Harding University
Carr College of Nursing

“DEVELOPING NURSES AS CHRISTIAN SERVANTS”

Graduate Student Handbook
2016-2017
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GRADUATION STATUTES OF LIMITATIONS

University’s Statute of Limitation for Graduation
The terms of graduation outlined in the *University Catalog* under which a student enrolls at Harding may be withdrawn or superseded by later requirements if the student has not graduated within five years of admission to Harding University.

Nursing’s Statute of Limitation for Graduation
Following admission into the Carr College of Nursing MSN program, nursing courses are to be *completed within five consecutive years*. If a student *DOES NOT graduate within five consecutive years* following admission to the Carr College of Nursing MSN program, the student’s progress will be evaluated by committee and an individualized remediation plan will be developed to ensure competency and safety as a new graduate. This may include repeating courses. These will be reviewed in accordance to the state and national recommendations for advanced practice nursing education.

**HCCN Graduate Student Handbook**
This handbook will be reviewed as necessary to inform graduate nursing students of current University and Carr College of Nursing policies. Recommendations for change may be submitted in writing to the Dean of the Carr College of Nursing. Addendums will be added as needed between the revisions.

HCCN Graduate Student Handbook Revision Committee:
- Dr. Susan Kehl, Associate Professor, Dean of the Carr College of Nursing
- Dr. Greg Brooks, Associate Professor, Associate Dean, Family Nurse Practitioner Program Director
- Dr. Dona Clarin, Assistant Professor, Family Nurse Practitioner Clinical Director
- Molly Rummel, Graduate Program Administration Assistant
ACCREDITATION AND APPROVAL

The master's degree in nursing and post-graduate APRN certificate program at Harding University is pursuing initial accreditation by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation). Applying for accreditation does not guarantee that accreditation will be granted.

Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle, NW Suite 530
Washington, DC 20036
Phone: (202) 887-6791
Fax: (202) 887-8476

PROGRAM DOCUMENTS

Mission Statement

Mission of the Carr College of Nursing: “Developing Nurses as Christian Servants”

The Harding University Carr College of Nursing (HCCN) fosters a supportive environment, which challenges professional graduate nursing students to reach their full potential. The Carr College of Nursing’s mission is to provide a quality education, which leads to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

- The preparation of advanced practice nurses who provide health care reflective of their faith and Christian service and who value lifelong intellectual growth.
- The encouragement of critical thinking in all realms of advanced practice nursing which acknowledges dependence on God and is built upon a liberal arts foundation.
- The development of a commitment to Christian values, ethics, intellectual excellence, and professional standards of advanced nursing practice.
- The promotion of supportive personal and interprofessional collaboration.
- The promotion of lifelong health behaviors that contribute to an improved quality of life physically, spiritually, psychologically, and socially.
- The emphasis of a servant-leadership lifestyle which prepares advanced practice nurses to have a respect for individual and population cultures and an understanding of global mission opportunities.

Philosophy of the Carr College of Nursing

The Carr College of Nursing faculty is committed to philosophical beliefs that support the overall goal of providing quality education which leads to an understanding and philosophy of life consistent with Christian principles. Congruent with Christian values of caring, faith,
service, the faculty believes that all individuals possess dignity and worth and have equal rights of freedom and choice. As holistic beings with physical, psychological, social, and spiritual dimensions who search for a relationship with God, individuals develop values and ethical beliefs influenced by others and the Scriptures. The relationship between individuals is powerful, reciprocal, and dynamic.

The faculty further believes that individuals develop over their lifespan and are influenced by the family, culture, community, and faith. The family, whether traditional or nontraditional in structure, remains the most significant factor in the growth and development of the individual and provides the basis for learning cultural norms, values, and roles. The family is foundational to society which is also composed of groups and communities. Within this network of relationships, society shares mutual obligations with individuals to preserve and influence the health of individuals towards their highest level of wellness.

