinical Education and addresses issues of patient safety, infection control, and professionalism. The dress code also reflects the image and essence of the university. Students are expected to adhere to the agency's policies for attire as well as all of the following dress code policies (which are considered the CCU uniform) when in the clinical setting:

- Dress in business casual with CCU lab coat or scrubs with nursing ID badge under direction of your preceptor for each clinical course.
- Scrubs, if worn, must be neat, clean and without wrinkles.
- No objects can be worn with or attached to the CCU uniform or be visible from the uniform. No hats, caps, or head coverings are permitted.
- The nursing ID badge must be clean and without additional decoration.
- The nursing ID badge must be worn on the upper right shoulder (high and right).
- Wear closed toed and closed heel shoes with either hose or socks underneath.
 - Sandals or flip flops are not acceptable.
 - Footwear selection must be safe, clean, in good repair, and professional with minimal patterning and a preference for subtle colors. No mesh tennis shoes or sandals are permitted.
 - For direct patient care clinical experiences, students should have a watch with a second hand, a calculator, a pair of bandage scissors, a pen light, a stethoscope with a bell and diaphragm, and a pen with black ink.
- Jewelry must be minimal.
 - Only wedding rings and one pair of small post-style earrings are allowed.
 - Permanent ear jewelry must be covered and not visible.
 - No facial (lip, cheek, eyebrow, and nose) or tongue jewelry is allowed.
- Body piercings and tattoos must be covered in a professional manner (i.e. long sleeves, tattoo sleeve, etc.).
 - Ear lobe expanders are to be covered with a neutral colored cap.
- All hair must be clean, groomed, must be a natural looking color, and may not obstruct the student's vision.
- Mustaches and beards will be clean and neatly trimmed.
- Perfume, cologne, or perfumed lotions are not permitted due to the potential for nausea, headaches, or allergies among patients or staff.
- Nails must be kept short, clean, unpolished, and natural.
 - Artificial nails and overlays are not allowed in patient care areas per Center for Disease Control.
- Good hygiene is imperative. Any personal hygiene habits that are offensive to patients/clients, such as breath and body odors, missing teeth or unkempt appearance must be controlled while in the clinical areas.
- When visiting a clinical site for patient data collection wear approved CCU uniform with white lab coat if appropriate.
 - No jeans or shorts are permitted.

Students are guests in the clinical agency and must demonstrate respect and follow policies and procedures specific to that agency. If the clinical agency dress policy is more restrictive than the CCU clinical dress code, the policy must be followed. If the clinical agency dress code is less restrictive than the CCU clinical dress code, the CCU dress code will still be enforced. Course faculty validate professional CCU dress code through communication with

preceptors. Failure to follow the dress code policy will result in the student being sent home and clinical hours being made up.

Picture ID

- Picture IDs are available through the School of Nursing office from the CED. DNP students will be required to submit an appropriate photo. The completed ID will be mailed to the student. Should a student lose/misplace their ID, they will be required to contact the nursing graduate program coordinator and have a new one printed at the student cost of \$10.
- A picture ID shall be worn and visible at eye level when in a clinical facility.
- If a student leaves the program before graduation, they are to return their ID to the CED.

Clinical Attendance

Students are expected to attend all scheduled clinical practicum experiences within a course and to arrive on time and be prepared.

Clinical attendance is mandatory and thus these experiences are expected to take precedence over other life responsibilities. Attendance includes being on-site, prepared, and actively participating in the clinical experience. Students should let their clinical preceptor know of their absence as soon as possible and before the start time of their shift. The student must coordinate clinical make up with their clinical preceptor and notify their course faculty.

Excused Clinical Absences

Per CAGS policy, the following reasons would be considered an excused clinical absence: 1) Death in the immediate family (parent, spouse, sibling, child, etc.), 2) Student hospitalization or acute illness, 3) Hospitalization of an immediate family member (parent, spouse, sibling, child) and 4) Military deployment. Clinical make-up is still required for excused absences.

Inclement Weather and Clinical Experiences

Closure of the campus or a Center does not correlate to cancellation of clinical experiences. A student who makes an individual decision not to attend clinical due to inclement weather should communicate with their clinical preceptor and must arrange with the preceptor for make-up time.

Returning After Hospitalization, Injury, or Surgery

Before being allowed to return to the clinical site after hospitalization, injury or surgery, the student must have a medical release signed from their medical provider. The medical release will be placed in the student's file to validate that the student is capable of returning without restrictions. **Any falsification of medical documentation will result in immediate dismissal from the program.**

If the student will miss 50% or more of the clinical rotation, the student will receive a course extension in order to complete the remaining clinical hours. Medical documentation must be provided showing the students ability to return to full clinical participation.

