



Graduate Nursing Student Handbook

**Master of Science in Nursing,
Post-Master's Certificates, and
Doctor Nursing Practice Programs**

(2023-2024)

Graduate Nursing Candidate/Student:

Welcome to the Graduate Nursing Programs at Florida International University (FIU). The Graduate Nursing program, Master of Science in Nursing (MSN), Post-master's, and Doctor of Nursing Practice (DNP) programs at FIU are accredited by the Commission on Collegiate Nursing Education (CCNE). These programs pride themselves on their legacy of excellence in Nursing Education, designed to prepare qualified professional nurses for advanced nursing practice roles and as nurse educators. The Graduate Nursing program offers nurse practitioner concentration tracks in Adult-Gerontology Primary Care, Pediatric Primary Care, Family Health, and Psychiatric-Mental Health, as well as the opportunity to complete a Nurse Educator MSN degree. Graduate certificates are also offered in all clinical concentrations and nurse educator tracks. Students of the APRN program tracks are eligible to apply for national certification in their relevant area of clinical specialization and state professional licensure as APRNs upon graduation.

The Graduate Nursing Programs at FIU subscribe to the notion that nurses are entrusted with the ultimate responsibility of leading change and advancing health through higher levels of education and the ability to practice to the full extent of their education (IOM Report, 2010). Therefore, in response to the national recommendation that all master's programs that educate advanced practice registered nurses (APRNs) should transition to the Doctor of Nursing Practice (DNP), students may enroll in Graduate Nursing Programs to obtain a Master of Science in Nursing Degree as a nurse practitioner or enter the post-baccalaureate (BSN)-to-DNP program. The post-BSN-to-DNP program at FIU allows students to obtain both degrees, MSN and DNP, in a more streamlined manner.

FIU's Graduate Nursing program tracks are highly competitive. We are committed to providing our students with a dynamic and challenging learning environment to help them achieve their goals and become leaders in the nursing field. Your journey will be challenging but undoubtedly rewarding. If you are committed to advancing your leadership role in the nursing profession, the Nicole Wertheim College of Nursing and Health Sciences is for you. Throughout the program, you will be able to engage in research and clinical experiences, engage in community experiences, and learn from experienced faculty members who are leaders in the field. You will also have access to various resources and support services designed to help you succeed academically and personally. In addition, you will be guided in self-development to pursue excellence in professional and scholarly endeavors, fulfill your professional aspirations, and answer the national call to lead change and advance health through excellence in advanced nursing care.

As you prepare to start your journey at FIU, I encourage you to take advantage of the opportunities. The Graduate Nursing faculty at FIU-Nicole Wertheim College of Nursing and Health Sciences commends your decision to join our program. We are here to support you, and we look forward to helping you achieve your full potential as a leader in healthcare.

Sincerely,

Michael Sanchez, DNP, APRN, FNP-BC, FAANP
Chair, Department of Graduate Nursing
Director, Doctor of Nursing Practice Program
Clinical Associate Professor

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Description of Florida International University

South Florida, with an estimated population of over 6.1 million in Miami-Dade, Broward, and Palm Beach Counties in 2019, is one of the most artistically expressive, ethnically diverse, and cosmopolitan regions in the United States. As the gateway to Latin America and the Caribbean, it is a global center for trade, finance, manufacturing, tourism, and health care.

In this milieu, Florida International University (FIU) was chartered by the Florida Legislature in 1965 to offer upper-division and graduate programs. FIU opened its doors in 1972 to the largest opening-day enrollment in the history of American higher education. Initially a two-year upper-division school with limited graduate programs, FIU added lower-division classes in 1981 and received authority to begin offering degree programs at the doctoral level in 1984. The University has two main campuses, the 344-acre Modesto A. Maidique Campus (MMC) in western Miami-Dade County and the 200-acre Biscayne Bay Campus (BBC) in northeast Miami-Dade County.

Committed to both high quality and access, FIU meets the educational needs of full-time and part-time undergraduate and graduate students and lifelong learners. Reflecting the vibrant ethnic diversity of South Florida, FIU students are 61% Hispanic, 15% White Non-Hispanic, 13% Black, 4% Asian/Pacific Islander, and 7% other minority groups.

FIU is a public research university offering a broad array of undergraduate, graduate, and professional programs in carrying out the University's mission of "high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities" in twelve colleges and schools: College of Architecture and the Arts, College of Arts and Sciences, College of Business Administration, College of Education, College of Engineering and Computing, College of Law, Herbert Wertheim College of Medicine, Nicole Wertheim College of Nursing and Health Sciences, Chaplin School of Hospitality and Tourism Management, School of Journalism and Mass Communication, Honors College, and the Robert Stempel College of Public Health and Social Work. For a ninth consecutive year, FIU has retained the top tier Carnegie Classifications of Institutions of Higher Education category for doctoral research universities – R1: Doctoral University – Highest Research Activity.

Through these colleges and schools, FIU offers more than 180 bachelor's, master's, and doctoral degree programs and conducts basic and applied research. Interdisciplinary centers and institutes conduct collaborative research to seek innovative solutions to economic, technological, and social problems. Numerous programs are also offered at off-campus locations and online. With a fall 2019 student body of nearly 54,000, over 2,000 full-time instructional and research faculty, and over 15,000 degrees awarded annually, FIU is the largest university in South Florida and one of the nation's top 10 public universities. More than 115,000 FIU alumni live and work in South Florida.

Ninety-nine percent of FIU full-time tenured or tenure-track instructional faculty members hold doctorates or the highest degree attainable in their fields. FIU is the only urban public university in the state, with a Phi Beta Kappa chapter, the nation's oldest scholarly honorary society. The Carnegie Foundation for the Advancement of Teaching classifies FIU as an extensive research university.

All academic programs of the University are approved by the Florida Board of Governors and the FIU Board of Trustees. The university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelor's, master's, and doctoral degrees. SACS

reaffirmed FIU's accreditation in 2010. Degree programs at FIU are accredited or approved by the appropriate specialized accreditation agency.

Dr. Kenneth A. Jessell is the president of Florida International University. He was unanimously approved by the FIU Board of Trustees as president-designate on Oct. 17, 2022, and confirmed by the Florida Board of Governors on Nov. 9, 2022, as the sixth president of FIU.

Before becoming interim president in January of 2022, Dr. Jessell served as Senior Vice President for Finance and Administration and Chief Financial Officer at FIU from 2009-2022. In this position, he managed and administrated the university's financial, facility, and business service operations. Dr. Jessell is also a professor of finance in the College of Business Administration at FIU.

Before his time at FIU, Dr. Jessell served as the Senior Vice President for Financial Affairs at Florida Atlantic University. During his 26-year career at FAU, Dr. Jessell served in several key leadership positions, including Interim University Provost, Interim Vice President for University Advancement and Executive Director of the FAU Foundation, Associate University Provost, and Associate Dean in the College of Business Administration. Dr. Jessell started his employment at FAU in 1983 as an Assistant Professor in the Department of Finance and Real Estate.

Dr. Jessell's teaching and research interests are in the areas of financial management and real estate finance and appraisal. He has published 16 articles and abstracts in academic journals, including *The Financial Review*, *Journal of Cash Management*, *The Appraisal Review*, *Housing Finance Review*, *Applied Economics*, and *Journal of Financial Education*. He has also presented several finance and real estate research papers at professional conferences and organizations, including the Oxford Roundtable in Oxford, England.

Dr. Jessell received his Baccalaureate Degree in Political Science from Florida State University. He also holds a Master of Business Administration Degree and a Doctor of Philosophy in Finance from FSU.

Description Of The Nicole Wertheim College Of Nursing And Health Sciences

The academic nursing programs are in the College of Nursing and Health Sciences (NWCNHS). They are housed on the Modesto A. Maidique Campus (MMC) in the Academic Health Center 3 Building and the Biscayne Bay Campus (BBC) in the Academic 2 Building. The College's Baccalaureate, Master, and Doctor of Nursing Practice degree programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE) and the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs and are approved by the Florida Board of Nursing.

The College offers a broad range of nursing degree programs, including a baccalaureate degree in nursing, master's in nursing degrees, a Doctor of Nursing practice degree, and a Doctor of Philosophy degree in nursing. The nursing unit holds institutional memberships in the American Association of Colleges of Nursing (AACN), the National League for Nursing (NLN), the Southern Collegiate Council of Nursing of the Southern Regional Education Board, the Florida Nurses Association (FNA), the Nursing Shortage Consortium of South Florida, and the South Florida Hospital and Health Care Association.

NWCNHS History

Nursing was present on the FIU campus from 1972 to 1978 when a RN-BSN degree was offered through the School of Health and Social Work. In 1982, the School of Nursing was established at BBC as an autonomous upper-division unit through start-up funds provided by nine Miami hospitals. These healthcare organizations were concerned about the acute nursing shortage. They were interested in contributing to baccalaureate education for qualified men and women who could assume beginning leadership positions in healthcare in the rapidly growing South Florida region.

In 1997, the School of Nursing merged with the College of Health to create a new academic unit, the College of Health Sciences. The College of Health Sciences includes the School of Nursing and the Departments of Physical Therapy, Occupational Therapy, Dietetics and Nutrition, Medical Laboratory Sciences, Public Health, Health Information Management, and Speech-Language Pathology. The rationale for the merger was to enhance one of the University's strategic themes, health, by consolidating the health professions programs and developing interdisciplinary education and research.

In 1999, the College of Health Sciences merged with another academic unit, the College of Urban and Public Affairs, which gave rise to a new college, the College of Health and Urban Affairs (CHUA). CHUA included four schools: the School of Nursing, the School of Health, the School of Social Work, and the School of Policy and Management. The purpose of the restructuring was to consolidate the health-related fields in one college and to enhance interdisciplinary education and research in these areas. Dr. Ronald Berkman was appointed Executive Dean of the College, and Dr. Divina Grossman was appointed Dean of the School of Nursing.

In December 2004, the School of Nursing joined its sister schools in CHUA by relocating from the BBC to a newly constructed Health and Life Sciences 2 building at the MMC, approximately 20 miles away. The move to the MMC was part of an overall strategy to locate nursing with other health-related units in the context of the proposed medical school and the development of the academic health sciences complex. The new building provided nursing classrooms, teaching laboratories, offices, and research space. The school retained offices, classrooms, and laboratories at the BBC to expand.

On October 1, 2006, the School of Nursing was transformed into the College of Nursing and Health Sciences (NWCNHS) when CHUA was disaggregated into three (3) autonomous units: the NWCNHS, the College of Social Work, Justice, and Public Affairs, and the Stempel School of Public Health. The NWCNHS included Nursing and the Departments of Physical Therapy, Occupational Therapy, Health Information Management, Health Sciences, Communication Sciences and Disorders, and Athletic Training. The disaggregation provided autonomy for the educational units as they sought accreditation or re-accreditation from their professional agencies and laid the foundation for the future health sciences complex. Dr. Divina Grossman was appointed Dean of the NWCNHS and reported to the Provost.

In August 2006, as part of FIU's Strategic Initiatives, a baccalaureate of science in nursing (BSN) program (the foreign-educated physician to BSN track) was re-established at the BBC. In December 2006, University administrators announced that a new NWCNHS building would be erected on the MMC. The \$47 million 113,000 sq. ft. building would house the College's combined disciplines scattered throughout two buildings and rapidly outgrowing them. The NWCNHS building (AHC3), completed in December 2009, became part of the academic health sciences complex envisioned at the MMC.

In 2009, the University-wide budget-cutting process required a feasibility review of all NWCNHS programs and tracks. Two College departments (Health Information Management and Health Sciences) were phased out due to the review. NWCNHS expansion re-occurred in 2011 with the assimilation of Health Services Administration, a baccalaureate-level program previously housed in the Stempel College of Public Health and Social Work. In February 2010, NWCNHS Dean Divina Grossman was promoted to Vice-President of Engagement at FIU; Dr. Sharon Pontious was appointed Interim Dean until July 1, 2011, when Dr. Ora Strickland was appointed NWCNHS Dean.

In 2013, Dr. Herbert Wertheim demonstrated his commitment and confidence in the FIU College of Nursing and Health Science's visionary strategic and business plans by commemorating his wife's birthday and their 44th wedding anniversary with a \$10 million investment to name the College in honor of his beloved wife. Dr. Ora Strickland, Dean of the \$10 million naming gift from Dr. Herbert and Nicole Wertheim, established endowed faculty chairs, student scholarships, and incentive programs for faculty recruitment, enhancement, and teaching innovation as vital to the mission and to strengthening our standing as a top national academic institution.

In 2023, Dr. Jorge Valdés was named acting dean of the NWCNHS following Dr. Ora Strickland's retirement. Before becoming the college's acting dean, Dr. Valdés was Chair of the Nursing Anesthesiology Department.

The current NWCNHS comprises the Nursing Unit and Departments of Physical Therapy, Occupational Therapy, Communication Sciences and Disorders, Athletic Training, and Health Services Administration. Chairs administer all NWCNHS academic departments.

Master of Science in Nursing (MSN) Program

The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission granted initial accreditation in 1993. The MSN Program offers nurse practitioner specialty tracks in Adult-Gerontology Primary Care, Pediatric Primary Care, Family Health, and Psychiatric-Mental Health. Starting in the Fall of 2018, the MSN program began providing a Nurse Educator specialty track. Graduates of the program are qualified to apply for certification examinations in their specialty areas. Nurse practitioner graduates who pass national certification examinations meet the criteria to be used for advanced practice registered nurse (APRN) licensure through the Florida Board of Nursing. Post-graduate certificates in adult-gerontology primary care, family health, pediatric primary care, psychiatric-mental health, and nursing education are also offered. Graduates of the MSN programs are eligible for doctoral-level studies. The MSN program at Florida International University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Doctor of Nursing Practice (DNP) Program

The Doctor of Nursing Practice (DNP) Program was approved for implementation by the FIU Board of Trustees and Florida Board of Governors in 2010. The DNP Program offers a post-masters plan of study for the registered nurse with specialty preparation in advanced clinical nursing practice (nurse practitioners, nurse anesthetists, nurse midwives); post-BSN to MSN/DNP (adult-gerontology primary care, family health, pediatric primary care, psychiatric-mental health tracks) option, and a post-BSN to DNP (nurse anesthetist) option. The DNP program at Florida International University is accredited by the Commission on Collegiate Nursing Education, (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Doctor of Philosophy in Nursing (PhD) Program

The Florida Board approved the Doctor of Philosophy in Nursing (PhD) Program of Governors in 2003. The program's purpose is to develop individuals who will be leaders and educators in generating and applying the science needed to guide nursing practice. Graduates have the knowledge and skills to conduct research in the healthcare field and direct and guide the application of other evidence-based healthcare findings to improve the health of people from diverse cultures and underserved populations. In 2009, a BSN-PhD track was added for students who demonstrated outstanding academic accomplishment in their undergraduate courses.

MSN Program Purpose and Objectives

MSN Program Purposes

The purpose of the MSN program is to prepare graduates for advanced practice nursing roles in clinical practice, education, scholarship, research, and leadership.

MSN Program Objectives

The objectives of the MSN program are to prepare graduates as:

1. Leaders, educators, and change agents in the delivery of high-quality, accessible, culturally competent healthcare in local and global societies.
2. Professional advanced practice nurses who use communication, interprofessional collaboration, and synthesis of evidence-based practice, scholarship, and research in health care delivery for local and global societies.
3. Facilitators and leaders of interprofessional healthcare teams who understand organizational systems and the environment and can integrate care services and health care policy across local and global societies.
4. Critical thinkers who actively and skillfully utilize ethical principles in the translation of evidence into safe, affordable, accessible, innovative, quality care.
5. Advanced practice nurses who deliver patient and family-centered holistic care using knowledge of basic sciences, including genetics/genomics, preventive health, and advances in health technology.
6. Advanced practice nurses who analyze, influence, and develop health policy that promotes access and delivery of high-quality healthcare to diverse populations.

DNP Program Purpose and Objectives

DNP Program Purpose

The DNP program at FIU aims to prepare advanced practice clinical nurses at the highest level. This complies with the American Association of Colleges of Nurses endorsement of the DNP as the terminal professional degree for all nurses seeking advanced practice roles in clinical, educational, or leadership settings. The program is designed to comply with the DNP essentials and competencies fully.