The faculty believes that health care is a basic human right. While the state of an individual’s health is the individual’s responsibility, the graduate nurse assists the client to optimal health and abilities. Health is a state of complete physical, psychological, social, and spiritual well-being and not merely the absence of disease or infirmity (WHO, 1947). The health state is viewed as an ever-changing process, the outcome of which can be altered by changing behaviors throughout the lifespan. Wellness and health are further defined by the individual, and as such, are recognized as primary individual responsibilities.

Faculty view nursing as an art and a science; it is a process of assessment, analysis, planning, implementation, and evaluation which utilizes a systematic approach to the provision of evidence-based nursing care. Graduate nurses demonstrate caring by facilitating clients’ health in all dimensions when they are unable to do so effectively for themselves, alleviating suffering and practicing the art of healing. The practice of safe, holistic nursing care based upon the nursing process, requires the utilization of research, critical thinking, leadership knowledge, and Christian principles, as well as the ability to communicate, the use of professional standards, and clinical competence to provide healthcare to individuals and populations. Professional nurses use knowledge and skills to influence and advocate for clients with health care needs to alter their lifestyles. The goal of holistic advanced practice health care is to assist clients to achieve optimum well-being in all four dimensions or to attain a dignified death. This can be accomplished through nursing care practiced in a variety of clinical settings.

The graduate faculty is committed to the standards and codes of professional practice. Because broad knowledge and skill levels are required to assume leadership roles in practicing professional nursing, the faculty believes entry level practice demands baccalaureate preparation integrating liberal arts, sciences, and behavioral concepts. Furthermore, the graduate faculty believes advanced nursing practice requires the minimum of a master’s level preparation in nursing arts and sciences. The graduate program prepares nurses to be providers of care, coordinators of care, and active participants as an advanced practice nurse. The graduate program prepares nurses to strengthen their area of expertise with an emphasis on the art and science of advanced nursing practice while working in multiple spheres of influence and with diverse populations.
Graduates use servant-leadership principles in their work locally and abroad as full partners with other interdisciplinary team members. These advanced practice nurse must adapt to the ever-changing health care needs of a diverse population within a global perspective. The graduate faculty believes, because of this adaptation need, that graduates must develop a commitment to lifelong learning.

The graduate faculty further believes that student-teacher relationships are based on mutual trust with a common goal of learner success. Toward this goal, the graduate faculty serves as role models, resource persons, and learning facilitators. As educators who are committed to excellence in teaching, scholarly activities, and community service, the graduate faculty believes that participation in activities that enhance and further Christian service, the nursing programs, and the profession of nursing are essential.

The educational framework drives the teaching-learning process through which changes in learner behavior and lifestyle occur. The curriculum provides the learner with opportunities to use the knowledge, attitudes, and skills consistent with the practice of advanced practice nursing. The graduate faculty accepts responsibility for promoting professional pride and self-worth of colleagues and learners as well as preparing graduates who are concerned and committed to society’s health and welfare.
Legend: Carr College of Nursing employees are an interacting working team that collaborates through meetings, standing committees, task forces and informal communication.
There will be student representation on four Standing Committees associated with the Carr College of nursing.

- **Health Missions Committee** – This committee coordinates HCCN health mission’s efforts locally and internationally, including trips at Spring Break and during the summer. Mr. Jerry Myhan is the chairperson.

- **Graduate Committee** – This committee is comprised of faculty teaching primarily in the HCCN graduate program, staff involved in carrying out duties with the graduate program, and designated graduate students. This committee meets once a month to review issues relevant to the graduate courses and the program in general. Students will be asked to serve one academic year.

- **Health Science Academic Affairs Committee** – The Health Sciences Academic Affairs Committee (HSAAC) reviews matters related to the health sciences curriculum. The functions of the committee are to initiate and act upon items from within or outside its own membership and consider and approve recommendations concerning curriculum, course content revisions, course designations, course prerequisites, college or program requirements for pre-professional curricula, and changes and requirements for health sciences undergraduate, graduate, and professional degrees. Membership is by appointment by the discretion of the Dean/Associate Dean and may include an undergraduate and/or graduate student for the two representative appointments.

- **Health Sciences Academic Performance and Standards Committee** – Graduate nursing students may be asked to be appointed to this rotating committee every 3 years, serving for a one year period of time. Members of this committee play a key role in the academic appeals process and meet on a limited basis.