If the student has limitations, then the release from a health professional will need to indicate their approval of clinical participation and the duration and type of limitations that may exist. If the student is no longer capable of meeting the “Fit for Practice” requirements then they will need to meet with the program director to discuss limitations and to determine if progression in the program is feasible with reasonable accommodations.

Students will not be permitted to enter the clinical facility if impaired by any narcotic or mental altering medications. Furthermore, full disclosure of the student’s abilities must be presented to the clinical facility, and it is at the discretion of the facility as to whether or not they will accept the student in their current state. Failure to secure a clinical placement could impair the student’s progression in the program.

Clinical Quality, Safety and Performance

Scope of Practice

MSN students are already RNs and have a defined scope of practice as outlined by their State Board of Nursing Practice Act. For example, the Colorado Nurse Practice Act is found at:

- Website: <https://www.coloradonurses.org/colorado-nurse-practice-act>

Students must practice safely with appropriate knowledge, skill, and ability and within their Nurse Practice Act for their individual state and level of practice.

Safe Practice Responsibilities

If security clearance is given to a student by the agency in the form of an agency ID badge, the student must return these badges at the end of the last clinical shift.

In addition to the Colorado Nurse Practice Act, students are expected to adhere to the American Nurses Association Scope and Standards of Practice (2010), and thus be familiar with the following:

- The ANA Scope of Practice (<https://www.nursingworld.org/practice-policy/scope-of-practice/>)
- The ANA Social Policy Statement (<https://www.nursingworld.org/practice-policy/nursing-excellence/official-position-statements/>)
- The ANA Code of Ethics for Nurses (<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/>)
- QSEN Standards (<https://qsen.org/competencies/>)
- The Joint Commission National Patient Safety Goals (<https://www.jointcommission.org/standards/national-patient-safety-goals/>)
- Agency Policies and Procedures
- Course Specific Clinical Guidelines
-

All students are responsible for their own actions.

Infectious Disease Protection Protocol

In order to prevent accidental exposure to infectious diseases, students should be aware of which tasks and procedures they may be performing where infectious diseases can occur, but also must practice universal precautions with all patients regardless of their medical diagnosis.

Tasks and Procedure in which Infectious Exposure may occur:

- Handling of blood, blood products, body fluids, or contaminated object
- Invasive procedures
- Phlebotomy or vascular access procedures and care thereof
- Contact with lab specimens
- Wound care contact with mucous membranes or non-intact skin
- Handling or disposal of medical waste
- Cleaning or processing contaminated equipment
- Suctioning or sputum induction
- CPR
- Handling of soiled linen
- Cleaning or decontamination of environmental surfaces

Personal Protection Protocol

- Students are to wear gloves for all contact with blood, body fluids, and moist body surfaces.
- Students are to wear gowns if soiling of clothing is likely.
- Students are to wear masks and eye protection if spraying of bodily fluids to the face is likely.
- Students are to use sharps safety devices and practices (e.g. not recapping dirty needles, and prompt disposal in the sharps box). All suctioning, irrigating, and intubation procedures require face and eye protection.
- Students must observe all regulations in the facility related to biological or radiation risks.
- Students are to comply with and follow all isolation precautions in the clinical setting according to agency policies.

All nursing students and faculty are professionally and ethically obligated to provide client care with compassion and respect for human dignity. No nursing student or faculty may refuse to treat a patient solely because the patient is high risk or is diagnosed with an infectious disease (positive for HIV, hepatitis, etc.).

Performing a Procedure

When the student is performing a procedure for the first time, the clinical preceptor must be present. When the student has mastered the skill, the faculty will inform the student when he or she may perform the skills independently. Until then, the faculty must be present when the student performs such procedures.

Safe Medication Administration

The student is expected to know the appropriate information for each medication that is administered. This includes action, dose, and route of administration, side effects, contraindications, and patient teaching points.

Student Injury/Exposure

Colorado Christian University policy regarding the injury of a CCU student, faculty, or staff member at a clinical site or at another campus learning site is designed to ensure that urgent care for an injury is provided and supervised. Under this policy, CCU will assist in the provision of Workers Compensation for CCU nursing students.

If a student is injured or exposed to contaminated body fluids while in the clinical or lab setting the following steps should be completed:

- If emergency care is needed seek care at the nearest emergency department or call 911.
- Report the incident to clinical faculty/scholar immediately.
- Immediately file an incident report with the hospital and follow facility policies for injuries.
- Report the incident to the Director of Clinical Education within 24 hours. If the student is unable to reach the Clinical Education Director, the student should contact the Program Director.
- Provide information needed to file an incident claim form.
- Obtain a list of occupational health clinics for non-urgent or follow-up care.
- Maintain communication with the Clinical Education Director to give updates on injury/exposure status and submit a medical release prior to returning to clinical.