DNP Program Objectives:

The DNP program prepares the graduate to:

1. Demonstrate advanced levels of clinical practice, judgment, and scholarship in nursing based on scientific knowledge underpinning practice.
2. Implement analytical methodologies for evaluating and formulating health care policies and practices for the clinical situations, practice environment, and health care delivery system.
3. Integrate the application of scientific evidence, professional values, and ethical decision-making in advanced nursing practice and health care delivery.
4. Access, utilize, manage, and safeguard state-of-the-science information technology and healthcare informatics systems for care delivery, systems operations, and quality improvement.
5. Evaluate and translate research to support evidence-based practice to improve health care outcomes of medically, socially, and culturally diverse populations across the life span.
6. Collaborate with interdisciplinary teams in the delivery, evaluation, and quality improvement of health care, health promotion, disease prevention, practice models and health policy for individuals, communities, and populations.
7. Analyze the scientific, social, ethical, economic, political, legal, and policy components of healthcare systems that impact healthcare planning, access, and delivery.
8. Assume leadership roles in developing excellence in clinical care and health care delivery systems through advanced nursing roles in clinical practice, education, or management settings.

The Post-BSN DNP Nurse Anesthetist option has specific educational objectives and outcome criteria consistent with the requirements of its accrediting agency (Council on Accreditation of Nurse Anesthesia Educational Programs [COA] and the Florida Nurse Practice Act. It is available in the nurse anesthesia student handbook for further information regarding the Post-BSN DNP Nurse Anesthetist program.

NWCNHS. Nicole Wertheim College of Nursing and Health Sciences. *Nursing unit mission, mission, and goals*. Retrieved from: <http://cnhs.fiu.edu/about-us/mission-and-vision/index.html>

Comparison of the DNP and PhD Program

The primary focus of the PhD program is nursing research. The Ph.D. is a research degree that prepares nurse scientists and leaders in academia and health care systems. Graduates develop new knowledge for the science and practice of nursing and are leaders in generating and applying the science needed to improve health care and inform and guide health policy. Graduates research to improve the health of people from diverse cultures. Graduates develop and lead research teams of nurses, physicians, and members of other healthcare disciplines. Candidates who want to pursue a degree in nursing research should consider this option.

The primary focus of the DNP program is nursing practice. The DNP is a practice degree that prepares nurses for leadership roles in a specialized area of advanced nursing practice with an emphasis on philosophical, ethical, and scientific principles that provide the foundation for leadership in professional nursing care, continued acquisition of knowledge and clinical skills in an area of advanced practice specialization; and leadership and clinical expertise in healthcare delivery, evaluation, quality improvement, and advanced practice nursing education.

Features of DNP and PhD at FIU

	Doctor of Nursing Practice	Ph.D. in Nursing
Primary Focus	Nursing Practice	Nursing Research
Degree Objectives	To prepare nurses for leadership roles in a specialized area of advanced nursing practice with an emphasis on philosophical, ethical, and scientific principles that provide the foundation for leadership in professional nursing care; continued acquisition of knowledge and clinical skills in an area of advanced practice specialization; and leadership and clinical expertise in healthcare delivery, evaluation, quality improvement, and advanced practice nursing education.	To prepare nurse scientists, researchers, and leaders in academia and health care systems. Graduates develop new knowledge for the science and practice of nursing. They are leaders in generating and applying the science needed to improve health care and inform and guide health policy. Graduates conduct research to improve the health of people from diverse cultures. Graduates develop and lead research teams of nurses, physicians, and members of other healthcare disciplines.
Some Employment Opportunities Post Graduation	Clinical Educators, Health care administration, clinical nurse faculty	Nurse scientist/researcher, educator, scholar, and leader in academic, health care, and political systems
Core Courses	Translational Research, Health Policy, Quality Improvement,	Advanced Research Methods Statistics, Grantsmanship, Quantitative and

	Informatics, Organizational Systems, Healthcare Finance, and Reimbursement	Research Methods, Research with Vulnerable Populations, Knowledge Development in Nursing Science, Accessing, Managing, and Packaging Information, Academic, Health Care, and Political Systems.
Clinical Hours Required	540	*None
Project	Yes	No
Dissertation	No	Yes
Distance Learning/Online	Yes	No
Part-time study	Cohort format	Yes
Point of entry	A. post-master's in advanced nursing practice (Family, Adult, Pediatric Nurse Practitioner, Psychiatric-Mental Health, or Nurse Anesthetist) B. Post BSN	BSN or MSN (or related master's degree)
Program Length	2 Years (6 semesters)	3 to 5 years
Credits Required	36	BSN-PhD – 88 Credits MSN-PhD – 61 Credits
Curriculum Focus	Translation of evidence to practice, transformation of healthcare, Health care leadership, and Advanced Specialty Practice	Design and conduct rigorous research using advanced research methodology to address the nation's health through clinical research, dissemination of research findings through publications, and national and international presentations. Students develop a program of research based on advanced knowledge in their area of expertise.

GRE Required	Not required if admission G.P.A. is 3.0 and above. May be applicable if G.P.A. is less than 3.0.	Yes
* The BSN to PhD program does require clinical hours for the completion of clinical specialty, which will vary		

MSN Essentials

[*The Essentials of Master's Education in Nursing*](#) guide the preparation of graduates for diverse areas of practice in any healthcare setting. The MSN Program at Florida International University was designed to meet these nine *Essentials*.

1. Background for Practice from Sciences and Humanities
2. Organizational and Systems Leadership
3. Quality Improvement and Safety
4. Translating and Integrating Scholarship into Practice
5. Informatics and Healthcare Technologies
6. Health Policy and Advocacy
7. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
8. Clinical Prevention and Population Health for Improving Health
9. Master's-Level Nursing Practice

American Association of Colleges of Nursing. (2011). *The Essentials of Master's Education in Nursing*. Washington, DC: Author.

DNP Essentials

[*The Essentials of Doctoral Education for Advanced Nursing Practice*](#) provides eight fundamental areas of emphasis for DNP programs and serves as a basis for the accreditation of programs. The DNP Program at Florida International University was designed to meet these Essentials:

1. Scientific Underpinnings for Practice
2. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
3. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
4. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
5. Health Care Policy for Advocacy in Health Care
6. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
7. Clinical Prevention and Population Health for Improving the Nation's Health
8. Advanced Nursing Practice

American Association of Colleges of Nursing. (2006). *The Essentials of Doctoral Education for Advanced Nursing Practice*. Washington, DC: Author

Organizing Framework: BSN, MSN, and Doctoral (DNP & PhD) Programs



Curriculum Framework Definitions

COMMUNICATION & COLLABORATION. (*Pervasive Thread*). Communication is the process of interchanging information, ideas, beliefs, values, and feelings. Communication involves symbols, such as written words, gestures, images, and spoken language. Communication is influenced by inherent capacities, socio-cultural background, environment, attitudes, past experiences, knowledge of subject matter, and ability to relate to others. Communication is also affected by technological advances in health care. Communication is inherent in collaboration and requires critical thinking skills.

Collaboration is the process of making and carrying out decisions with other people regarding health care and research in a caring context. Knowledge of healthcare systems includes an understanding of the organization and environment in which nursing and health care are provided. Collaborative leadership is a set of skills to accomplish individual and collective goals. Collaborative leaders must be excellent communicators of a clear vision based on theories of change and understanding of healthcare dynamics. Effective communication and collaboration are the foundation for developing therapeutic relationships to provide patient care, conduct research, and collaborate with members of teams and communities at local, regional, national, and global levels.

CULTURAL COMPETENCE. (*Pervasive Thread*). Cultural competence integrates knowledge, behaviors, skills, and attitudes required to provide quality health care and conduct research with people from different cultures, transcending national boundaries. Cultural competence involves tailoring healthcare delivery to meet patients' ecological, biosocial, cultural, and linguistic needs to improve outcomes and eliminate disparities in healthcare. Cultural competence includes recognizing and responding to patient population health-related beliefs and values, disease incidence and prevalence, genetics, and treatment outcomes. Cultural competence may be viewed as a process by which healthcare professionals continually self-evaluate and strive to effectively work within the cultural context of the individual, family, population, and/or community.

DECISION MAKING PROCESS. (*Pervasive Thread*). The decision-making process is formulating and revising conclusions based on knowledge acquired. The decision-making process requires reflective thought, interdisciplinary focus, global perspective, use of technology, ethical/legal considerations, and comfort with ambiguity. Critical thinking entails the acquisition of knowledge with the intent of deliberate inquiry and involves understanding different alternatives before making decisions. The decision-making process is influenced by many factors, such as patterns and similarity recognition, a sense of the importance of the facts, common-sense understanding, skilled "know-how," and deliberate rationality. Decision-making process outcomes incorporate scientific evidence, patient culture, values and preferences, and clinical expertise.

ETHICS. (*Pervasive Thread*). Ethics is a set of shared values or principles that govern how nurses interact with patients, families, and other health professionals. A Code of Ethics makes explicit the profession's primary goals, values, and obligations. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive.

EVIDENCE-BASED PRACTICE, SCHOLARSHIP & RESEARCH. (*Vertical Thread*). Professional nursing is grounded in applying evidence from research, expert panels, opinion leaders, research-based theories, clinical expertise, assessment data (including preferences and cultural values), and healthcare data. Basing practice on evidence from several sources improves outcomes in training, education,

administration, and research at local, regional, national, and global levels. Professional nurses participate in the scholarship of discovery, application, integration, and teaching. Professional nurses are committed to evaluating, creating, conducting, and communicating research findings.

GENOMICS. (*Pervasive Thread*). Genetics refers to the study of individual genes and their impact on single gene conditions. At the same time, genomics examines all genes together and how they interact with each other, the environment, cultural, psychosocial, and other factors. The study of genomics assists nurses and, other healthcare practitioners, and researchers in finding better ways to promote health and prevent and treat disease in individuals, families, populations, and communities.

GLOBALIZATION. (*Pervasive Thread*). Globalization is the system of interaction among the peoples, communities, and countries of the world. Globalization of health requires disseminating knowledge and using the best evidence to impact policies and improve world health in a manner that transcends all cultural, economic, environmental, political, and social boundaries. The professional nurse utilizes an integrative, cross-disciplinary approach to effectively address health care disparities and reduce the disease burden.

GLOBAL HEALTH SYSTEMS. (*Vertical Thread*). Global health systems encompass the personnel, institutions, commodities, information, financing, and governance strategies that support the universal delivery of health promotion and preventative services fairly and equitably, responding to people's needs and expectations. Global health systems define health care administration in terms of market incentives, health impact, consumer satisfaction, and performance monitoring.

HEALTH/ILLNESS MANAGEMENT. (*Vertical Thread*). Health/illness management includes services across the health/illness continuum. Nursing practice includes management of health promotion, risk reduction, illness/injury prevention, health maintenance, health restoration, rehabilitation, palliative and end-of-life care for diverse individuals, families, groups, and vulnerable populations. Optimal health/illness management requires nurses to apply and synthesize knowledge, skills, behaviors, and attitudes to make decisions, develop strategies, and design integrative care plans. Health/illness management principles and guidelines are developed from nursing and interdisciplinary research. Health/illness management starts at the undergraduate level. It builds at the graduate and doctoral levels with increasing depth and breadth of knowledge, data synthesis, complexity of skills and interventions, and role autonomy.

PROFESSIONAL NURSING. (*Vertical Thread*). Professional nurses use a well-delineated and broad knowledge base for practice. Inherent in skilled nursing is understanding the historical, legal, empirical, and contemporary context of research and evidence-based practice. Professional nursing requires critical, solid reasoning, clinical judgment, communication, collaboration, and assessment skills. Professional nursing also requires developing and demonstrating a set of core values and principles, an ethical framework for practice and involves accountability for oneself and nursing practice within the parameters of professional regulation, competencies, and scope of practice. Professional nurses are advocates for high-quality care and are knowledgeable and active in the policy processes defining healthcare delivery systems. The professional nurse is committed to lifelong learning and continuous professional engagement, including graduate level of study. Professional nurses have the advanced knowledge and clinical expertise necessary to promote health, provide care, educate, advocate, consult, collaborate, facilitate change, and provide organizational leadership. Professional nurses use and/or create knowledge through research.

QUALITY & SAFETY. (*Pervasive Thread*). Quality represents the desired health outcomes that are consistent with current professional knowledge. Quality care uses data to monitor the results of care processes and uses improvement methods to continuously design and test changes to improve the quality and safety of healthcare systems. Quality care is safe, effective, patient-centered, timely, efficient, and equitable. Nursing focuses on achieving appropriate self-care, demonstrating health-promoting behaviors, health-related quality of life, perception of being well cared for, and symptom management based on criteria as positive health outcomes. Patient safety is a critical component of high-quality health care. Safety minimizes the risk of harm to patients and providers through system effectiveness and individual performance. Nurses integrate quality aspects into patient safety and are pivotal in integrating nursing care and the care provided by other health team members and health system members.

TECHNOLOGY. (*Pervasive Thread*). Technology encompasses tools intended to enhance clinical practice and include, but are not limited to, computers, web-based applications, decision support systems, monitors, data-gathering devices, and other technological supports for patient care interventions and knowledge development. Knowledge and skills in information and patient care technology are critical in preparing nursing graduates to deliver quality patient care in various healthcare settings.

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Organizing Curriculum Framework of the MSN Program

The organizing curriculum framework for the MSN program is derived from the mission, vision, and goals of the Nursing Unit and the purposes and objectives of the MSN program. The MSN organizing curriculum framework builds upon a common global concept schematically depicted as a “globe.” The MSN curriculum framework is founded on the knowledge base and advances the BSN curriculum’s organizing processes (vertical and pervasive threads) on the “globe.” The organizing curriculum framework for the MSN program is divided into two (2) major components: *Core knowledge* and *Population/Specialization*.

These two components include 1) four vertical organizing threads (**Global Health Systems, Health/Illness Management, Evidence-Based Practice, Scholarship & Research, and Professional Nursing**) and 2) seven pervasive organizing threads (**Genomics, Communication & Collaboration, Quality & Safety, Technology, Globalization, Decision Making Process, Ethics, and Cultural Competence**).

The vertical organizing threads depicted within the globe (**Global Health Systems, Health/Illness Management, Evidence-Based Practice, Scholarship & Research, and Professional Nursing**) are articulated in a logical progression and toward increased complexity from the BSN and through the MSN curriculum, providing depth and breadth to the curriculum. The pervasive organizing threads of the framework depicted surrounding the globe (**Genomics, Communication and Collaboration, Quality & Safety, Technology, Globalization, Decision Making Process, Ethics, and Cultural Competence**) are integrated throughout the curriculum.

Students advance through the two major components of the MSN curriculum as programs of study are completed. Courses within the two components are delineated as 1) *Core knowledge* and *Population/Specialization*.

- *Core Knowledge* courses are taken by all MSN students regardless of population focus or specialization.
- *Population/Specialization* courses depend on which population or specialization the student has chosen to pursue.

Vertical Organizing Threads

The vertical organizing threads of the framework include **Global Health Systems, Health/Illness Management, Evidence-Based Practice, Scholarship & Research, and Professional Nursing**. These organizing threads are articulated through logical progression and toward increased complexity in the MSN curriculum. These vertical threads reflect the mission, vision, and goals of the Nursing Unit and the purposes and objectives of the MSN program.

Global Health Systems

The vision of the Nursing Unit is to prepare graduates who will be globally recognized for their contribution to health care, education, leadership, and research with a focus on the needs of underserved populations. MSN graduates will be prepared as facilitators in designing inter-professional healthcare teams that use an understanding of organization and environment and can integrate care

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services across global health systems.

In the CORE KNOWLEDGE component course, MSN students acquire foundational knowledge in global health systems: NGR 5131 Culture in Advanced Nursing Practice. For the POPULATION/SPECIALIZATION component, MSN students select one of the following clinical populations: advanced adult-gerontology health, advanced child health, advanced family health, or anesthesiology nursing. Progress in knowledge and skills in global health systems is provided in the following courses:

For nurse practitioner students:

- NGR 6201C/L Advanced Adult-Gerontology Nursing I/PR; NGR 6202C/L Advanced Adult-Gerontology Health Nursing II/PR; NGR 6209 Clinical Decision making in Advanced Adult-Gerontology Nursing; and NGR 6700L Role Synthesis in Advanced Adult-Gerontology Nursing.
- NGR 6301C/L Advanced Child Health Nursing I/PR; NGR 6302C Advanced Child Health Nursing II/PR; and NGR 6337L Role Synthesis in Advanced Child Health Nursing.
- NGR 6503C/L Advanced Psychiatric-Mental Health Nursing I/Practicum & NGR 6504C/L Advanced Psychiatric-Mental Health Nursing II/Practicum; and NGR 6560L Role Synthesis in Advanced Psychiatric-Mental Health Nursing.
- NGR 6601C/L Advanced Family Health Nursing I/Practicum & NGR 6602C/L Advanced Family Health Nursing II/Practicum; and NGR 6619L Role Synthesis in Advanced Family Health Nursing.