Non-contaminated needle sticks must be documented by the clinical faculty and course faculty must be informed, even if the clinical agency and a First Report of Injury are not required.

Use of Alcohol and Other Psychoactive Substances

Nursing students are entrusted with the health, safety and welfare of patients in the clinical setting. This requires the exercise of good judgement and unhindered cognitive faculties. For this reason, alcohol should not be consumed within four hours of a clinical shift or during breaks while completing a clinical rotation. Those found in violation of this policy will be subject to disciplinary action (see "For Cause Procedure", p 42).

Elder Abuse, Child Abuse and Neglect Information Act

Colorado Christian University follows all State and Federal regulations on reporting either elder abuse or child abuse and neglect. In the clinical setting, students who become aware of an occurrence of elder or child abuse will report such abuse to their clinical faculty, staff nurse, or case manager immediately.

Clinical Performance Evaluation

The student must meet clinical competency requirements and clinical standards of professional practice in order to successfully pass the clinical component of each nursing course. These competency standards are defined in the course Clinical Competency Evaluation Tool (CCET). Clinical experiences are graded Pass/No-Pass using individual CCETs for each clinical nursing course. Any episode of unsatisfactory clinical practice will be documented on the CCET in the week that it occurred and could result in the student being placed on a learning contract. If, at the end of the course, the student fails to meet the minimum standard or established objectives, they will be given a No Pass for the clinical component of the course. A student who has earned

an Unsatisfactory/No Pass in clinical performance will receive a failing grade for the course, regardless if all theory components of the course have been above the required 75% average.

Section V
MSN Quality Improvement Capstone
Project Guidelines



COLORADO CHRISTIAN UNIVERSITY

School of Nursing and Health Professions

MSN Capstone Project

Requirements:

The quality improvement capstone project should integrate theory, research, evidence-based practice and clinical expertise to affect system-wide change and improve patient/population clinical or chronic care management. Students should draw on all knowledge from prior core and clinical courses in the MSN program and demonstrate proficiency in CNS competencies while engaging in this project. In this process, the student will be engaging in a project that demonstrates: 1) the role of the clinical nurse specialist as leader, educator, change agent, researcher, advocate, and expert clinician to promote quality care while affecting organizational change (CNS role), OR 2) the role of the nurse educator in a direct care role, leader, change agent, researcher, and advocate (Educator role). This could be a quality improvement project, teaching project, grant submission, curriculum revision, or other approved opportunities that meet the requirements for the capstone project. MSN capstone projects typically do not require IRB approval and need to be kept within this scope. Students should work with their course instructor and preceptor to assure that their project does not require IRB application due to the limited time to implement and evaluate their capstone project.

Students may count up to a total of 15% of clinical practicum/EBP project hours for data collection, analysis, discussion, evaluation, and dissemination of the capstone project in collaboration with their clinical preceptors/leadership/interprofessional team at the host site. This may include presentation preparation and dissemination of the final capstone project outcomes to the host organization. Students must provide documentation and evidence of work accomplished with their posting of hours via the clinical log and relate these activities to the SLOs and clinical competencies of the course.

Contents of Report

Reports must be succinct, direct, and free of jargon. The body of the paper is 8 – 10 pages (not including front matter, reference list, or appendices) and should be written using APA style. Include a 250-word abstract and executive summary of 1 – 2 pages as the Front Matter. All reports are written in past tense, Statements should be stated as, “The purpose of this project was to. . .”. The report should also be written in third person. Avoid referring to oneself in a formal paper. Do not include personal identification or names in the paper. If absolutely necessary, an appropriate third person term such as “this student” should be used. The content (and grading rubric) for the report includes:

I. Front Matter

- A. Title Page
- B. Abstract
- C. Executive summary

II. Introduction

A. Background

B. Statement of the problem

1. Data from the literature supporting the need for the project
2. Data from the clinical site supporting the need for the project

C. Purpose of the quality improvement project

D. Significance of the project

III. Theoretical Framework and Review of the Literature

A. Theoretical framework

1. Describe theoretical framework (use a model such as those covered in NUR545)
2. Apply theoretical framework to the project

B. Literature search

1. List keywords searched and search engines used
2. Synthesize critically appraised literature to support your project

IV. Implementation

A. Methods used

B. Sample and setting (if applicable)

C. Measurement of outcomes of the project

V. Outcomes/results

A. Participants

1. Size
2. Characteristics

B. Changes in Outcomes

1. Statistical testing? How was the change effect measured?
2. Significance

VI. Discussion

A. Explanation of results

B. Strengths of the QI project

C. Limitations and potential solutions to them

D. Implications for the future (practice, theory, research, education)

E. Conclusion

VII. References (at least 10 references in APA format) and Appendices (tools, data tables, EBP literature review table)

IX. Scholarly writing (proper grammar, APA format, punctuation, sentence structure...)

X. PowerPoint presentation containing above information (attached as appendix to this paper, and will be used to present results of project to the facility where the project was conducted). This presentation should have no more than 25 slides to give a concise summary of the student's final project. The course instructor will guide the student on the development of this PowerPoint presentation.

Section VI
Additional Student Resources



COLORADO CHRISTIAN UNIVERSITY

Grace and Truth

Technical Support

CCU Technical Support

Phone: 303-963-3444

Email: techsupport@ccu.edu

Hours of Operation: Monday – Friday 7:30am to 6:30pm

Nursing Specific Technical Support

CastleBranch (CB)

Email: customerservice@castlebranch.com

Contact Online: <https://www.castlebranch.com/cmi/contact.html>

Intellectus Statistical Software

Contact Support: (888) 383-6639

Email Support: Info@IntellectusStatistics.com

Unbound

Phone: 610-627-9090

Contact Online: <https://www.unboundmedicine.com/contact>

Hours of Operation: Monday - Friday 9am-5pm EST (7 AM – 3 PM MST)

Blackboard Support

Phone: (303) 963-3444

Contact Online: blackboard@ccu.edu

Hours of Operation: Monday – Friday 7:30am-6:30pm (MST)

Technology Requirements

Students in the DNP program are required to have a laptop that meets CAGS system requirements (computers must have a current version of Microsoft Office). Additional device specifics will be provided at the time of acceptance into the nursing program. No Chromebooks are allowed. It is also imperative that your laptop supports “**dual band**” **wireless** (AKA 5Ghz band) to ensure you will have Wi-Fi access during classroom activities and exams.

Additional Student Resources

Career & Professional Development

Nursing faculty may hold professional development *Lunch and Learn* sessions. The Dean schedules *Dialogue with the Dean* Sessions throughout the year. At times, special Nursing Summits or Seminars are scheduled from the Office of the President or by the Dean.

Library Support

APA Resources

An APA Resources tab can be found on the left-hand side of every nursing Blackboard shell. Within this tab students can find a sample APA paper, a PowerPoint presentation exemplar, and an APA-ready document with title page and running head.

Textbook Resources

Nursing students are encouraged to access the supplemental on-line learning tools that accompany their textbook. Registration information for these resources are typically located on the inside cover of the book or through access codes.

Tutoring and Counseling

Nursing students in need of a personal counselor may obtain a referral from the nursing office. These resources may be available to students at reduced or sliding scale costs.

Miscellaneous

Change of Address/Personal Information

Nursing students should update their personal contact information in the University system when changes occur throughout the program. Nursing Students must update their personal contact information with the Nursing Program Coordinator throughout program and prior to graduation.

Email/University Email

The School of Nursing will only send correspondences to student's CCU e-mail address. Personal accounts will not be utilized. It is the responsibility of the student to check their CCU account regularly in order to avoid missing important nursing information.

Photo Identification Cards

All nursing students will be required to obtain a nursing photo ID upon entering the program. DNP students will receive information about photo IDs during orientation and will receive their badge by the first day of class. Nursing IDs should be worn at eye level and at all times during clinical or simulation experiences. Should a student lose/misplace their ID, they will be required to contact the nursing Program Coordinator and arrange to have a new one printed at the student cost of \$10. If the student leaves the program, they are to return the ID to the nursing office.

Section VII
Forms, Rubrics and DNP Faculty Listing



COLORADO CHRISTIAN UNIVERSITY

School of Nursing and Health Professions

Colorado Christian University MSN Program

Preceptor Agreement

Course Student Learning Outcomes - Upon completion of this course, each student will be able to:
(These will be listed for each specific course)

Student Role:

1. The student will provide the agency a signed copy of this agreement.
2. The student will discuss the Preceptor Agreement, the outcome requirements for the course and learning experiences with the preceptor and provide the preceptor a copy of the agreement.
3. The student will provide the agency, preceptor, and the course faculty with all the contact information needed for effective communication.
4. The student will evaluate both the preceptor and the clinical site.
5. The student will function within the scope of the residing state Nurse Practice Act at all times.
6. The student will acknowledge that the preceptor has the right to refuse to continue to work with the student if the preceptor or agency judge that the student is not participating in a safe, professional, or confidential manner. The student will notify the faculty within 24 hours of such action.
7. Agency policies and procedures will be followed by the student at all times. The student can be dismissed at any time for behavior that is or may be considered inappropriate.
8. The student will maintain professional liability insurance and RN license in the state of the clinical.
9. The student will provide the faculty with a schedule of clinical experiences, times, and dates using a Clinical Activity Log.
10. The student may not transport clients in their own cars.