Health/Illness Management

The NWCNHS nursing unit aims to prepare graduates who can collaborate with local, national, and international healthcare agencies to promote excellence through cost-effective, accessible, equitable, and humanistic healthcare delivery systems for divergent individuals, families, and communities. MSN graduates will be prepared as professional advanced practice nurses who use communication, collaboration, and synthesis of evidence-based practice, scholarship, and research to deliver health care for global health systems.

MSN students acquire foundational knowledge in the health-illness management continuum in the CORE KNOWLEDGE component courses: NGR 5141 Pathophysiologic Basis for ANP; NGR 6172 Pharmacological Concepts in ANP; and NGR 6002 C Advanced Health Assessment. For the POPULATION/SPECIALIZATION component, MSN students select one of the following clinical populations: advanced adult-gerontology health, advanced child health, advanced family health, or Advanced Psychiatry Mental Health. Progress in knowledge and skills in health-illness management is provided in the following courses:

For nurse practitioner students:

- See courses under *Global Health Systems*

Evidence-Based Practice, Scholarship & Research

The NWCNHS nursing unit aims to prepare nursing graduates to promote, expand, and validate the scientific base of nursing knowledge and practice through discovering, organizing, and transmitting research-based knowledge, skills, and values. MSN graduates will be prepared as critical thinkers who use scientific evidence, patient culture, values, and preferences to investigate clinical problems and translate evidence into safe, cost-effective, innovative practice that adheres to the ethical tradition of

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nursing. These scholarly endeavors will provide a foundation for MSN graduates to pursue post-master's study.

MSN students acquire foundational knowledge in evidence-based practice, scholarship, and research in the CORE KNOWLEDGE component courses: NGR 5110 Theories in Nursing and NGR 5810 Research Methods in Nursing. Students work with faculty conducting research in the research project course NGR 6910C Research Project. In the POPULATION/SPECIALIZATION component, MSN students select one of the following clinical populations: Adult-Gerontology Primary Care Nurse Practitioner, Family Health Nurse Practitioner, Pediatric Primary Care Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner.

For nurse practitioner students:

- See courses under *Global Health Systems*

Professional Nursing

The goal of the NWCNHS nursing unit is to prepare graduates for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment. The purpose of the MS program is to prepare graduates for advanced nursing roles in training, education, research, and leadership. MSN graduates will be ready to be leaders and change agents in delivering high-quality, accessible, culturally competent health care in a global society.

MSN students are introduced to and acquire knowledge for developing an understanding of the roles of the advanced practice nurse within the context of professional nursing in the CORE KNOWLEDGE component courses of NGR 5141 Pathophysiologic Basis for ANP; NGR 6172 Pharmacological Concepts in ANP; NGR 6002 Advanced Health Assessment; NGR 5110 Theories in Nursing; NGR 5810 Research Methods in Nursing and NGR 6910C Research Project. In the POPULATION/SPECIALIZATION component, MSN students select one of the following clinical populations: advanced adult-gerontology, advanced child health, advanced family health, and advanced psychiatric-mental health. Progress in knowledge and skills in understanding the role of the advanced practice nurse and the ability to apply this knowledge in an advanced practice role is further developed in the following courses:

For nurse practitioner students:

- See courses under *Global Health Systems*

Pervasive Organizing Threads

The pervasive organizing threads of the framework include **genomics, communication and collaboration, quality and safety, technology, globalization, decision-making process, ethics, and cultural competence**. These organizing threads are integrated throughout the curriculum and are found throughout course objectives in all components of the programs of study.

MSN Curriculum Components & Plan

Students advance through the two major components of the MSN curriculum as programs of study are completed. Courses within the two components are delineated as 1) CORE KNOWLEDGE and 2) POPULATION and SPECIALIZATION courses. CORE KNOWLEDGE courses are taken by all MSN

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students regardless of population focus or specialization. POPULATION/SPECIALIZATION courses depend on which population or specialization the student has chosen to pursue.

Allocation for course credits is based on the University formula. The ratio of credit to contact hours for theory courses is 1:1. The ratio of credit to contact hour for laboratory courses is 1:2. The ratio of credit to contact hours for clinical courses is 1:5. This ratio assures the level of learning achievement and compliance with regulatory requirements necessary for the competent role performance of the MSN graduate. Therefore, advanced adult-gerontology health, advanced child health, and advanced psychiatric-mental health NP students complete at least 630 hours of clinical practice. Advanced family health nurse practitioner students meet a minimum of 770 hours of clinical practice.

CORE KNOWLEDGE Component

The CORE KNOWLEDGE component required of all MSN students consists of seven (7) courses of three credits each (21 total credits): *NGR 5110 (Theories in Nursing)*; *NGR 6002 (Advanced Health Assessment)*; *NGR 5141 (Pathophysiological Basis of Advanced Nursing Practice)*; *NGR 6172 (Pharmacological Concepts in Advanced Nursing Practice)*; *NGR 5131 (Culture and Advanced Nursing Practice)*; *NGR 5810 (Research Methods in Nursing and NGR 6910C Research Project)*. These courses are completed within the prescribed study plan for each specialty track. *NGR 6538 Psychopharmacology for Advanced Practice Nursing* is a core knowledge-required course for the psychiatric mental health NP programs.

POPULATION/SPECIALIZATION Component

In the POPULATION/SPECIALIZATION component, students select one of four clinical domains of specialization: Advanced Adult-Gerontology Health, Advanced Child Health, Advanced Family Health, and Advanced Psychiatric Mental Health. Students utilize and develop their knowledge and skills in one or more clinic settings under the supervision of a nurse practitioner or physician preceptor.

For nurse practitioner students:

Students in advanced adult, psychiatric, or child programs are awarded three (3) credits for each clinical-related course. Students in the advanced family track are awarded four (4) credits for each clinical-related course to allow for the added lifespan of practice experience required of these practitioners. Clinical decision-making courses are three (3) credit courses. For all NP tracks, the Role Synthesis course is a four (4) credit course composed of one theory credit and three clinical credit hours.

Advanced Adult-Gerontology Nursing students complete *NGR 6201C/6201L Advanced Adult-Gerontology Nursing I Theory/Practicum* followed by *NGR 6202C/6202L Advanced Adult-Gerontology Nursing II Theory/Practicum*, and finally *NGR 6700L Role Synthesis in Adult-Gerontology Practice* and *NGR 6209 Clinical Decision Making in Adult-Gerontology Nursing*.

Advanced Pediatric Health Nursing students complete *NGR 6301C/6301L Advanced Child Health Nursing I Theory/Practicum*, followed by *NGR 6302C/6302L Advanced Child Health Nursing II Theory/Practicum*, and finally *NGR 6337L Role Synthesis in Advanced Child Practice* and *NGR 6337C Clinical Decision Making in Child Health Nursing*.

Advanced Family Health Nursing students complete *NGR 6601C/6601L Advanced Family Health Nursing I Theory/Practicum* followed by *NGR 6602C/6602L Advanced Family Health Nursing II Theory/Practicum*, and *NGR 6619L Role Synthesis in Advanced Family Practice* and *NGR 6748 Clinical*

Decision Making in Family Health Nursing.

Advanced Psychiatric-Mental Health Nursing students complete *NGR 6503C/6503L Advanced Psychiatric-Mental Health Nursing I Theory/Practicum*, followed by *NGR 6504C/6504L Advanced Psychiatric-Mental Health Nursing II Theory/Practicum*, and finally *NGR 6505L Role Synthesis in Advanced Psychiatric-Mental Health Practice* and *NGR 6560 Clinical Decision Making in Psychiatric-Mental Health Nursing*.

Master of Science in Nursing Nurse Educator students complete *NGR 6713 Curriculum Development in Nursing*, followed by *NGR 6715 Instructional Technology in Nursing and Health Sciences*, *NGR 6714C Clinical Teaching Strategies for Nursing*, *NGR 6708C Classroom Teaching Strategies for Nursing*, and *NGR 6718 Testing and Evaluation in Nursing Education*. Students also complete *NGR 6710L* (1 credit course) *Clinical Specialty Practicum for the Nurse Educator*. Successful completion of this track consists of 38 credit hours, of which 280 practicum hours are in classroom/clinical teaching experience/seminar.

RN-MSN-BSN

In 2008, graduate entry was extended to all applicants to the MSN program; the “bridge” option has existed since 2001 for the Anesthesiology Nursing track. RN applicants with a baccalaureate degree other than nursing can apply to the MSN program; however, these applicants must have completed an Associate Degree in Nursing, be licensed as an RN, and take three baccalaureate level courses of seven (7) credits (*NUR 3119 Professional Nursing: Concepts & Issues*, *NUR 3668 Nursing Leadership in Global Health Care*, and *NUR 4636C Care of Families: Community Health Nursing*) to advance through the nurse practitioner or nurse anesthetist areas of specialization.

In addition to the courses listed above, students must complete the FIU University Core Curriculum and Equivalency Exams and be admitted to the MSN Program before enrolling in Level III courses. Applicants must have a 3.2 cumulative GPA to be admitted to the MSN Program and must meet admission criteria for the FIU Graduate School and MSN Program. Students must be admitted to the MSN program before taking Pathophysiological Basis of ANP, Culture & Advanced Nursing Practice, and Advanced Health Assessment courses.

Electives

Elective courses are incorporated into the curriculum in each advanced nurse practitioner specialty program. Additional courses may be applied to the student’s study plan after consultation with a faculty advisor.

Students are encouraged to pursue electives in other academic units only when appropriate.

Refer to the Advanced Practice Nursing Programs Clinical Preceptor Manual for additional information:

Advanced Practice Nurse Competencies: Nurse Practitioner (NP)

Direct Care Provider

- Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making
- Assesses, diagnoses, monitors, coordinates, and manages the health status of clients over time.
- Provides primary care
- Communicates the client's health status verbally or in writing, using appropriate terminology and format
- Performs and interprets standard screening and laboratory tests
- Diagnoses and manages acute and chronic diseases while attending to the illness experience of clients based on expert knowledge and technical competence
- Provides anticipatory guidance for expected, potential, and situational events where there is a knowledge deficit or ethical issues arise
- Provides culturally competent care, appreciating the growing diversity of the population and the need to understand health status and health care through differing cultural beliefs and values
- Schedules follow-up visits to appropriately monitor clients and evaluate care.
- Serves as a role model in providing culturally competent care
- Promotes prevention and wellness care, emphasizing primary and secondary preventive strategies

Client Advocate

- Builds and maintains a supportive and caring attitude toward clients and their families
- Establishes a relationship with clients and their families, acknowledging individual and collective strengths and assisting them in meeting their healthcare needs
- Provides clients comfort and protects human dignity during crisis
- Facilitates client decision-making in healthcare
- Provides emotional and informational support to clients and families

Collaborator

- Interprets own professional strengths and scope of role to peers, clients, and families
- Participates in coordinated care, working effectively as a leader or team member in organized settings that value high-quality, cost-effective, integrated services and nursing case management
- Builds and maintains a therapeutic team to provide optimum therapy.
- Participates in peer review and performance evaluation of other healthcare providers
- Works with teams in problem-solving efforts, establishing realistic work goals, and identifying strategies for goal attainment
- Participates in peer review and review of other health care practitioners
- Provide constructive feedback to other healthcare providers to ensure safe practices
- Creates strategic partnerships toward improved healthcare systems operations and

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Teacher/Coach/Educator

- Promotes an environment that facilitates learning.
- Assesses health behaviors and learning needs of clients.
- Provides anticipatory guidance appropriate for age/developmental status.
- Assists clients in integrating the implications of their illness and recovery into healthy lifestyles.
- Assists clients with goal setting for health promotion and maintenance.
- Establishes plans and protocols for client teaching.
- Provides an interpretation of the client's condition and gives rationale for procedures.
- Utilizes selected strategies/theories to facilitate client educational activities.
- Provides information about therapeutic actions, side effects, and instructions to promote optimum effects of therapeutics.
- Develop age-specific educational programs appropriate to health problems, level of functioning, emotional needs, and client characteristics.

Researcher

- Critically evaluates and applies research findings pertinent to patient care management.
- Conducts research studies pertinent to primary care.
- Engages in research utilization and dissemination.

Leader

- Provides leadership in local, state, and national professional activities.
- Evaluate implications of contemporary healthcare policy on healthcare providers, consumers, and the nation
- Participates in legislative and policy-making activities influencing health services.
- Supports novice practitioners' socialization, education, and training by serving as preceptor, role model, and mentor.
- Assesses and uses technology appropriately, containing costs.
- Develops informed leadership integrated across the various functions within nursing.

Life-Long Learner

- Identifies mechanisms to update the knowledge base and clinical competencies.
- Assumes responsibility and accountability in maintaining standards of practice.
- Maintains eligibility requirements for professional certification.

Organizing Curriculum Framework of the DNP Program

The DNP program offers three entry options: 1) a post-master doctoral plan of study for the registered nurse with specialty preparation in advanced clinical nursing practice (nurse practitioners, nurse anesthetists, nurse midwives), 2) a post-baccalaureate doctoral plan of study that incorporates essential components of the MSN curriculum with the DNP curriculum for completion and conferral of both degrees; MSN and DNP in a streamlined format for the registered nurse seeking specialty preparation in advanced clinical nursing practice (adult-gerontology primary care, family health, pediatric primary care, or psychiatric-mental health) and 3) a post-baccalaureate doctoral plan of study for the registered nurse seeking advanced clinical nursing specialty preparation in nurse anesthesia practice.

The DNP program of study builds upon the clinical specialization to include analysis of advanced

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specialty practice; systematic practice and program outcome evaluation; application of health informatics resources; development of safe, equitable, and cost-effective health policy; innovation, implementation, and evaluation of care delivery models; leadership development in health care delivery; and clinical expertise for advanced nursing practice and education.

The curriculum is based upon the outcome objectives for DNP graduates as defined by the 2006 AACN *Essentials of Doctoral Education for Advanced Nursing Practice*. The curriculum incorporates applicable graduate course offerings within the college and new courses developed specifically for the DNP program. The resulting curriculum is educationally sound and cost-effective. DNP graduates exit the program with advanced skills and competency in 1) analyzing, designing, implementing, managing, and evaluating health care practice, policy, and delivery systems; 2) facilitating the application and integration of research into clinical practice using innovative approaches across multiple settings to improve health care, patient outcomes, and health care systems; and 3) preparing to assume leadership roles in practice, education, and management.

The organizing curriculum framework for the DNP program is derived from the mission, vision, and goals of the Nursing Unit and the goals and objectives of the DNP program. The DNP organizing curriculum framework builds upon a common global concept schematically depicted in the “globe.”

The DNP curriculum framework is founded on the knowledge base and advances the organizing processes (vertical and pervasive threads) of the BSN and MSN curricula on the “globe.” The organizing curriculum framework for the DNP program is divided into the major components of CORE KNOWLEDGE, FOCUS CONCENTRATION, and DNP SCHOLARLY PROJECT, which include clinical mentorship hours and project development and dissemination. The DNP organizing curriculum framework's significant components include 1) four vertical organizing threads (**Global Health Systems, Health/Illness Management, Evidence-Based Practice, Scholarship & Research, and Professional Nursing**); and seven pervasive organizing threads (**Genomics, Communication & Collaboration, Quality & Safety, Technology, Globalization, Decision Making Process, Ethics, and Cultural Competence**).

Students advance through the major components of the DNP curriculum as programs of study are completed.

Courses within the components are delineated as follows:

- 1) CORE KNOWLEDGE
- 2) FOCUS CONCENTRATION, DNP SCHOLARLY PROJECT courses.

The CORE KNOWLEDGE and DNP SCHOLARLY PROJECT courses are taken by all DNP students, irrespective of the entry/progression plan of study option. The FOCUS CONCENTRATION courses are embedded with the MSN curriculum and depend on which advanced clinical practice specialty the student has chosen to pursue.

Vertical Organizing Threads

The vertical organizing threads of the framework include **Global Health Systems, Health/Illness Management, Evidence-Based Practice, Scholarship & Research, and Professional Nursing**.