Preceptor Role:

1. The preceptor that agrees to participate in the learning experience will sign the Preceptor Agreement form and provide the necessary information to the university.
2. The preceptor has the right to refuse to work with a student who, in the preceptor's or agency's judgment, is not practicing safe, professional care. Any concerns regarding the student will be called immediately to the attention of the course faculty.
3. The role of the preceptor is to be a resource person for the student and to assist engagement of the student in experiences that meet the course and individual objectives.
4. The preceptor agrees to participate in on-going evaluation of the student and will complete a written evaluation of the student at the end of the course.
5. The preceptor agrees to be in regular contact with the course instructor and will notify him/her of any student issues or concerns within 24 hours of an incident.

Agency Role:

1. The agency will provide the student with an orientation based upon the student and agency needs.
2. The agency's policies and procedures will be made readily available to the student.

Course Faculty Role:

1. The faculty will facilitate the clinical experience where needed.
2. The Faculty will be in regular communication with students via phone or webcam to review clinical logs and to discuss any problems or concerns.
3. The faculty will communicate by phone, email or in person, with the preceptor at least two times during the rotation in order to assess the progress of the learning experience and any areas of concern. Communication will also include one contact at the end of the course. Course Faculty should attempt to make initial contact within the first two weeks of the clinical experience.

4. The faculty will participate in collaborative student evaluations.
5. The faculty will have full responsibility for all permanent student records and final grades.
6. The faculty will evaluate both the preceptor and the clinical site.

*An actual copy of the preceptor's specialty certification must be provided to the Clinical Education Director.



COLORADO CHRISTIAN UNIVERSITY
School of Nursing and Health Professions

Preceptor Agreement Form

Directions to Agency: Please complete and submit this form to Colorado Christian University using the contact information below.

The **Agency** agrees to provide a preceptored learning experience for:

Name of Clinical Agency: _____

Student's Name: _____

It is understood that the student's learning experience will consist of approximately _____ hours to be completed between the dates of _____ to _____.

Preceptor Name/Title: _____ Phone: _____

Email: _____

Highest Degree Earned: MSN DNP PhD

Certification(s): CNS CNE Other _____ Specialty: _____

CNS License Number: _____

State: _____

Expiration Date: _____

Years of Experience Relevant to Area of Responsibility: _____

Typing my name is equivalent to my electronic signature. I agree my electronic signature is legal and binding.

Preceptor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Please send this completed document by email or fax to:

Christy Neifert

Clinical Education Director

cneifert@ccu.edu

720-872-5629 office

720-872-5729 fax



COLORADO CHRISTIAN UNIVERSITY
 School of Nursing and Health Professions

SAMPLE CNS Clinical Log
NUR575

Student Name:	Total clinical hours completed this week:
Clinical rotation dates this week:	Total clinical hours completed to date:

Course Student Learning Outcomes: (Please address these in your reflections below.)

1. Demonstrate competency in the adult-gerontology clinical nurse specialist role while providing patient-centered clinical care management in diverse settings.
2. Apply the concepts of health promotion and disease prevention while providing direct care in the role of expert clinician to adult and geriatric clients with complex acute and chronic physical and cognitive conditions across the continuum of care.
3. Engage in the role components of leader, educator, consultant, advocate, and change agent as an adult-gerontology clinical nurse specialist to provide excellent care to clients and their families/caregivers within the framework of nursing as ministry.
4. Collaborate with the inter-professional team to facilitate high moral and ethical standards for care delivery to acute and chronically ill clients with multiple co-morbidities while promoting safety and quality.
5. Explore a clinically complex health issue related to adult-geriatric clinical nurse specialist practice that can form the basis of a relevant project that may facilitate evidence-based, system-wide change using current clinical practice guidelines and information and communication technologies.

Date	Age	Gender	Diagnosis	CSLO	Reflection/Experience

Student Summary: For the above learning experiences, explain your strengths, weaknesses, needs for further experience, plans to meet those needs, etc.



COLORADO CHRISTIAN UNIVERSITY
 School of Nursing and Health Professions

Sample MSN Educator Track Clinical Log

Date	Activity & CSLO	Clinical Hours/ Direct Care Hours	Purpose/Outcome	Reflection/Experience
			Purpose: Outcome:	
			Purpose: Outcome:	
			Purpose: Outcome:	
			Purpose: Outcomes:	
			Purpose: Outcome:	

Student name:	Date	
Session 1:	# of Clinical Hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours 	# Cumulative clinical hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours
Session 2:	# Clinical Hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours 	# Cumulative clinical hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours
Session 3:	# Clinical Hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours 	# Cumulative clinical hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours
Session 4:	# Clinical Hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours 	# Cumulative clinical hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours
Session 5:	# Clinical Hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours 	# Cumulative clinical hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours
Session 6:	# Clinical Hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours 	# Cumulative clinical hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours
Session 7:	# Clinical Hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours 	# Cumulative clinical hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours
Session 8	# Clinical Hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours 	# Cumulative clinical hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours

Session 9	# Clinical Hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours 	# Cumulative clinical hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours
Session 10	# Clinical Hours: <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours 	Total Cumulative Clinical Hours (minimum of 70with 40 being Direct Care Hours) <ul style="list-style-type: none"> • Direct Care Hours • Project / Practicum Hours



COLORADO CHRISTIAN UNIVERSITY
School of Nursing and Health Professions

Validation of MSN Clinical Hours Form

MSN Clinical Practicum Hours		
Student ID	Last Name	First Name

Clinical Nursing Hours		
Semester	Hours Scheduled	Hours Completed

Total Completed:
Total Required:

This student has completed the above clinical nursing hours toward completion of the Master of Science in Nursing (MSN) degree.

MSN Program Director

Date



COLORADO CHRISTIAN UNIVERSITY
School of Nursing and Health Professions

MSN Program Planning

Plan of Study for Educator Track

Student: _____ MSN Faculty Advisor: _____

Course Plan: Educator Track	Credits	Taken (sem./blk/grade)
NUR 501 - Nursing Theory and Role Development: Integrating Christian Principles	3	
NUR 502 - Scholarly Inquiry: Translating Research into Practice	3	
NUR 503 - Outcome Measurement and Technology in Nursing	3	
NUR 504 - Ethics, Healthcare Policy and Advocacy	3	
NUR 510 - Advanced Physical and Health Assessment	3	
NUR 520 - Advanced Pathophysiology	3	
NUR 530 - Advanced Pharmacology	3	
NUR 565 - Nursing Leadership in Healthcare	3	
NUR 542 - Theoretical Foundations of Teaching and Learning in Nursing Education	3	
NUR 552 - Curriculum Development and Evaluation in Nursing Education (35 clinical hours/16 are direct patient care)	3	
NUR 572 - Nurse Educator Role: Innovative Teaching Strategies (70 clinical hours/40 are direct patient care)	3	
NUR 582 - Program Assessment and Evaluation (35 clinical hour/16 are direct patient care)	3	
NUR 652 - Capstone Integration: Moral Leadership for Practice in Nursing Education (105 clinical hours/18 are direct patient care)	3	

***Students that do not complete the plan of care in the expected time will need to maintain active student status in order to continue in the program.*

Plan reviewed with student on: _____

Plan revised on: _____

Signatures: Student _____ Faculty _____

Clinical hours completed: _____ (of which _____) are direct care hours.



COLORADO CHRISTIAN UNIVERSITY
 School of Nursing and Health Professions

MSN Program Planning

Plan of Study for the Clinical Care Management Track

Student: _____ MSN Faculty Advisor: _____

Course Plan: CNS Track	Credits	Taken (sem./blk/grade)
NUR 501 - Nursing Theory and Role Development: Integrating Christian Principles	3	
NUR 502 - Scholarly Inquiry: Translating Research into Practice	3	
NUR 503 - Outcome Measurement and Technology in Nursing	3	
NUR 504 - Ethics, Healthcare Policy and Advocacy	3	
NUR 510 - Advanced Physical and Health Assessment	3	
NUR 520 - Advanced Pathophysiology	3	
NUR 530 - Advanced Pharmacology	3	
NUR 565 - Nursing Leadership in Healthcare	3	
NUR 545 - Transitional Care: Models for Quality Outcomes for Adults and Geriatrics (35 clinical hours)	3	
NUR 555 - Expert Care: Evidence Based Practice for Adult and Geriatric Populations (70 clinical hours)	3	
NUR 575 - Clinical Care Management Practicum: Client-Focused (140 clinical hours)	3	
NUR 585 - Clinical Care Management Practicum: Population-Focused (70 clinical hours)	3	
NUR 650 - Integrative Capstone: Moral Leadership in Practice (185 clinical hours)	3	

***Students that do not complete the plan of care in the expected time will need to maintain active student status in order to continue in the program.*

Plan reviewed with student on: _____

Plan revised on: _____

Signatures: Student _____ Faculty _____

Clinical hours upon completion:



COLORADO CHRISTIAN UNIVERSITY

School of Nursing and Health Professions

Full-Time and Affiliate Faculty Eligible to Teach in the MSN Program

Faculty Name	Degree	Credentials	Areas of Specialty
FT Faculty			
Mauk, Kristen Graduate Program Director	BSN – Valparaiso University MSN – Purdue University DNP – Valparaiso University PhD – Wayne State University	BSN MSN PhD DNP CRRN, GCNS-BC GNP-BC ACHPN FAAN	PhD – Nursing Research DNP – Doctor of Nursing Practice Chronic Care Management, Gerontology, Rehabilitation Nursing, Advanced Assessment, Advanced Pharmacology, Advanced Pathophysiology, Research and Evidence Based Practice, Scholarly Inquiry, Leadership in Healthcare, Health Policy, Ethics and Law, Professional Advocacy, Palliative/Hospice Care, Advanced Practice Roles/Theory, End of Life Care, Transitional Care, Quality Models, Clinical Care Management, Capstone
Huddle, Tammie	BS – Metro State University MSN Nursing Education – University of Northern Colorado DNP – Colorado Christian University	BSN MSN DNP	DNP – Doctor of Nursing Practice Medical-surgical Nursing, Education, Oncology, Visionary Leadership
Palermo, Kathryn	BA Biology – Dallas Baptist BSN – University of Colorado MSN – Western Governor’s University DNP – University of St. Augustine	BA BSN MSN DNP CMSRN	DNP – Doctor of Nursing Practice Leadership and Management, Quality and Safety, Medical-surgical Nursing, Biology, Theology
White, Barbara Dean	BSN – University of Illinois MSN – University of Colorado Ed D – University of Northern Colorado	BSN MSN Ed D CNS	EdD – Educational Leadership and Policy Administrative Leadership, Educational Leadership, Global Health, Community/Population Health, Teaching/Learning Principles, Strategies & Technology, Curriculum Development, Assessment Outcome Measurement, Clinical

Faculty Name	Degree	Credentials	Areas of Specialty
			and Professional Ethics, Spiritual Care, Adult Learning, Distance Education
Affiliate Faculty			
Bobst, Deborah	BSN – University of Phoenix MSN – Norwich University DNP – Loma Linda University		DNP – Doctor of Nursing Practice Critical Care & Emergency Nursing, Healthcare Finance & Quality Measurement, Leadership in Healthcare Systems, Capstone Project Advising
Bottone-Post, Carolyn	BSN – Metropolitan State College MSN – University of Pennsylvania DNP – Regis University	BSN MSN DNP CNM-C	DNP – Doctor of Nursing Practice Nursing and Health Care Management, Midwifery, Clinical Simulation
Casey, Kathy	BSN – Pacific Lutheran University MSN – University of Colorado PhD – University of Northern Colorado	BSN MSN PhD	PhD – Nursing Education Transition into Practice, Clinical Practice Evaluation, Quality Research Specialist, Leadership and Healthcare Administration, Faculty Dev. Oncology, Cardiovascular
Crawford, Kathy	BSN – Northern Illinois University MSN Montana State University PhD – Colorado State University	BSN MSN PhD	PhD – Human Resources and Higher Education Community/Population Health, Rural Health, Educational Leadership, Research/EBP
Crewell, Judy	BSN – University of Michigan MSN – California State University PhD – University of Northern Colorado	BSN MSN PhD	PhD – Nursing Education Emergency, ICU, CCU, Trauma, Education, Medical/Surgical, Respiratory, Curriculum Development, Spiritual Care, Critical Care CNS
Crutcher, Arleen	BSN – University of Texas MSN – University of Oklahoma PhD – Capella University	BSN MSN PhD	PhD - Education Ethics, Community/Population Health, Adult Health, Medical Surgical Care, Nursing Education, Curriculum Development, Outcome Measurement Theory, Scholarly Inquiry, Professional Leadership
Draine, Susan	BSN – Olivet Nazarene University	BSN MSN	EdD – Doctor of Education

Faculty Name	Degree	Credentials	Areas of Specialty
	MSN – University of Alabama MBA – Olivet Nazarene University EdD – Nova Southeastern University	MBA Ed D	Medical Surgical Nursing, Disaster Preparedness, Quality Management, Educational Leadership
Goree, Kristen	BSN – University of Colorado MSN – University of Colorado ND – University of Colorado DNP – University of Colorado	BSN MSN ND DNP CNS FNP-BC NEA-BC	DNP – Doctor of Nursing Practice, Doctor of Nursing Population/Community Health, Family Practice, Emergency Nursing, Advanced Assessment, Advanced Pharmacology, Advanced Pathophysiology, Case/Care Management, Clinical Outcomes Research, Leadership/Administration, Health Policy and Professional Advocacy Education, Curriculum Development, Assessment and Evaluation
Hackett, CoralAnn	BSN – University of Phoenix MSN – University of Phoenix DNP – Grand Canyon University	BSN MSN DNP RN-C	DNP – Doctor of Nursing Practice Maternal Newborn, Perinatal, Chief Nursing Officer, Management, Director, Nurse Executive, Quality & Joint Commission Standards, Emergency, Oncology, EPIC & Transition to Practice, Capstone Project Advising
Hall, Eleanor	BSN – Vanderbilt University MSN – Vanderbilt University School of Nursing PhD – Georgia State University	BSN MSN PhD	PhD – Nursing Nursing Research, Health Systems Management, Educational Leadership
Hessler, Karen	BSN – University of Nebraska MSN-University of Nebraska PhD – University of Colorado	BSN MSN PhD FNP-C	PhD - Nursing Doctoral Research, Nurse Scientist, Scholarship, Publication, Teaching Strategies, Rural Health, Family Practice, Outcomes Measurement, NP Practice Issues, Health Promotion
Larson, Karla	BSN – Bethel University MSN – University of Minnesota PhD – Capella University	BSN MSN PhD GNP	PhD - Education Adult Education, Professional Practice, Nursing Education/Curriculum Development, Educational Leadership, Academic Administration, Theory, Scholarly Inquiry, Outcomes Measurement, Geriatric Care