Global Health Systems

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The vision of the Nursing Unit is to prepare graduates who will be recognized for their contribution to healthcare, education, leadership, and research with a focus on the needs of underserved populations locally, nationally, and globally. DNP graduates will be prepared to analyze the scientific, social, ethical, economic, political, legal, and policy components of healthcare systems which impact healthcare planning, access, and delivery and implement analytical methodologies for the evaluation and formulation of healthcare policies and practices for the clinical situations, practice environment, and the health care delivery system.

DNP students acquire knowledge in global health systems in the CORE KNOWLEDGE component courses: *NGR 7733 Organizational Dynamics of Health Systems*; *NGR 7891 Healthcare Finance and Economics in Advanced Clinical Practice*; and *NGR 7892L Health Policy Practicum*

DNP students apply knowledge in global health systems in the DNP PROJECT component courses: *NGR 7940C Project I – Identification & Proposal*; *NGR 7941C DNP Project II – Implementation*; and *NGR 7942C DNP Project III – Evaluation & Dissemination*.

Health/Illness Management

The vision of the CNHS nursing unit is to prepare graduates who can collaborate with healthcare agencies to promote excellence through cost-effective, accessible, equitable, and humanistic healthcare delivery systems for divergent individuals, families, and communities. DNP graduates will be prepared to demonstrate advanced levels of clinical practice, judgment, and scholarship in nursing based on scientific knowledge underpinning practice; access, utilize, manage, and safeguard state-of-the-science information technology and health care informatics systems for care delivery, systems operations, and quality improvement; and collaborate with interdisciplinary teams in the delivery, evaluation, and quality improvement of health care, health promotion, practice models and health policy for individuals and populations.

DNP students acquire knowledge in health/illness management in the CORE KNOWLEDGE component courses:
NGR 7769 Patient Safety and Quality Improvement in Health Care; and *NGR 7871 Healthcare Informatics*.

DNP students apply health/illness management knowledge in the DNP PROJECT component courses: *NGR 7940C Project I – Identification & Proposal*; *NGR 7941C DNP Project II – Implementation*; and *NGR 7942C DNP Project III – Evaluation & Dissemination*.

Evidence-Based Practice, Scholarship & Research

The goals of the NWCNHS nursing unit are to prepare nursing graduates to promote, expand, and validate the scientific base of nursing knowledge and practice through the discovery, organization, and transmission of research-based knowledge, skills, and values. DNP graduates will be prepared to evaluate and translate research to support evidence-based practice to improve the health care of medically, socially, and culturally diverse, underserved, and vulnerable populations across the life span and integrate the application of scientific evidence, professional values, and ethical decision-making in advanced nursing practice and health care delivery.

DNP students acquire knowledge in evidence-based practice, scholarship, and research in the CORE

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KNOWLEDGE component courses: *NGR 7121 Knowledge Development in Nursing Science, NGR 7854 Analytical Methods for Evidence-Based Clinical Practice, and NGR 7853 Translational Research.*

DNP students apply the evidence-based practice, scholarship, and research knowledge in the DNP PROJECT component courses: *NGR 7940/NGR 7941/NGR 7942 DNP Project I – Identification & Proposal; DNP Project II – Implementation; DNP Project III – Evaluation & Dissemination.*

Professional Nursing

The goals of the CNHS nursing unit are to prepare graduates for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment. DNP graduates will be ready to assume professional nursing roles in developing excellence in clinical care and healthcare delivery systems through advanced nursing roles in clinical practice, education, or management settings.

DNP students apply for professional nursing roles in the DNP RESIDENCY and PROJECT component courses: *NGR 7940C/NGR7941C/NGR 7942C Doctoral Nursing Practice Scholarly Project I/II/III – Identification & Proposal; DNP Project II – Implementation; DNP Project III – Evaluation & Dissemination.*

Pervasive Organizing Threads

The pervasive organizing threads of the framework include **genomics, communication and collaboration, quality and safety, technology, globalization, decision-making process, ethics, and cultural competence**. These organizing threads are integrated throughout the curriculum and are found throughout course objectives in all components of the programs of study.



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DNP Curricular Model

CURRICULAR COMPONENT	Credits
<p>DNP Core Course Credits</p> <p>NGR 7121 Scientific and Theoretical Foundations for Advanced Nursing Practice 3</p> <p>NGR 7733 Organizational Dynamics of Health Systems 3</p> <p>NGR 7769 Patient Safety and Quality Improvement in Health Care 3</p> <p>NGR 7853 Translational Research 3</p> <p>NGR 7854 Analytical Methods for Evidence-Based Clinical Practice 3</p> <p>NGR 7871 Healthcare Informatics 3</p> <p>NGR 7891 Healthcare Finance 3</p> <p>NGR 7892L Healthcare Policy Practicum 3</p> <p>DNP Quality Improvement Project Course Credits</p> <p>NGR 7940 DNP Project I – Identification & Proposal 4</p> <p>NGR 7941 DNP Project II – Implementation 4</p> <p>NGR 7942 DNP Project III – Evaluation & Dissemination 4</p>	
<p>Minimum program requirements for the DNP degree for Doctorate in Nursing Practice = 36 Credits</p> <p>Theory (24 Credits) 24 Credits X 1 Contact Hour/Credit = 24 X 15 [Total # of Semester Weeks] = 360 Contact Hours TOTAL</p> <p>DNP Quality Improvement Project (12 Credits) = 6 Credits X 1 Contact Hour/Credit - 90 Contact Hours TOTAL</p> <p>6 Credits X 6 Contact Hours/Credit X 15 [Total # of Semester Weeks in Mentorship] = 540 Contact Hours TOTAL</p>	

NWCNHS Graduate Nursing Procedures and Guidelines

Artificial Intelligence in the Classroom

Purpose: This guideline outlines the discretionary use of Artificial Intelligence (AI) technologies in the classroom, placing decision-making authority in the hands of course faculty. Students are encouraged to verify with their instructors whether AI tools are permissible in a particular course, ensuring awareness and adherence to established guidelines.

Guideline Statement: The integration of Artificial Intelligence (AI) in the classroom is at the discretion of course faculty, allowing for flexibility and adaptability to the unique needs and objectives of each educational setting. This guideline emphasizes the importance of students verifying with their instructors whether the use of AI technologies is acceptable in a given course, promoting transparency and alignment with the program's educational goals.

Guidelines for Discretionary AI Usage:

1. **Faculty Discretion:**
 - Course faculty have the discretion to decide whether the use of AI technologies aligns with their courses' learning objectives and pedagogical approaches.
2. **Student Verification:**
 - Students should verify with their course instructors whether AI tools are permissible in a particular course before incorporating such technologies into their learning activities.

Scope:

This guideline applies to all enrolled and continuing NWCNHS graduate nursing students in the full-time, part-time, and post-graduate certificate programs.

Enforcement:

Enforcement of this guideline will be the responsibility of the clinical site and the NWCNHS faculty. Noncompliance with this guideline may result in disciplinary action. It may result in an unsatisfactory grade for the course up to and including dismissal from the clinical rotation and/or program.

Review:

The NWCNHS faculty will review this guideline annually to ensure it remains relevant and effective in promoting accurate, complete, and timely clinical documentation for graduate nursing students.

Attendance Guideline

Purpose:

This guideline aims to outline the expectations and requirements for attendance during clinical courses, rotations, simulations, and lab experiences. Attendance is essential for graduate nursing students to develop the necessary skills, knowledge, and professionalism required to become competent practitioners.

Guideline:

Individual faculty will establish attendance criteria in classes where they deem it necessary. Attendance is highly recommended for all clinical courses and mandatory for rotations, simulations, and lab experiences. Students must arrive on time, appropriately dressed, and ready to participate. Absences must be kept to a minimum and only granted for valid reasons.

Procedure:

Attendance Requirements: Students must attend all scheduled clinical practicum group meetings for the entire duration, including lectures, seminars, and any other related activities. Students are also expected to participate in clinical according to the schedule as arranged with the assigned preceptor.

Tardiness: Students must arrive on time for all clinical rotations. Tardiness is defined as arriving more than 5 minutes late. Students who are tardy may not be allowed to participate in the clinical rotation that day.

Absences: Students must provide advance notice for any absences due to illness, personal emergencies, or other valid reasons. If a student is absent, they must make up the missed clinical hours and/or rotation.

Hurricane Days: When the university is officially closed and classes are canceled due to a hurricane or inclement weather, students will follow university guideline on classes and clinical attendance. This guideline does not preclude students from taking steps necessary during this time to secure the safety of their family members or property; however, the Program cannot grant time off exemptions in the absence of an official University closure.

Holiday Time Exchange: If a student is scheduled for a clinical day on an official holiday, the student and clinical preceptor will arrange a replacement clinical day. For purposes of this guideline, recognized program holidays include New Year's Day, Martin Luther King Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Eve, Christmas Day, and other observed religious holidays.

Communication: Students must communicate with their clinical instructor and faculty regarding any absences, tardiness, or other issues that may impact their attendance or participation.

Documentation: Documentation should be provided if more than three days of absence occurs.

Consequences: Those who do not meet course attendance requirements, as determined by the

Students, as determined by the course instructor and program director, are at risk of failing the course.

Exceptions: Exceptions to this guideline may be granted for extenuating circumstances. Students must discuss any exceptions with their clinical instructor and program director.

Compliance: Students must comply with all policies and procedures outlined by their clinical site and the clinical instructor.

Scope:

This Guideline applies to all enrolled and continuing NWCNHS graduate nursing students in the full-time, part-time, and certificate programs.

Enforcement:

Enforcement of this guideline will be the responsibility of the NWCNHS graduate faculty. Noncompliance with this guideline may result in disciplinary action, including dismissal from the program.

Review:

The NWCNHS graduate faculty will review this guideline annually to ensure that it remains relevant and effective in promoting fair and objective evaluation of graduate nursing students during their programs of study.

CPR Certification Requirement for Students

Purpose: This guideline aims to ensure students' safety and well-being within the academic community by mandating CPR (Cardiopulmonary Resuscitation) certification. CPR certification equips students with essential life-saving skills, fostering a secure and responsive environment in emergencies.

Guideline Statement: All students enrolled in academic programs must obtain and maintain a valid CPR certification from an accredited provider throughout their tenure at the institution. This requirement applies to undergraduate and graduate students and applies to all disciplines.

Scope: This guideline applies to all students enrolled in the academic programs offered by the institution. It covers on-campus and off-campus activities, including clinical placements, fieldwork, and other academic-related experiences. The CPR certification should align with nationally recognized guidelines and standards.

Enforcement:

1. **Verification of Certification:**

- Students must submit proof of current CPR certification during the enrollment process.
- The institution reserves the right to verify and update students' CPR certifications periodically.

2. **Timeline for Certification:**

- New students must obtain CPR certification within the first semester of enrollment.
- Current students without certification must complete the certification process within the next academic term.

3. **Consequences of Non-Compliance:**

- Students failing to obtain or maintain CPR certification will face progression holds, preventing them from participating in clinical activities.
- Continued non-compliance may result in disciplinary actions as outlined in the Student Code of Conduct.

4. **Notification and Education:**

- The institution will communicate the CPR certification requirement to students through official channels, including the student handbook and academic advising sessions.

Enforcement:

Enforcement of this guideline will be the responsibility of the clinical site and the NWCNHS faculty. Noncompliance with this guideline may result in disciplinary action. It may result in an unsatisfactory grade for the clinical practicum up to and including dismissal from the clinical rotation and/or program.

Review:

The school of nursing will review this guideline annually to ensure that it remains relevant and effective in promoting accurate, complete, and timely clinical documentation for graduate nursing students.

Clinical, Field Experience/Fieldwork, Internship and Residency Guidelines For Students Given Ongoing Developments With The Covid-19 Pandemic

Cases of the novel coronavirus (COVID-19) continue to escalate worldwide rapidly. The Nicole Wertheim College of Nursing and Health Sciences (NWCNHS) clinical education has been impacted; therefore, the following guidelines have been developed using readily available public health guidance issued by the appropriate authorities listed below:

- International, national, state, and local health care entities are the authority for COVID-19.
- World Health Organization (WHO)
- Centers for Disease Control and Prevention (CDC)
- Florida Department of Health
- Miami-Dade County

NOTE: Information regarding COVID-19 is constantly changing and evolving. In anticipation of these changes, we recommend frequently checking with the authorities referenced above for updated recommendations.

Clinicals, Field Experiences, Internships, and Residency

Decisions regarding Clinicals, Field Experiences/Fieldwork, Internships, and Residency shall be made on a case-by-case basis by the NWCNHS and university leadership. Accordingly, students scheduled for Clinicals, Field Experiences/Fieldwork, Internships, and Residency should stay alert to announcements regarding these activities. They should remain in direct communication with their respective program leadership and faculty.

The following guidelines shall apply to FIU NWCNHS students in their Clinicals, Field Experiences/Fieldwork, Internships, and Residency (whether in Athletic Training, Health Services Administration, Communication Sciences & Disorders, Nursing, Occupational Therapy, or Physical Therapy):

Students shall not:

- Attend clinical, Field Experiences/Fieldwork, internships, or residency if they have been asked to self-quarantine, following guidance from the Centers for Disease Control and Prevention, public health authorities, or FIU's guidelines,
- Participate in the care of known or suspected COVID-19 patients.

Student clinical, Field Experiences/Fieldwork, internships, and residency will be canceled:

- At any site that is treating a patient with COVID-19 it is determined that appropriate environmental controls cannot be implemented per CDC Guidelines.
- At any site when crisis standards of care will be used to care for COVID-19 patients or

- In the event of staffing shortages at a clinical site.

The faculty shall communicate with their clinical, field placement, internship, or residency students before they attend any scheduled experiences to check if cancellation is warranted.

For international and out-of-state clinical, Field Experiences/Fieldwork, internships, and residencies, travel advisories from the CDC and US State Department, as well as FIU guidance on travel, shall be followed.

Students shall immediately communicate to their clinical, field placement, internship or residency faculty and their program's clinical, field placement, internship, or residency coordinator/director any safety concerns and stop participating in the experience until the issue is resolved.

Clinical, field placement, internship, or residency sites and/or FIU NWCNHS will retain the right to cancel student participation at any time to protect the safety of students and staff.

Student safety is our priority. Students in clinicals must continue to adhere to agency policies and NWCNHS policies related to COVID-19 prevention. If your clinical site decides to suspend clinical rotations for students, please have the clinical site administrators submit an email noting the same to the Graduate Nursing Clinical Education Department. The Graduate Nursing Department will do everything possible to find an alternative clinical site.

Due to the unique and unprecedented situation however, there can be no guarantee, by NWCNHS or the clinical site, that you will not be exposed to the COVID-19 virus nor that you will not acquire the infection while on clinical rotations. Please remember that you must take into consideration your family, friends, significant others, and those who may be at risk if they contract COVID-19, because of your healthcare exposure.

If you voluntarily decide to attend a clinical site, and subsequently do not feel comfortable in continuing your rotation because of concern of exposure to COVID-19 or for any other reason at all, please inform your faculty and the Graduate Nursing Education Department. There will be absolutely no prejudice, judgement, or penalty. If you chose to delay taking this opportunity the clinical hours will need to be completed in the future in order to comply with licensure and NP certification requirements. If student develops any signs and symptoms of respiratory illness, cough, cold, fever, or sniffles, student must stay home and seek medical attention and clearance from their health care provider and provide documentation for clearance before returning to the clinical site.

Clinical Education Impacts

Due to the evolving facts and/or subsequent declarations that may be issued because of the COVID19, it is unclear how many students may be removed from their clinical, field placement, internship, or residency sites, for how long, and how broad the impacts may be. As much as possible, students will be accommodated with alternate clinicals, Field Experiences/Fieldwork, internships, and residencies so they can continue to meet requirements towards graduation and licensure. FIU NWCNHS officials will work to communicate updates to students expediently. Students should also contact their program's clinical, field placement, internship, or residency coordinator/faculty for more information.

Clinical Documentation by Graduate Nursing Students Guideline

Purpose:

The purpose of this guideline is to establish guidelines for clinical documentation for graduate nursing students during their clinical experiences. This guideline aims to ensure that all documentation is accurate, complete, and meets regulatory requirements.

Guideline Statement:

All graduate nursing students are expected to document their clinical experiences accurately, completely, and in a timely manner. The following guidelines are established to ensure consistency in clinical documentation across all clinical sites:

Documentation Requirements:

Electronic Health Records (EHRs): If the clinical site utilizes an electronic health record (EHR), students must receive training on the use of the EHR and must comply with all policies related to the use of the EHR. Students must also ensure that their login and password are kept confidential.

Privacy and Confidentiality: Students must comply with all privacy and confidentiality policies related to clinical documentation, including HIPAA standards. Protected health information (PHI) must be kept confidential and secure at all times.

Accuracy and Completeness: Documentation must accurately reflect the care provided to the patient. All documentation must be complete, including assessments, interventions, and outcomes.

Timeliness: Documentation must be completed in a timely manner on Typhon, the college's clinical experience record. All documentation should be completed within 7 days of clinical experience.

Review: All documentation must be reviewed and approved by the clinical faculty. Any corrections or revisions must be made in a timely manner and in accordance with feedback from the faculty.

Consequences: Students who do not comply with the guideline will be issued a warning by their clinical faculty. Clinical experiences, logs, and cases not completed within 7 days will not be accepted and the student will have to re-do the clinical hours.

Scope:

This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the full-time, part-time, and post-graduate certificate programs.

Enforcement:

Enforcement of this guideline will be the responsibility of the clinical site and the NWCNHS faculty. Noncompliance with this guideline may result in disciplinary action and may result in an unsatisfactory grade for the clinical practicum up to and including dismissal from the clinical rotation and/or program.

Review:

The NWCNHS faculty will review this guideline annually to ensure that it remains relevant and effective in promoting accurate, complete, and timely clinical documentation for graduate nursing students.

Clinical Facilities

The graduate nursing program uses a variety of clinical agencies to achieve graduate program objectives. All are carefully selected and evaluated regularly. Contacts between clinical course faculty and agency preceptors are made periodically by phone and in person throughout the semester as needed. Students can experience appropriate learning environments to facilitate mastery of advanced practice competencies. Refer to the [Advanced Practice Nursing Programs Clinical Preceptor Manual](#) for additional information.

Selection of Clinical Facilities

The advanced practice nurse (APN) role is developed by blending theoretical knowledge and diverse clinical placements. Following university guidelines and collaboration between the NWCNHS clinical education office and the office of academic affairs, clinical experience, and practice sites are selected based on client populations, available resources, and student academic needs for professional role development and attaining specific advanced nursing role competencies.

The graduate nursing clinical coordinator is the central contact for the placement of students at these selected sites and is responsible for contacting, coordinating, and corresponding with preceptors and clinical sites during the placement process.

Another critical criterion is the technical competencies of the preceptor. Thus, the prospective preceptor is carefully reviewed in terms of educational background, professional experience, state and national certification as NP and/or CNS, nursing philosophy, and willingness to precept students.

A master's degree in nursing is a minimum requirement. The DNP mentor/preceptor must have extensive clinical expertise in their specialty area. In all cases, the course faculty works closely with the clinical preceptor and student to ensure the student's practice experiences are relevant to the course objectives. Refer to the [Advanced Practice Nursing Programs Clinical Preceptor Manual](#) for additional information.

Student clinical rotations are established the semester before each clinical course as a collaborative process between faculty and students.

Clinical rotations are based on student learning needs and course/program objectives. Clinical faculty members evaluate the student's prior experiences in determining the most appropriate clinical site for the student. Students must do clinical rotations in sites and with preceptors for whom NWCNHS has all required contracts and other documents as deemed by the NWCNHS Office of Clinical Education. Students must also complete a satisfactory clinical clearance process before starting the clinical rotation.

While faculty members strive to collaborate with students to determine the best clinical placements, certain clinical -related situations are prohibited:

- Students cannot choose family or close friends as clinical preceptors.
- Students cannot do their clinical rotation in the unit where they work (if the student works in a

large institution, they may do their rotation in their institution but on a different unit, if appropriate with their program).

- Students cannot do clinical rotations in an ICU/progressive care unit.
- Students can only observe during hospital rounds if the preceptor is not an employee. Observations must be kept at a minimum and will not count towards total clinical practicum hours, as the purpose of clinical rotations is "hands-on practice".
- A majority of student's clinical rotations will be with nurse practitioners.
- Students are encouraged to change clinical sites (the type and location) and preceptors every semester to obtain the broadest experiences.
- Clinical rotation can only occur during semester periods when school is in progress, including university campus breaks, with prior faculty documented approval.

Criteria Used for the Selection of Clinical Facilities

The following criteria have been developed and used by the faculty for the selection and evaluation of clinical facilities and preceptors:

- Educational background, professional competencies, and preceptor experience (a minimum of one year of professional experience in the field/specialty required)
- Active status of the preceptor's professional licensure and national certification(s)
- The philosophy of the facility and the preceptor supports graduate nursing education.
- The clinical administration of the agency is supportive of graduate nursing education.
- The types of clients/patients and services offered provide students with opportunities for meeting instructional objectives.
- The clinicians and staff members of the clinical setting are appropriate role models for the students.
- The standards of care within the agency meet the standards of its accrediting agency and/or reflect the regulatory requirements.
- Physical facilities of the agency support the students' educational needs, e.g., use of an examination/consultation room, space for student/preceptor to meet.
- The contractual terms are mutually acceptable to both the University and the Agency.

By contract, the agency assumes responsibility for the continuity of care of all patients assigned to students.

Clinical Probation, Failure, and Dismissal

Purpose: The purpose of this guideline is to establish guidelines and procedures for addressing issues related to clinical probation, failure, and dismissal for graduate nursing students enrolled in the full-time, part-time, and post-graduate certificate programs at the NWCNHS. This guideline ensures that all students maintain the highest standards of clinical practice, documentation, and professionalism throughout their clinical rotations.

Guideline Statement: The NWCNHS is committed to fostering a learning environment that prepares graduate nursing students to become skilled and compassionate healthcare professionals. To achieve this, students need to demonstrate competency, clinical proficiency, and adherence to ethical principles during their clinical practicum. When a student's clinical performance or behavior raises concerns, this guideline outlines the steps that may be taken, including clinical probation, failure, and dismissal, to address these issues fairly and consistently.

Clinical probation is based on the student's performance in relationship to course objectives and expected behaviors and attitudes that are inconsistent with those of a professional nurse. In addition to persistent behavior or behaviors related to unprofessional conduct, a student enrolled in a clinical nursing course may be placed on clinical probation for one or more of the following:

- Initiating clinical experiences without a contract;
- Initiating interventions or actions without appropriate supervision or approval of the supervisor;
- Consistent difficulties in applying theory to the clinical setting;
- Inconsistently completing clinical assignments or logs.

A student who demonstrates unprofessional conduct and/or professional misconduct will be notified of such behavior by the clinical faculty member. The clinical faculty member will counsel the student, document the occurrence of the behaviors in writing, and place the documentation in the student's file. The student may respond in writing within 48 hours to the faculty member's findings and/or submit written or electronic documentation relevant to the behavior. Depending on the nature of the behavior, the clinical faculty member, in consultation with the Chair of the Graduate Nursing Department, may place the student on clinical probation.

Scope: This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the full-time, part-time, and post-graduate certificate programs. It encompasses all clinical rotations and practicum experiences these students undertake as part of their educational curriculum.

Enforcement: The enforcement of this guideline will be the responsibility of the NWCNHS faculty. Faculty members, preceptors, or other clinical supervisors who observe or identify concerns related to a student's clinical performance, documentation, or professionalism will promptly report such issues to the designated faculty.

Upon receipt of such reports, the designated academic authority will thoroughly review the situation and determine the appropriate course of action. Noncompliance with this guideline may result in disciplinary action, which may include clinical probation, failure, or dismissal from the clinical rotation and/or program.

During clinical probation, the student will be provided with a clear improvement plan and closely monitored by the faculty or other designated authorities. Failure to meet the requirements of the probationary period may lead to further disciplinary action, including dismissal.

In cases where a student's actions or performance pose immediate risks to patient safety or demonstrate severe and repeated violations of professional standards, the NWCNHS reserves the right to take immediate action, including dismissal, to protect patients and maintain the integrity of the educational environment.

The clinical faculty member will notify the Graduate Nursing Department Chair of any student placed on clinical probation. In addition, the clinical faculty member will send a letter to the student indicating the areas of weakness as the basis for clinical probation. A copy of the letter will be placed in the student's academic file.

The student is expected to complete the probation requirements by the course's end. If the student demonstrates satisfactory progress in improving performance and meets the course objectives, the clinical faculty member will remove the probationary status at the end of the course. Failure to meet the probation requirements will result in the course's failure.

Review:

This guideline will be reviewed annually by the NWCNHS to ensure that it remains relevant and effective in promoting accurate, complete, and timely clinical documentation for graduate nursing students.

Criminal Background Check and Conduct Guideline

Purpose:

The Florida Board of Nursing and clinical agencies require the disclosure of conviction records for misdemeanors and/or felonies; therefore, this information will be required at the time of application. In addition, applicants are required to submit to criminal background checks and drug testing. The Florida Board of Nursing requires that all convictions, guilty pleas, and nolo contendere pleas must be reported, except for minor traffic violations not related to the use of drugs or alcohol. This includes misdemeanors, felonies, "driving while intoxicated (DWI)," and "driving under the influence "(DUI)."

Guideline:

All graduate nursing students are required to pass a criminal background check as a condition of enrollment and participation in clinical placement.

- Crimes must be reported even if they are a suspended imposition of sentence and whether it occurred in Florida or in another state or territory.
- The student is responsible for background checks and drug testing (including repeat testing) expenses.
- Students must attest to consent, compliance, and adherence to criminal background, drug screening, and health screening.
- Findings may affect a student's ability to participate in clinical experiences, complete the program, and/or obtain advanced licensure/ certification.
- Students who defer their admission must repeat the criminal background check at the time of admission.

Students who change tracks may also be asked to repeat the criminal background check as required for the new track or program.

Admission to any academic program within the NWCNHS or participation in clinical or graduate nursing department programs is contingent upon the evaluation and acceptance of prospective students' criminal background investigations.

The University retains the prerogative to withdraw or annul an offer of admission or appointment to any educational or training program for any individual, or to terminate the enrollment of a student, if the criminal background investigation reveals a history of criminal conduct that:

1. The University reasonably determines elevates the risk of harm to patients or individuals on University or third-party premises where a student may be engaged in clinical experiences mandated by the educational or training program.
2. Was inaccurately disclosed in response to a direct question concerning criminal history on any application for admission or appointment associated with the program.
3. Is incongruent with the elevated standard of ethical conduct expected from all members of the academic community or is otherwise incompatible with the status of a member of the academic community.

Applicants and students are required to report to the respective program department chair within 72 hours any arrest, conviction, or criminal action incurred by an applicant/student occurring after their

initial background check for admission and during their enrollment in the College.

The University, NWCNHS, and our Clinical Education Affiliations retain the right to deny admission or entry of applicants/students based on their prior criminal background history. The graduate nursing department follows the Conviction Record Guidelines of the Florida Board of Nursing to determine admissions status in case of criminal background history. The graduate nursing department will accept for admissions, those students whose criminal background history is listed as "Cleared" on the Conviction Record Guidelines of the Florida Board of Nursing at <http://www.floridahealth.gov>

Failure to adhere to University/College policies relating to criminal background history is subject to dismissal.

Scope:

This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the full-time, part-time, and certificate programs.

Enforcement:

Enforcement of this guideline will be the responsibility of the Graduate Nursing Department Chair. Noncompliance with this guideline may result in withdraw or annul an offer of admission or appointment to any educational or training program, or disciplinary action, including dismissal from the program.

Review:

This guideline will be reviewed annually by the NWCNHS to ensure that it remains relevant and effective in promoting accurate, complete, and timely clinical documentation for graduate nursing students.

Environmental and Occupational Risks, Exposure, Injuries and Health Insurance Requirement Policy

GUIDELINE/PROCEDURE x: Environmental and occupational risks, exposures, and injuries may occur secondary to your engagement and participation in clinical education instruction. Students must provide documentation of medical health insurance. Students must carry health insurance for the entire time they are students in the Program.

Scope:

This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the full-time, part-time, and post-graduate certificate programs.

As registered nurses and advanced practice nursing students there are inherent environmental and occupational risks exposures and potential for injury in the provision of healthcare services. As a registered nurse and as a student, you are obligated to be informed of and practice all available precautionary and risk reduction practices applicable to the provision of health care in general. Students who enroll in this program and participate in clinical education do so with the full knowledge and assumption of risks associated with providing health care services.

All incoming students are required to participate in and complete the educational activities for environmental and occupational risks, exposure, and injuries content as provided for in the course NGR 6743 Advanced Practice Nursing Clinical Education Seminar . In addition, students should review this information periodically, decide in advance on their personal course of action for treatment if they sustain an exposure or injury, and at all times must engage in personal safety and professional safety practices in the simulation laboratory in clinical education. See National Clinicians' Post-Exposure Prophylaxis Hotline (888- 448-4911) and website for current guidelines and recommendations at <http://nccc.ucsf.edu/clinician-consultation/pep-post-exposure-prophylaxis/>

Each student must engage in proactive personal and professional safety practices and utilize all appropriate protective measures when engaged in clinical education training or the administration of clinical care. Students are required at all times to:

- engage in universal precautions when required for patient care activities.
- utilize and engage all safety devices in clinical education training or the administration of clinical care.

Our affiliated clinical education partners/sites comply with all required patient and health care worker requirements and regulations pertaining to safety. In addition, safety equipment, Personal Protective Equipment (PPE), safety devices, safety equipment, policies, and procedures are in place or available at each clinical site.

Failure to engage in and utilize personal and professional safety and protective measures, by action or omission, which results in:

1. Injury to the student, staff, or patients may result in the following actions:
 - a. First occurrence – a one full letter grade reduction in the clinical practicum course,
 - b. Second occurrence - assignment of a letter grade of "B" in the clinical practicum course
 - c. Dismissal from the program.
2. Citation of the clinical site facility, by a regulatory or accreditation agency due to the student's failure to comply with clinical site personal and professional safety and protective standards,

policies, or procedures, may result in the following actions:

- a. First occurrence – a reduction by one full letter grade in the clinical practicum course,
 - b. Second occurrence – assignment of a letter grade of "B" in the clinical practicum course,
3. Dismissal from the program.
- a. A grade of "B" assigned in a residency course as a result of a safety violation, will require the student to make up the course in the semester after graduation of the class cohort. Make-up of the clinical course is subject to the Department Chair's approval and other guideline requirements.

Failure to engage in and utilize personal and professional safety and protective measures, by action or omission, which violate safety protocols but do not result in an injury or exposure, will be reflected in the student's clinical performance evaluation. Repeated violations may be reflected in a reduction in clinical practicum grade, and/or placement on clinical probation.

Students who become ill, injured, or have exposure at a clinical affiliate site may elect to be examined/treated at the clinical affiliate facility, or may seek medical care through their personal physician, or from the University Health Services clinic. Students who elect to receive initial treatment at the clinical affiliate site may elect to receive follow-up care with their own healthcare provider or the University Health Services clinic. If treatment is received at the clinical affiliate facility, the student may elect follow-up care through a referral from the clinical affiliate facility, with their personal physician, or from the University student health clinic. If treated at the facility, the hospital/clinic will bill the student's insurance carrier, and/or charge the student, for all care given.

The university, nor clinical affiliate sites are financially responsible for health care charges incurred by Students as a result of illness, injury, or exposure. Students are not considered employees of the University or the clinical affiliate site, and workers' compensation provisions are not applicable.

Students must complete any injury or incident reports as required by the clinical affiliate site, irrespective of whether they receive treatment from the clinical affiliate site.

Students must report any illness, injuries, or exposure to the Associate Dean of Clinical Affairs and the Graduate Nursing Department Chair within 24 hours. The purpose of this reporting is to make the Clinical Site Coordinator and the Graduate Nursing Department Chair aware of the situation, and the status of the student, and advised of any safety or prevention issues that may warrant follow-up. This reporting should not violate the confidentiality or HIPPA standards of either the student or a clinical patient. The Department Chair will notify the Associate Dean of Academic Affairs and submit the event through the reporting portal link.

All exposures to potentially biohazardous materials, including needlestick injuries, should be reported to the FIU Environmental Health and Safety and Risk Management Services. In addition to completing the required incident report forms at the clinical sites, all injured students must complete and submit the FIU "Exposure Incident Investigation Form" within twenty-four hours, located at https://cnhs.fiu.edu/_assets/docs/resources/nwcnhs-bloodborne-exposure.pdf

This form should be submitted to the program chair, who will forward it to FIU EHS-RM.