Faculty Name	Degree	Credentials	Areas of Specialty
Malishkin, Yulia	BSN – Metro State University MSN – Regis University DNP – Aspen University	BSN MSN DNP	DNP – Doctor of Nursing Practice Pediatrics, Emergency Pediatrics, Clinical Coordination, Interdepartmental Collaboration, Professional Nursing Development, Capstone Project Advising
McElheny, Jill	BA History – Furman BSN – University of South Carolina MSN – University of South Carolina DNP – University of Colorado	BSN MSN DNP CPNP-BC APRN	DNP – Doctor of Nursing Practice Pediatric Nurse Practitioner, Emergency Pediatrics, Clinical Management, Disaster Response, Global Health, Leadership in Healthcare, Hospice, Palliative Care, Capstone Project Advising
McKinney, Kathy	BSN – Colorado Mesa University MSN – Colorado Mesa University DNP – Colorado Mesa University	BSN MSN DNP WHNP FNP-C	DNP – Doctor of Nursing Practice Family Nurse Practitioner, Women’s Health, Chronic Pain Management, Capstone project Advising
McKnight, Sylvia	BSN – University of South Alabama MSN – University of South Alabama DNP – University of Alabama	BSN MSN DNP CNS	DNP – Doctor of Nursing Practice Population Health/Community Health, Psychiatric/Mental Health Nursing, Professional Staff Development, Capstone Project Advising
Pennington, Karen	BSN – University of Illinois MS – University of Colorado PhD – University of Colorado	BSN MS PhD	PhD – Nursing Research Administration, Leadership, Geriatrics, Education, Curriculum Development, Home Health Care, Pain Management, Care Management, Nursing Homes, Evidence-based Practice
Rieg, Linda	BSN - Edgecliff College MSN - University of Cincinnati MBA - Xavier University PhD - University of Cincinnati	BSN MSN MBA PhD	PhD - Nursing Nursing Education, Curriculum Development, Outcome Measurement, Healthcare Informatics, Clinical and Classroom Teaching, Teaching. Learning Strategies and Technology, Theory, Scholarly Inquiry, Leadership in Healthcare, Policy and Advocacy
Sherrer, Cathy	BSN - University of Missouri	BSN MSN DNP	DNP – Doctor of Nursing Practice

Faculty Name	Degree	Credentials	Areas of Specialty
	MSN - University of KS PhD - Boston College		Medical Surgical Nursing, Chronic Care Management, Leadership, Ethics, Educational Design, Curriculum Development, Research
Summers, Sandy	BSN – University of New Mexico MSN – University of Colorado DNP – University of Colorado	BSN MSN DNP FNP-BC RX	DNP – Doctor of Nursing Practice Advanced Assessment, Advanced Pharmacology, Advanced Pathophysiology, Theory, Scholarly Inquiry, Outcome Measurement, Quality, Technology, Clinical and Classroom Teaching, Curriculum Development, Teaching/Learning Strategies, Academic Administration
Zembles, Shawn	BSN – Graceland University MSN – University of Missouri DNP – University of Missouri	BSN MSN DNP CNS	DNP – Doctor of Nursing Practice Advanced Stroke Life Support, Trauma Care, Military Casualty, Emergency Nursing, Clinical Scholars and Educational Leadership, Clinical Simulation



COLORADO CHRISTIAN UNIVERSITY
School of Nursing and Health Professions

MSN Nursing Student Handbook Acknowledgement

I have read, understand and agree to abide by the policies and guidelines outlined in this MSN Program Student Handbook. I have had the opportunity and have asked questions to clarify anything I do not understand.

Name (Print) _____

Signature _____

Date _____

References

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- American Nurse. (2011). *Uniting on the social media guidelines*.
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- Centers for Disease Control and Prevention. (2014, July). *National Center for Immunization and Respiratory Diseases*. <http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>
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