Each student must show proof of health insurance prior to admission and enrollment in the graduate nursing programs Health insurance coverage may be obtained as a private individual policy, as COBRA

coverage of a prior policy, as named insured on a joint policy, or from the student health insurance plans offered through the University Health Services. Students are encouraged to compare policies, coverage, and costs before entering the Program. The University student health clinic provides free or minimal cost non-urgent care for all registered students and offers cost-effective health insurance coverage to registered students.

Scope:

This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the full-time, part-time, and certificate programs.

Enforcement:

Enforcement of this guideline will be the responsibility of the NWCNHS faculty. Noncompliance with this guideline may result in disciplinary action up to and including dismissal from the program.

Review:

This guideline will be reviewed annually by the NWCNHS to ensure that it remains relevant and effective in promoting accurate, complete, and timely clinical documentation for graduate nursing students.

Examination Policies and Procedures

Examination Security

If exams are closed book, students may not use notes, texts, dictionaries, or other materials; nor can they speak to other students during the exam. If a student has a problem or question, it must be discussed with no one other than the faculty member proctoring the exam. If a student leaves the classroom, he/she will be asked to hand in the paper and will not be permitted to return. Refer to the Course Examinations and Assignments Procedures and Academic Integrity Guideline.

Examination Reviews

Reviews of exams are at the discretion of the course faculty and in accordance with the course syllabus. Without the permission of the particular faculty member, no other person, including another faculty member, Director, Associate Dean, or Dean can review and/or discuss the exam with the student. Refer to the Course Examinations and Assignments Procedures and Academic Integrity Guideline.

Failure to Take Examination

Students unable to take the exam at the scheduled time must make arrangements with the faculty member PRIOR to the exam date and/or as listed on the syllabus. If the student communicates with the faculty member prior to the exam, possible alternate arrangements can be discussed. If the faculty member is unavailable, the Graduate Nursing Department Chair must be notified. Refer to the Course Examinations and Assignments Procedures and Academic Integrity Guideline.

If a student fails to communicate with the faculty member prior to the exam and subsequently claims an emergency, illness, or accident, the explanation will be considered to determine extenuating circumstances. If extenuating circumstances are found, the student will not be penalized. If the faculty member believes there to be no extenuating circumstances, the student may be allowed to take the exam, and may receive a lower grade at the faculty member's discretion. Refer to the Course Examinations and Assignments Procedures and Academic Integrity Guideline.

Scope:

This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the full-time, part-time, and certificate programs.

Enforcement:

Enforcement of this guideline will be the responsibility of the NWCNHS faculty. Noncompliance with this guideline may result in disciplinary action, including dismissal from the program.

Review:

This guideline will be reviewed annually by the NWCNHS to ensure that it remains relevant and effective in promoting accurate, complete, and timely clinical documentation for graduate nursing students.

Graduation and Program Completion

To be eligible for the Master of Science in Nursing (MSN) degree, the student must:

- satisfactorily complete all courses and clinical experiences/competencies required for the MSN degree and the specialty program, including satisfactory completion of the required program EXIT examination designated by the specialty course.
- earn the minimum of credits and clinical clock hours listed for the selected clinical specialty program.

To be eligible for the Doctor of Nursing Practice (DNP) degree, the student must:

- satisfactorily complete all DNP degree courses, including mentorship experiences, scholarly project submission, approval, and final presentation.
- meet with site mentors (and/or team) each semester.
- earn the minimum number of credits and clinical mentorship clock hours listed for the degree.

Purpose: This guideline aims to establish clear and consistent guidelines for students pursuing the Master of Science in Nursing (MSN) degrees at the NWCNHS. This guideline outlines the requirements and expectations for program completion, ensuring that students meet the necessary academic and clinical standards to be eligible for graduation.

Guideline Statement: The NWCNHS is dedicated to providing high-quality education and training to graduate nursing students, enabling them to become proficient and competent healthcare professionals. This guideline sets forth the criteria for earning an MSN degree and outlines the process for students to petition for exceptions to graduate requirements in certain circumstances.

Scope: This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students pursuing the Master of Science in Nursing (MSN) degrees.

MSN Degree Requirements: To be eligible for the Master of Science in Nursing (MSN) degree, the student must:

- Satisfactorily complete all courses and clinical experiences/competencies required for the MSN degree and the specialty program, including satisfactory completion of the required program EXIT examination for the specialty course
- earn the minimum credits and clinical clock hours specified for the selected clinical specialty program,
- and other requirements as outlined by the University.

Petition for Exception to Graduate Requirements

Students can request an exception to the following UGS requirements: GPA, transfer credits, time limit, leave of absence, or for students on OPS, working more than 20 hours/week. To obtain a copy of the certification form, see Graduate Student Forms and then Petition for Exception to Graduate

Requirements. The student must complete the form and provide a letter explaining the reason for the request. The form must be signed by the Chair of the Graduate Nursing Department, the NWCNHS Associate Dean of Academic Programs, and the Dean of the University Graduate School.

- University Graduate School Policy on [Graduate Exemptions, Waivers and Appeals # 380.0447](#)

Enforcement: Enforcement of this guideline will be the responsibility of the NWCNHS faculty and administrative staff. Compliance with the degree requirements and timely submission of all required documentation for program completion will be closely monitored.

Review: This guideline will be reviewed annually by the school of nursing to ensure that it remains relevant and effective in guiding students towards successful graduation.

Graduate Nursing Student Evaluation Guideline

Purpose:

The purpose of this guideline is to establish guidelines for the evaluation of graduate nursing students during their program plans of study. This guideline aims to ensure that evaluations are fair, objective, and accurately reflect the student's performance.

Guideline Statement:

All graduate nursing students will be evaluated based on their academic and clinical performance during their program plans of study. The following guidelines are established to ensure consistency in evaluation across programs:

Evaluation Criteria:

Evaluation criteria will be established by the NWCNHS graduate faculty. These criteria will be based on the core competencies of the advanced practice nursing roles, including clinical skills, critical thinking, communication, and professionalism.

Evaluation Process:

The NWCNHS graduate faculty will establish the evaluation process and is outlined in each course syllabi.

The process may include:

- self-assessments
- peer evaluations
- simulated clinical experiences (e.g., standardized patients)
- written assignments
- objective structured clinical examination (OSCE)
- practicum evaluations (by preceptor and faculty)
- examinations

The process should be fair, objective, and consistent with the evaluation criteria.

Feedback:

Students will receive feedback on their performance throughout their program, clinical courses, and practicums. Feedback may be provided by the preceptor, faculty, or other clinical staff. Feedback should be constructive and aimed at helping the student improve their performance.

Remediation:

If a student performs below the expected level, remediation may be required. The clinical site and the NWCNHS graduate faculty will establish the specific remediation plan. The notification and development of a plan regarding suboptimal performance or course concerns will be submitted through Panthersoft network (PSN) and should be designed to help the student improve their performance and meet the expected level of competency.

Scope:

This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the full-time, part-time, and post-graduate certificate programs.

Review:

All evaluations will be reviewed by the clinical preceptor, faculty advisor, and the NWCNHS graduate faculty. Any concerns about the evaluation process or the student's performance should be addressed promptly.

Enforcement:

Enforcement of this guideline will be the responsibility of the clinical site and the NWCNHS graduate faculty. Noncompliance with this guideline may result in disciplinary action, including dismissal from the clinical rotation and/or program.

Review:

The NWCNHS graduate faculty will review this guideline annually to ensure that it remains relevant and effective in promoting fair and objective evaluation of graduate nursing students during their programs of study.

Graduate Nursing Student Communication Guideline

Scope:

This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the full-time, part-time, and post-graduate certificate programs.

Purpose:

The purpose of this guideline is to establish guidelines for communication for graduate nursing students. This guideline aims to ensure that communication is professional, timely, and effective.

Guideline Statement:

All graduate nursing students are expected to communicate professionally with their faculty, classmates, clinical preceptors, and other healthcare team members. The following guidelines are established to ensure effective communication:

Communication Methods: Graduate nursing students should use appropriate communication methods depending on the context and urgency of the communication.

Communication methods may include:

- FIU email
- Canvas
- FIU Office Phone
- Typhon
- In-person communication

Email: All students are issued an FIU email account upon enrollment. All program communication to and from the student will be via their FIU email account only. All students are required to check their email daily. Students are encouraged to set up their mobile devices to receive FIU emails.

Timeliness: Graduate nursing students should respond to communication promptly. The faculty or clinical preceptor may establish a specific timeframe for responding to communication.

Professionalism: Graduate nursing students should communicate professionally. This includes using appropriate language, tone, and format in written and verbal communication.

Confidentiality: Graduate nursing students should maintain confidentiality in their communication with patients, clinical staff, and other healthcare team members. This includes following HIPAA regulations and maintaining the privacy of patient information.

Documentation: Graduate nursing students should document clinically related information pertaining to patient care in the appropriate format and according to established policies and procedures.

Conflict Resolution: Graduate nursing students should use appropriate conflict resolution

strategies when communicating with others. This includes listening actively, expressing concerns respectfully, and seeking an acceptable resolution for all parties involved.

Enforcement:

Enforcement of this guideline will be the responsibility of the clinical site and the NWCNHS graduate faculty. Noncompliance with this guideline may result in disciplinary action, including dismissal from the clinical rotation and/or program.

Review:

The NWCNHS graduate faculty will review this guideline annually to ensure that it remains relevant and effective in promoting fair and objective evaluation of graduate nursing students during their programs of study.

Harassment and Discrimination Guideline

Notice of Non-discrimination

Florida International University does not discriminate on the basis of race, color, sex or gender, pregnancy, religion, age, disability, national origin, marital status, sexual orientation and veteran status in its programs and activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Ryan Kelley, JD

Senior Director, Office of Civil Rights Compliance and Accessibility and Title IX Coordinator

Office of Civil Rights Compliance and Accessibility (CRCA)

Telephone: (305) 348-2785

Email: ryan.kelley@fiu.edu

Address: 11200 SW 8th Street, Primera Casa 220

Miami, FL 33199

For further information on notice of non-discrimination, please visit <https://ocrcas.ed.gov/contact-ocr> for the address and phone number of the office that serves your area or call 1-800-421-3481.

Discrimination

FIU promotes a culturally diverse and inclusive working and learning environment where current and prospective faculty, staff, and students are treated fairly and valued for their individuality.

If any applicant, employee, or student has a good faith belief that they have been discriminated against or harassed based on age, color, disability, gender, marital status, ethnic/national origin, race, religion, retaliation, sexual harassment, or any other protected category, the Office of Civil Rights Compliance and Accessibility (CRCA) encourages him/her to complete the Discrimination, Harassment, and Retaliation Form and submit it to our office on the Modesto A. Maidique Campus in PC-220. CRCA will investigate the complaint following [University Policy and Procedures](#).

Health Insurance Requirement Guideline

Purpose:

To ensure that all graduate nursing students have access to appropriate medical care and treatment while enrolled in the program, and to minimize the financial burden of unexpected medical expenses.

Guideline Statement:

All graduate nursing students enrolled in the program must have health insurance coverage for the duration of their enrollment. Students who do not have health insurance coverage will be required to purchase coverage through the university.

Proof of Health Insurance: Students are responsible for providing proof of insurance to the university. Proof of insurance must be submitted annually to the university's health services department by the deadline specified.

Enrollment in University Health Insurance Plan: Students who do not have health insurance coverage will be required to enroll in the university's student health insurance plan. [Click here for information on the FIU's student health insurance.](#)

Scope:

This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the full-time, part-time, and post-graduate certificate programs.

Enforcement:

Enforcement of this guideline will be the responsibility of the Clinical Affairs Department and faculty. Noncompliance with this guideline may result in disciplinary action, including dismissal from the clinical rotation and/or program.

Review:

The NWCNHS graduate faculty will review this guideline annually to ensure that it remains relevant and effective in promoting fair and objective evaluation of graduate nursing students during their programs of study.

Incomplete Grades (IN) for Graduate and Undergraduate Students

Purpose: The purpose of this guideline is to establish guidelines for the awarding and completion of an Incomplete (IN) grade, ensuring consistency and fairness in the treatment of such grades for both graduate and undergraduate students. This guideline addresses the circumstances under which an IN grade may be given, the scope of its application, and the procedures for completing the course requirements to replace the temporary grade.

Guideline Statement: An Incomplete (IN) grade is a temporary designation that may be awarded in two situations:

1. At the instructor's discretion for work not completed during the semester, provided it is not due to the student's negligence.
2. In cases of alleged academic misconduct, as outlined in Regulation 2501 Student Conduct and Honor Code.

The assignment of an IN grade is limited to situations where a small portion, not exceeding 50%, of the course work is outstanding, and the student is otherwise earning a passing grade. The completion of an IN grade is time-sensitive, and the instructor determines the timeline for completion, not exceeding two consecutive terms (including summer term) after the initial course. Failure to complete within this timeframe results in an automatic default to an "F" grade.

Scope: This guideline applies to both graduate and undergraduate students, including non-degree-seeking students, who receive an Incomplete (IN) grade.

Procedures:

1. **Instructor's Role:**
 - Assigns IN grade in the grade roster and completes the electronic form.
 - Initiates the official grade change process once the student fulfills the requirements for replacing the IN grade with a valid grade.
2. **Student's Responsibility:**
 - Must complete the assigned requirements within the specified timeframe (no more than two consecutive terms).
3. **Completion Process:**
 - Students seeking to complete the course with an IN grade must consult with the instructor.
 - The instructor defines the remaining requirements for successful completion, and individual Colleges/Departments may have additional requirements.
4. **GPA and Graduation:**
 - The IN grade is not computed in the GPA until changed to a valid grade.
 - Graduation is not permitted with an outstanding IN grade.

Reason for Guideline: This guideline is established to provide clear guidelines for the awarding and completion of Incomplete (IN) grades, ensuring consistency and fairness in academic assessments.

Definitions: Incomplete (IN) grade: A temporary grade given at the discretion of the instructor for work not completed during the semester and not caused by the student's own negligence.

Contacts: Questions about this guideline should be directed toward the office with administrative

oversight of this guideline.

Responsible Administrative Oversight:

Office of the Provost
Florida International University
11200 S.W. Eighth Street - PC 526
Miami, FL 33199

Refer to University policy # 380.0449: <https://policies.fiu.edu/files/767.pdf>

Immunizations and Health Screening Requirements for Students

Purpose: The purpose of this guideline is to prioritize the health and well-being of the student body and the wider academic community by establishing and maintaining specific immunization and health screening requirements. These requirements are subject to change based on current knowledge and practices in healthcare to ensure the prevention and control of communicable diseases.

Guideline Statement: All students enrolled in academic programs must comply with the specified immunizations and health screening tests mandated by the institution and partnering institutions/organizations. This guideline aims to create a safe and healthy learning environment, protecting individuals from preventable diseases and promoting overall community well-being.

Scope: This guideline applies to all students enrolled in academic programs at the NWCNHS. It encompasses both new and current students, covering a range of immunizations and health screening tests such as TB tests and titers. The specific requirements may be updated periodically based on the evolving landscape of healthcare practices and public health recommendations.

Enforcement:

1. Immunization Documentation:

- Students are required to submit documented proof of immunizations and health screening tests during the enrollment process.
- The institution retains the right to periodically review and update immunization requirements.

2. Timeline for Compliance:

- New students must fulfill the immunization and health screening requirements before the commencement of their first semester.
- Current students who have not met the requirements must do so within the specified timeframe.

3. Consequences of Non-Compliance:

- Students failing to meet the immunization and health screening requirements will face enrollment holds and inability to participate in clinical activities.
- Continued non-compliance may result in additional measures, including academic probation or other disciplinary actions as outlined in the Student Code of Conduct.

4. Notification and Education:

- The institution will communicate immunization and health screening requirements to students through official channels, including the student handbook and health services resources.
- Educational resources and information on local healthcare providers offering required immunizations and screenings will be made available.

5. Periodic Review and Updates:

- The institution will periodically review and update immunization and health screening requirements based on the latest knowledge and practices in healthcare.
- Students will be informed of any changes well in advance, and resources will be provided to facilitate compliance with updated requirements.

Enforcement:

Enforcement of this guideline will be the responsibility of the Clinical Affairs Department and faculty. Noncompliance with this guideline may result in disciplinary action, including dismissal from the clinical rotation and/or program.

Review:

The NWCNHS graduate faculty will review this guideline annually to ensure that it remains relevant and effective in promoting fair and objective evaluation of graduate nursing students during their programs of study.

National Certification Application and Certification Review Course Requirement

Purpose: This guideline aims to establish guidelines for students who have graduated from the MSN clinical programs or post-master's clinical programs, ensuring that they fulfill the necessary preparation for national certification examinations. This guideline mandates the completion of a certification review course within one year before submitting the application/validation for any national certification examination.

Guideline Statement: Graduates of the MSN clinical programs or post-master's clinical programs are required to demonstrate evidence of completing a certification review course within one year before submitting their application/validation for any national certification examination. This guideline aims to enhance the likelihood of successful certification outcomes by ensuring that students engage in focused and up-to-date review activities. Noncompliance with this guideline may result in disciplinary action, including delays in completion of the national certification application process.

Scope: This guideline applies specifically to students who have graduated from the MSN clinical programs or post-master's clinical programs and are preparing for national certification examinations. It emphasizes the importance of ongoing education and review to maintain currency with the evolving standards and practices in the respective fields.

Enforcement:

Enforcement of this guideline will be the responsibility of the NWCNHS graduate faculty. Noncompliance with this guideline may result in disciplinary action, including delays in completion of the national certification application process.

Review:

The NWCNHS graduate faculty will review this guideline annually to ensure that it remains relevant and effective in promoting fair and objective evaluation of graduate nursing students during their programs of study.

Physical Clinical Incident Guideline

Purpose:

The college faculty and administration recognize their obligations to maintain appropriate standards of client care and student safety in all student clinical learning experiences.

Guideline:

A record will be maintained of any clinical incident that occurs in conjunction with Nicole Wertheim College of Nursing and Health Sciences educational experiences if:

- (1) There is harm to a client or student and/or
- (2) There is an event for which the clinical agency requires a written report

PROCEDURE:

A. Action by Faculty Member:

At any time during a clinical learning experience when a faculty member is made aware of an incident involving actual or potential harm to a client or student, the faculty member should take the following steps:

- (1) Intervene to reduce or prevent harm.
- (2) Confirm with the student that the incident has been reported in accordance with the clinical agency's guideline.
- (3) Report the incident to her/his Department Chair/Director/Designee and fill out an Incident Investigation Form (see Attachment # 1) within 48 hours of the incident. **Any incident involving serious harm to either a client or a student should be reported immediately to the Department Chair/Director.**

B. Actions by the Department Chair/Director/Designee:

(1) Review the Incident Investigation Form and discuss the matter with the faculty member, providing any needed guidance. (2) Sign the Incident Investigation Form and send it to the Associate Dean for Academic Affairs' Office for placement in clinical incident file.

C. Actions by the Associate Dean for Academic

For Incidents With Serious Consequences

- (1) In consultation with the Dean, the Associate Dean for Academic immediately take all necessary steps for contact with the clinical agency, contact with University legal authorities, and referral of the student for health care, counseling, etc., as may be warranted (see BLOOD-BORNE PATHOGEN EXPOSURE GUIDELINE regarding specific actions for student exposure to communicable diseases or blood-borne pathogens.)
- (2) Following resolution of immediate issues, conduct a review of the incident in conjunction with the Department Chair/Director and make written recommendations regarding prevention of such incident in the future.
- (3) As appropriate, these recommendations are discussed with students, faculty members, and agency staff.
- (4) Prepare a summary of the review and recommendations.

For All Other Incidents

- (1) Review the Incident Investigation Form upon receipt and file it.
- (2) Conduct an annual review of such forms with the Department Chairs and develop client and

student safety recommendations, if warranted.

(3) Record any such recommendations in the Clinical Incident file and advise the Department Chairs/Directors to discuss recommendations with students or faculty, as appropriate.

Note: File of all clinical incidents and related information will be retained in the Office of the Associate Dean for Academic Affairs for three (3) years.

Link to [Physical Clinical Incident](#) Guideline

Scope:

This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the full-time, part-time, and post-graduate certificate programs.

Enforcement: N/A

Review:

The NWCNHS graduate faculty will review this guideline annually to ensure that it remains relevant and effective in promoting fair and objective evaluation of graduate nursing students during their programs of study.

Professional Attire for Graduate Nursing Students

Purpose:

This guideline aims to establish guidelines for professional attire for nurse practitioner students during their clinical rotations. This guideline aims to ensure that all students present a professional and appropriate image during their clinical experiences.

Guideline Statement:

All graduate nursing students are expected to dress in a manner that is professional and appropriate for their role during their clinical rotations. The following guidelines are established to promote a professional image and ensure consistency in attire across all clinical sites:

Professional Business Attire: Graduate nursing students are expected to wear professional business attire during their clinical rotations. The attire chosen should be clean, neat, and in good condition. In addition to professional attire, students must wear their official FIU lab coat, and clinical ID badge, while representing the FIU and the NWCNHS in clinical or other activities.

Lab coats and clinical ID badges: All graduate nursing students are expected to wear their official FIU lab coats at clinical sites unless specifically asked not to do so, or in accordance with the clinical site. All students must also wear their clinical ID badges.

Footwear: Students are expected to wear closed-toe shoes during their clinical rotations. Shoes should be clean, comfortable, and appropriate for the clinical setting. Sandals, flip-flops, and high heels are not acceptable.

Personal Hygiene: Graduate nursing students are expected to maintain good personal hygiene. Students should be well-groomed, have clean hair, and have trimmed nails. CDC guidelines (2021) recommend that health care personnel should not wear artificial nails and keep natural nails less than one quarter inch long if they care for patients at high risk of acquiring infections (e.g., in intensive care units or in transplant units).

Accessories: Students should limit accessories to a watch, plain wedding band, or simple stud earrings. Large or dangling earrings, necklaces, bracelets, or other distracting jewelry are not acceptable.

Compliance: Graduate nursing students are expected to comply with the dress code policies of the clinical site where they are assigned. If a clinical site has specific dress code policies, students must adhere to those policies in addition to this guideline.

Scope:

This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the full-time, part-time, and post-graduate certificate programs.

Review:

All evaluations will be reviewed by the clinical preceptor, faculty advisor, and the NWCNHS graduate faculty. Any concerns about the evaluation process or the student's performance should be addressed promptly.

Enforcement:

Enforcement of this guideline will be the responsibility of the clinical site and the NWCNHS graduate faculty. Noncompliance with this guideline may result in disciplinary action, including dismissal from the clinical rotation and/or program.

Review:

The NWCNHS graduate faculty will review this guideline annually to ensure that it remains relevant and effective in promoting fair and objective evaluation of graduate nursing students during their programs of study.

Professional Conduct and Responsibilities

In addition to meeting the academic standards of the University and College, students enrolled in nursing courses must demonstrate professionalism in classroom, laboratory, and clinical experiences. Professionalism is defined as behaviors and attitudes congruent with the Codes of Ethics of their professional organization, guidelines and standards of practice, the Florida Nurse Practice Act, and policies and expectations of the College and University.

Inherent within the concept of professionalism is the development of those behaviors by the student during the program that demonstrate increasing maturity, competence, integrity, regard for human dignity, respect for social justice, accountability, responsibility, and caring as they progress through the program. Students are expected to respect the rights of others regardless of their race, religion, nationality, sex, age, sexual orientation, physical condition, or mental state. Professionalism includes, but is not limited to, satisfactory academic and clinical conduct and performance.

Administrators and faculty reserve the right to interpret, maintain, and enforce the standards of professional conduct and performance for nursing. Administrators and faculty also reserve the right to recommend the dismissal of any student who has violated the standards of professional conduct or demonstrates a lack of professional development.

Professional Ethics Guideline

Purpose: The purpose of this guideline is to establish and uphold the highest standards of professional ethics within the NWCNHS community. It outlines the principles and expectations for ethical behavior for all members of the NWCNHS, including students, faculty, and staff.

Guideline Statement: Every member of the NWCNHS community, including students, faculty, and staff, is expected to adhere to the highest standards of professional ethics. This commitment is based on the core values of excellence, respect, diversity, integrity, and accountability as outlined in the School's Values Statement. Additionally, students are held accountable for upholding the professional code of ethics established in the Code of Ethics for Nurses (ANA 2015) and the American Nurses Association Code of Ethics.

Scope: This guideline applies to all individuals within the NWCNHS community, encompassing students, faculty, and staff.

Principles of the School of Nursing Professional Ethics Guideline:

1. **Honesty and Integrity:**
 - Act with honesty and integrity in the performance of all academic assignments, examinations, and in all interactions with others.
2. **Respect:**
 - Respect oneself, faculty, staff, fellow students, and members of the health team.
3. **Confidentiality:**
 - Respect and protect the confidentiality of information.
4. **Advocacy:**
 - Advocate for patients' best interest.
5. **Diversity:**
 - Respect the diversity of persons encountered in all interactions.
6. **Property:**
 - Respect property.
7. **Compliance:**
 - Respect policies, regulations, and laws.
8. **Substance Use:**
 - Abstain from the use of substances in the academic and clinical setting that impair judgment or performance.

Enforcement:

Enforcement of this guideline will be the responsibility of the clinical site and the NWCNHS graduate faculty. Noncompliance with this guideline may result in disciplinary action, including dismissal from the clinical rotation and/or program.

Review:

The NWCNHS graduate faculty will review this guideline annually to ensure that it remains relevant and effective in promoting fair and objective evaluation of graduate nursing students during their programs of study.

Professional Liability Insurance Guideline

Purpose: The purpose of this guideline is to ensure that all students participating in certain academic programs have professional liability insurance to protect themselves and their clients in the event of an error or omission that results in harm.

Guideline:

All students enrolled in graduate nursing programs that involve clinical experiences with clients are required to have professional liability insurance before starting the program.

Professional liability insurance must meet the following criteria:

The insurance must provide a minimum of \$1,000,000 in coverage per occurrence and \$3,000,000 in the aggregate.

The insurance must be valid for the duration of the academic program.

The student must provide proof of insurance to the academic program in the semester before clinical practicum courses.

If a student's insurance lapses during the academic program, the student must obtain new insurance and provide proof of coverage before continuing with the program.

The cost of the insurance is the student's responsibility.

The student must secure liability coverage according to the program's specifications. Students would be required to provide evidence of professional liability coverage with guideline limits of one (1) million/ three (3) million dollars during their program of study. A copy of the insurance document must be provided to the graduate nursing department.

Scope:

This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the full-time, part-time, and post-graduate certificate programs.

Enforcement:

Enforcement of this guideline will be the responsibility of the clinical site and the NWCNHS graduate faculty. Noncompliance with this guideline may result in disciplinary action, including dismissal from the clinical rotation and/or program.

Review:

The NWCNHS graduate faculty will review this guideline annually to ensure that it remains relevant and effective in promoting fair and objective evaluation of graduate nursing students during their programs of study.

Professional Organization Membership Guideline

Purpose:

Graduate nursing education prepares students for advanced roles in advanced nursing practice, education, and administration. Professional nursing organizations offer a wide range of resources and opportunities for students to engage in professional networking, continuing education, research, and advocacy. By joining a professional nursing organization, students can enhance their knowledge, skills, and professional development and contribute to the advancement of the nursing profession.

Guideline:

All graduate nursing students are required to join a professional nursing organization (i.e., Florida Nurses Association (FNA), American Association of Nurse Practitioners (AANP), National Association of Pediatric Nurse Practitioners (NAPNAP) upon enrollment and for the duration of the program.

As a student, there are several benefits to joining professional organizations, including:

1. **Networking opportunities:** Professional organizations provide opportunities to meet and connect with professionals in your field of study. This can help you build relationships that could be beneficial when seeking employment or internships.
2. **Access to resources:** Many professional organizations offer access to job listings, research materials, and health guideline information. This can help develop your knowledge and skills in your chosen field.
3. **Professional development:** Professional organizations often host workshops, seminars, and conferences that provide opportunities for professional development. These events can help you stay up to date with the latest trends and developments in health care and improve your skills.
4. **Leadership opportunities:** Joining a professional organization can provide opportunities to take on leadership roles, such as serving on committees. This can help you develop valuable leadership skills that can benefit your career.
5. **Recognition:** Membership in a professional organization can be a valuable addition to your resume and may help you stand out to potential employers.

Scope:

This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the full-time, part-time, and certificate programs.

Enforcement:

Enforcement of this guideline will be the responsibility of NWCNHS faculty. Noncompliance with this guideline may result in disciplinary action.

Review:

The NWCNHS graduate faculty will review this guideline annually to ensure that it remains relevant and effective in promoting fair and objective evaluation of graduate nursing students during their programs of study.

Program Transfer Procedures and Guidelines

Purpose: This guideline outlines the transfer procedures for students applying to programs in the Graduate Nursing Department.

Policy Statement: The Graduate Nursing Department adheres to rigorous admission and transfer guidelines to select candidates who demonstrate the potential for academic excellence and contribute positively to the institution's diverse community.

Transfer into Graduate Nursing Programs

For Nicole Wertheim College of Nursing and Health Science, students seeking to transfer from programs within the college to a graduate nursing program must be in good academic standing when requesting the transfer and must apply and meet all admissions criteria listed in the graduate catalog. This includes but is not limited to fulfilling prerequisites, submitting relevant documentation, interviewing, and meeting GPA requirements specific to the nursing program. Students seeking to transfer from one Graduate Nursing Department program to another within the department must complete a transfer request form. The transfer form will be evaluated by the Chair of the Graduate Nursing Department in consultation with Program Leaders. The Graduate Nursing Department reserves the right to revise admission and transfer criteria, procedures, and deadlines to align with institutional goals, regulatory requirements, and best practices in higher education. Acceptance of the transfer request will be determined after evaluating the availability and capacity of the new program, academic standing, and relevant student qualifications. Admission decisions are based on a holistic review of applicants' qualifications, including academic achievements, extracurricular activities, letters of recommendation, and personal statements.

Scope: This policy applies to all students who are admitted and in good academic standing in another program in the college and are seeking admission to the Graduate Nursing Department or are seeking to transfer programs within the Graduate Nursing Department.

Enforcement: Enforcement of this guideline will be the responsibility of the Graduate Nursing Department Chair.

Review: The NWCNHS graduate faculty will review this guideline annually to ensure that it remains relevant and effective in promoting fair and objective evaluation of graduate nursing students during their programs of study.

Program Grievance Guideline

Purpose:

The purpose of this guideline is to provide a mechanism for graduate nursing students to report complaints related to the program, faculty, staff, or any other aspect of their educational experience. This guideline is intended to ensure that complaints are addressed in a timely and fair manner, and that students are provided with an opportunity to express their concerns.

Guideline:

Graduate nursing students have the right to file complaints regarding any aspect of the program, including faculty, staff, curriculum, and facilities. All complaints will be taken seriously and investigated thoroughly. Students will not be retaliated against for filing a complaint.

Procedure:

Filing a Complaint: Students may file a complaint in writing or verbally to the Program Chair. Complaints must include a detailed description of the issue, the date(s) and location(s) of the incident(s), and the name(s) of any individuals involved.

Review and Investigation: The Graduate Nursing Department Chair or designated representative will review and investigate the complaint, including gathering additional information as necessary. The investigation will be conducted in a timely and confidential manner.

Resolution: Upon completion of the investigation, the Chair will schedule a resolution meeting with the student(s) and other named parties, if appropriate.

Appeals: If the student is not satisfied with the response, they may appeal to the Dean of the NWCNHS within ten business days of receipt of the response. The Dean will review the complaint and provide a response.

Record Keeping: All complaints, investigations, and resolutions will be documented and kept on file for a minimum of three years.

The above procedure is for Program complaints only. Students can appeal academic, clinical, or program dismissal decisions. Students who wish to appeal must follow the NWCNHS Academic Grievance and Appeals Procedure. As noted in the Procedure, the NWCNHS Dean's decision on all matters of appeal is final.

Grievance and Appeals Procedure: <https://cnhs.fiu.edu/assets/docs/resources/nwcnhs-student-academic-grievance.pdf>

Scope:

This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the full-time, part-time, and certificate programs.

Review:

The NWCNHS graduate faculty will review this guideline annually to ensure that it remains relevant and

effective in promoting fair and objective evaluation of graduate nursing students during their programs of study.

Religious Observance Notification Guideline

Purpose: This guideline outlines procedures within the NWCNHS for students to inform their instructors of absences necessitated by religious observances. It underscores the school's commitment to responsiveness and respect for the diverse religious traditions observed by the student population.

Guideline Statement: The NWCNHS recognizes the importance of accommodating students' religious observances and is dedicated to fostering an inclusive and supportive learning environment. This guideline articulates the procedures for students to communicate and seek understanding from instructors regarding religious observance-related absences.

Scope: This guideline applies to all students within the NWCNHS who anticipate missing class due to religious observances.

Procedures:

- 1. Notification Process:**
 - Students who will be absent from class due to a religious observance must notify their course faculty within the first two weeks of the semester.
- 2. Submission of Notification Form:**
 - Students are required to submit a Religious Observance Notification Form to their faculty or academic advisor via DocuSign. This form should provide details about the specific observance, including the date, nature of the observance, and any potential impact on coursework.
- 3. Timeline for Notification:**
 - Notification of a religious observance-related absence should be communicated as early as possible but no later than two weeks into the semester to facilitate appropriate planning for course participation.
- 4. Course Faculty Communication:**
 - The course faculty will be informed of the religious observance through the submitted form, allowing for collaborative efforts to ensure minimal disruption to the student's academic progress.
- 5. Accommodations and Support:**
 - Instructors are encouraged to work collaboratively with students to make reasonable accommodations for religious observance-related absences, ensuring that the student has the opportunity to make up missed coursework.
- 6. Confidentiality:**
 - Information provided in the Religious Observance Notification Form will be treated with utmost confidentiality, respecting the privacy of the student and the nature of the observance.

Reason for Guideline: This guideline is established to uphold the NWCNHS's commitment to inclusivity, acknowledging and accommodating the diverse religious traditions observed by its student population. The procedures outlined aim to facilitate effective communication and understanding between students, instructors, and the Graduate Nursing Department Chair regarding religious observance-related absences.

Scope:

This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the

full-time, part-time, and certificate programs.

Review:

The NWCNHS graduate faculty will review this guideline annually to ensure that it remains relevant and effective in promoting fair and objective evaluation of graduate nursing students during their programs of study.

Students with Disabilities

Students with disabilities must register with the [Disability Services for Students](#) prior to the beginning of the semester. At the beginning of the course, the student must inform the faculty member concerning his/her disability. Personnel in the Office of Disability Services for Students will provide a written statement regarding any necessary accommodations. Current documentation of disability is required to receive services.

Service Animals

Florida International University allows students to have service and emotional support animals with the appropriate documentation in allowable areas on campus. Pets and non-research animals are always restricted on university property and therefore not covered under this guideline. Under federal law, Service Animals are allowed in public areas in the university so long as they meet the guidelines set forth in this guideline. In addition, Emotional Support Animals are only allowed in university housing on campus with prior approval.

See: [Service and Emotional Support Animals on Campus Guideline](#)

Scope:

This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the full-time, part-time, and certificate programs.

Review:

The NWCNHS graduate faculty will review this guideline annually to ensure that it remains relevant and effective in promoting fair and objective evaluation of graduate nursing students during their programs of study.

Social Media Guideline

Purpose: The Nicole Wertheim College of Nursing and Health Sciences recognizes that social media and web-based network platforms and applications including, but not limited to, Facebook, Instagram, and Twitter, are important and timely means of communication. However, students who use these social media sites and applications must be aware of the critical importance of limiting the use of these sites and privatizing the settings of these sites and applications so that only trustworthy "friends" have access to the sites. Students must also be aware that posting certain information is illegal. Violation of existing statutes and administrative regulations may expose the offender to criminal and civil liability, and the punishment for violations may include fines and imprisonment. Offenders also may be subject to adverse academic actions that range from a written reprimand to dismissal from the program and expulsion from the university.

Guideline:

The Nicole Wertheim College of Nursing and Health Sciences will specify requirements, student responsibilities, and recommended guidelines regarding the use of social media and web-based network platforms. When using these social networking sites, FIU students in the Nicole Wertheim College of Nursing and Health Sciences are expected to conduct themselves maturely, responsibly, and professionally.

Discourse should always be civil, respectful, and in accordance with University Regulations. Student behavior should be in accordance with [FIU's values](#) and are bound by [FIU-2501 Student Conduct and Honor Code](#).

Enrolled students represent the Nicole Wertheim College of Nursing and Health Sciences and Florida

Prohibited Technologies: On March 29, 2023, the State University System of Florida Board of Governors made an emergency amendment to regulation [3.0075 Security of Data Related Information Technology Resources](#), which prohibits the use of specified technologies. Florida International University is required to remove the identified technologies stated in the [State University System \(SUS\) Prohibited Technologies List](#) from any university owned devices and block associated network traffic of these technologies (https://security.fiu.edu/prohibited_technologies).

The prohibited technologies include:

- Kaspersky
- VKontakte
- Tencent QQ
- TikTok
- WeChat

International University as healthcare professionals. With regard to Social Media, personal posts on any and all social media platforms, which currently exist or will exist in the future, should be appropriate to your profession in healthcare, and not reflect adversely on the College of Nursing and Health Sciences or the University. Students who violate social media guidelines will be in violation of the [FIU-2501 Student Conduct and Honor Code](#), Section 5-K-1 and may be subject to disciplinary action.

1. Students must NOT transmit or place individually identifiable patient information online; this includes photographs of any kind.

2. Students must observe ethically prescribed professional patient-healthcare provider boundaries.
3. Students should understand that patients, colleagues, institutions, and employers may view postings on personal accounts.
4. Students should take advantage of privacy settings and should seek to separate personal and professional information online.
5. Students should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Standards of professionalism are the same online as in any other circumstance. This includes postings regarding the University, the Nicole Wertheim College of Nursing and Health Sciences, faculty, staff, and peers.
7. Do not share or post information or photos gained through the healthcare provider- patient relationship.
8. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
9. Do not disparage patients, clinical sites, clinical rotations or field experiences, employers, co-workers, and/or peers even if they are not identified.
10. Do not take photos or videos of patients or any clinical setting on personal devices, including cell phones.
11. Promptly report a breach of confidentiality or privacy.
12. If students choose to list an email address on a social networking site, they should use a personal email address (not their fiu.edu address) as their primary means of identification.
13. Students may not represent themselves as another person.
14. Students may not utilize Web sites and/or applications in a manner that interferes with their academic/clinical responsibilities.
15. The following actions are strongly discouraged:
16. Display of vulgar language.
17. Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, or sexual orientation.
18. Presentation of photographs that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

Scope:

This Guideline applies to all matriculated and continuing NWCNHS graduate nursing students in the full-time, part-time, and certificate programs.

Enforcement:

Enforcement of this guideline will be the responsibility of the NWCNHS graduate faculty. Noncompliance with this guideline may result in disciplinary action, including dismissal from the program.

Review:

The NWCNHS graduate faculty will review this guideline annually to ensure that it remains relevant and effective in promoting fair and objective evaluation of graduate nursing students during their programs of study.

DNP Program-Specific Policies and Procedures

DNP Project Course Series

DNP Project courses (I, II, and III) are designed as a 3-course series that build on each other. The courses provide the DNP student with mentored opportunities to identify, develop, implement, evaluate, and disseminate a quality improvement project. All DNP core courses must be completed satisfactorily before the first DNP Project course begins.

Suppose the student has not satisfactorily completed the corresponding portion of the DNP Project during courses I, II, or III at the end of the four-credit course. In that case, the student may receive an incomplete on one of the courses until the work is approved and graded by the faculty member (University/College policies and procedures for Incomplete Grade apply). However, progression into the next Project level cannot occur until satisfactory completion of work is approved, and the Project Faculty member posts a satisfactory grade.

The Project Faculty Member can offer a DNP one credit course extension in consultation with the Graduate Nursing Program Director to complete the DNP Project.

See the forms section of the course syllabus/shell for all related forms needed.

DNP Project

The Doctor of Nursing Practice (DNP) program concludes with successfully fulfilling a 12-credit DNP Project, segmented into three Progressive Project Courses (each comprising four credits). This culmination will be initiated following the completion of all DNP core coursework. Collaboratively designed by the student in conjunction with a faculty member and clinical preceptor, the DNP Project necessitates a substantial, evidence-based contribution to nursing practice, suitable for publication in a peer-reviewed, practice-focused nursing journal. Exemplary projects encompass quality improvement project proposals, program needs assessments, evidence-based program development, evaluations of existing programs, formulation of assessment or therapeutic protocols, or cost/benefit analyses of program models. This scholarly clinical undertaking serves as a platform for students to showcase the synthesis of scientific knowledge within their specialty practice area and to augment the existing body of nursing knowledge.

DNP Project Faculty

As soon as the student has registered for the DNP courses, the student will identify a focus area for the DNP Project. A faculty will guide the student in procedures about the completion of the project. The student will select the immersion site with a faculty. The project topic choice should be based on the student's proposed area of clinical inquiry and the faculty member's clinical and scholarly interests.

The faculty must be a doctorally-prepared faculty member in the NWCNHS.

The DNP faculty supervises the project as a whole and is the primary resource person for all aspects of the project. A recommended approach for students to use in identifying a project mentor is to become informed about the scholarly interests and mentor's areas of expertise. The student, faculty, and mentor will work together, often intensively, over an extended period, so careful selection is essential.

The faculty and immersion site organizational mentor assists the student in developing a continued plan for the project, monitors the student's progress, and guides the student throughout the DNP Project. To formalize the DNP Project Team, signatures from all team members are obtained by the DNP student and recorded on the DNP Project and DNP Team Approval Form. Since this form establishes the type of output the student will produce, the number of articles if applicable, and other important information, the student is advised to keep a copy of this form before sending the original, signed form to the Director of the DNP degree program for his/her signature.

Changes in DNP Project Team Membership

Any changes in the DNP Project Team must be approved by the DNP Project Advisor and the Director of the DNP Program.

Final DNP Project

The final product includes the Final Report agreed upon by the student and their DNP Team as documented on the DNP Project and Team Approval Form, which could be:

1. A manuscript submitted for publication
2. A grant proposal
3. A publishable clinical guideline
4. Innovative change project (Multimedia, Guideline, Curriculum development)
5. Other (Ex. Legislative bill, etc.)

Steps to the DNP Project Process

The DNP project process consists of the following steps:

Step 1: Identify project topic area of interest (Project title as well)

Step 2: DNP Project Team established (lead faculty, student, primary clinical immersion mentor, and others as needed to inform the project)

Once a student has formed the DNP Project Team the student must complete the DNP Project and DNP Team Approval Form as described above (see handbook for form).

Step 3: Write Literature Review. Findings from the Literature Review will serve as the foundation of the Quality Improvement project.

Step 4: Write the Quality Improvement Project Proposal. DNP project proposal primarily focuses on quality improvement initiatives at the immersion site. There must be clear evidence that DNP project proposal was developed from the literature review findings and the immersion site's established needs. The DNP project protocol must be submitted to the FIU IRB for approval (additional IRB immersion site approvals may be required).

Step 5: Complete Project

Write and submit the DNP Project Final Report (APA format required), which will include the literature review, developmental process for the quality improvement project, and implementation results.

Step 6: Oral Presentation

The goals of the DNP oral presentation are:

1. Develop professional presentation skills.

2. Oral presentation of a command of the topic by presenting literature review and demonstration of how the Quality Improvement Project emerged from the findings of the literature review.
3. Presentation of QI project results.
4. Disseminate knowledge from the final project to team members, nursing peers and the academic community at the annual DNP Symposium.

All oral presentations must be live (synchronous) to the DNP Team/NWCNHS faculty and peers. DNP Symposium is open to the public.

Step 7: Submit Copies of Completed DNP Project Report

Once the oral presentation has been completed and approved by the student's committee, students must submit an electronic copy of their final project report, and product to the DNP program director.

This electronic version must have the signed title page and include all the attachments and sign-off forms as well as any final products produced as one merged pdf document entitled with the student, Last Name, First Name, and "DNP" (insert Class year): Ex; Smith, John, DNP 2020. This is to be submitted to the FIU Library Repository after all appropriate signatures have been obtained.

Students must meet the deadlines for completion/presenting, formatting, and submission for the semester in which they will complete degree requirements. The deadlines are published in the Schedule of Classes and graduate school website. Timelines will be adhered to closely.

Guidelines for DNP Project and Final Report

The DNP student is expected to submit a quality improvement project commensurate with advanced doctoral nursing practice specific to their focus concentration area: advanced clinical practice, clinical education, or systems administration. To successfully complete the objectives of the three-course series, the DNP student is expected to submit a doctoral thesis of the Project (i.e., quality improvement project) completed in conjunction with the advanced doctoral nursing practice mentorship experience and disseminate findings of the project. Dissemination activities (i.e., NGR 7942) may take several forms, including developing an evidence-based practice guideline, educational modules, curriculum, tool kit to move science into practice, publication, and other strategies.

Beyond the MSN, clinical practice experiences at the DNP level expand the student's practice to DNP level expectations. All students must complete a minimum of 540 supervised DNP Residency hours at the DNP level.

NOTE: Per the DNP essentials all students must have minimally a 1,000 documented clinical practice hours post-baccalaureate. Hence students might be required to complete additional residency hours beyond the required 540, if upon admission, based on the required "Verification of Post-Baccalaureate Clinical Practice Hours" form, their total number of hours upon completion of the program with the 540 will be less than the 1,000-hour minimum requirement. This will be determined early in the program, and a plan of action designed for each student needing additional practice hours.

Areas of focus for DNP practice experiences include:

- translation of research evidence into practice, including the complexities of motivating and achieving sustainable practice changes and staff behaviors in clinical environments.
- systems leadership for improving patient and healthcare outcomes.
- specific DNP competencies that the student may lack or has yet to develop. Students are encouraged to review the DNP Essentials document and identify specific competencies in their practices that they would like to strengthen through their clinical hour requirements.
- development of skills that support successfully completing the student's DNP Project.
- health guideline immersion, analysis, and creation.

Residency hours and credits needed for DNP Project I (NGR 7940C), DNP Project II (NGR 7941C), and in DNP Project III (NGR 7942C) are stipulated on the course syllabus and are coordinated in collaboration with the course professor. Students may fulfill these clinical requirements in their work settings through arrangements with NWCNHS approved organizational mentors. It may be helpful to schedule a joint meeting of the Residency Faculty, student, and Preceptor early in each course to clarify the student's learning objectives and plan for student clinical hours.

Guidelines and Guideline for Organizational Mentors and Clinical Contracts

Students may not begin any DNP residency activities until an approved clinical contract with the healthcare facility or institution is in place. FIU must have an affiliation agreement in place with the potential clinical site before student can attend that clinical site. The DNP Program Director and Clinical Education Department must approve DNP clinical rotations before students can start residency immersion experience hours.

Students must follow the following steps:

1. Identify a organizational mentor in the student's place of practice or in the community. Ideally the preceptor should be doctorally prepared, an expert in the student's field, willing to be the student's preceptor/mentor, and agree to complete all written evaluation forms to document the Residency.
2. Verify that a contract with the facility or institution is in place. Follow the Clinical Education – Organizational Mentor Approval Process. Check our current list of Clinical Site Contracts.

Note: Initiation of new contracts can take from 6–8 weeks, students are encouraged to begin the placement verification process with sufficient time.

3. Whether you select a currently contracted facility or initiate a new contract, you are responsible for reading the contract, abiding by it, and completing and submitting any requisite forms in addition to NWCNHS requirements governing clinical placements.
4. You must also fully adhere to any rules and regulations specified by any clinical facility, organizational mentor, and/ or institution that govern student clinical rotations on their premises.

General Guidelines for Mentorship Component of DNP Project Courses

1. Clinical mentorship hours may be done at the student's current job site. However, if this is the case the clinical hours must go beyond the student's current work responsibilities and be done outside of their regularly scheduled work hours. Also, the preceptor/mentor of record cannot be the student's regular work supervisor.
2. Clinical mentorship hours must be supervised by a preceptor/mentor who is an expert in the student's clinical specialty area and/or in the DNP Project field of interest.
3. Upon completion of the program, the student must document at least 540 supervised immersion hours, as stipulated in each DNP Project course and Health Guideline immersion course.
4. Students must develop objectives/goals for their residency experiences in collaboration with their preceptor/mentor and be approved by the DNP residency faculty member.
5. Students must document meeting all objectives/goals.
6. DNP Project courses have a coordinating course faculty for each of the three DNP Project courses.
7. DNP Project courses are designed in a progressive series; therefore, successful completion of DNP Project I is necessary to progress into DNP Project II, and successful completion of Residency II is necessary for progression into DNP Project III.
8. Students may not register for more than one DNP Project course per semester. Each DNP Project course consist of 4 credit hours (2 credits for DNP scholarly project and 2 credits for DNP clinical mentorship directly related to the DNP scholarly project focus area).