One graduate level student from each cohort will be appointed by the graduate faculty. Class representatives must be willing to serve as active committee members. It is the responsibility of each representative to report significant committee activity to the class in a timely manner (including, but not limited to, after each meeting) and to report student feedback, ideas, and matters of importance to the appropriate committee. Student representation on graduate program committees is a mechanism to provide the students with an opportunity to participate in the governance of the Carr College of Nursing. Attendance at graduate faculty standing committee meetings is mandatory. Student representatives should possess the capabilities and/or computer software to facilitate communication with the committee members. Student representatives should have the time to serve on the committee and represent the classes’ views. If a member misses two consecutive regularly scheduled meetings, another representative may be appointed in the student’s place. Student representatives should notify the committee chairperson(s) prior to missing a meeting if that situation arises.

**NURSING ORGANIZATIONS**

The *Epsilon Omicron Chapter of Sigma Theta Tau International (STTI)*, a nursing honor society, offers membership to students who meet the organization’s criteria.
Epsilon Omicron Chapter Sigma Theta Tau International (STTI): An Honor Society
The Harding University Honor Society of Nursing, established in 1976, became the Epsilon Omicron Chapter of Sigma Theta Tau International in 1981. Sigma Theta Tau International is an international nursing honor society recognizing excellence in nursing practice, leadership, academic achievement, and research efforts of nurses. An annual induction is held for qualified nursing students who have maintained a high scholastic average and have demonstrated outstanding achievement in nursing. This induction is currently held during the Fall semester. Community nurse leaders, with a minimum of a baccalaureate degree, who have demonstrated marked achievement in nursing, are also eligible for membership.
To be eligible for invitation into the graduate chapter, nursing students are to:
- Have completed one year of academic studies in the MSN program at HCCN.
- Have a minimum cumulative grade point average of 3.0.
- Be ranked in the upper 35% of their graduating class.
- Be in good academic standing with the Carr College of Nursing and Harding University.

American Academy of Nurse Practitioners
The American Academy of Nurse Practitioners (AANP) allows students to join at a discounted rate, both graduate and Post Master’s students. Students will have access to many conferences and publications at a reduced cost or as part of their membership. Scholarship and grant opportunities are directed for student projects and research. Having access to workers already active as nurse practitioners on a state and national level can expose students to a variety of issues relevant to their future practice. For more information, you may contact any of your professors or AANP directly at http://www.aanp.org/membership/student-membership.

State Nurse Practitioner Organizations
Each state has an organization comprised of nurse practitioners (NP) practicing in that area. Because each state has different scopes of practice and issues relevant to their ability to serve as a nurse practitioner, students will need to be aware of the legalities of being able to practice within their state. Most state NP organizations include a wide variety of NP professionals that may act as student resources, providing additional assistance with locating and securing potential preceptors and future. Involvement as a student will be beneficial to students as a future practicing healthcare provider.

PROGRAM ASSESSMENT AND EVALUATION

Assessment
Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its
centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

**Faculty and Course Evaluation**

Evaluation is an integral part of Harding's nursing program. Every semester, students are asked to complete online evaluations of their faculty and courses for that semester. These evaluations are administered online through the HU Office of Testing and Assessment. The results are discussed between the Associate Dean, the FNP Program Director, and the faculty member when reviewing courses. Students are asked to complete clinical evaluations at the end of every clinical portion of a course. These results are considered when making course/clinical revisions. In addition, the results are used along with several other sources of information related to faculty performance, to determine faculty rank, promotion, and awards. The clinical evaluations are summarized at the end of the course by the faculty coordinating the course and then shared with the Curriculum Committee when considering course revisions. Students also complete clinical agency evaluations for the Carr College of Nursing and for clinical agencies when requested. This is in accordance to our accrediting body to maintain status as an accredited program.

**Student Evaluation**

The Carr College of Nursing is dedicated to compilation and analysis of assessment data for the purpose of evaluating student learning and achievement. In addition to compliance with the Higher Learning Commission, the Carr College of Nursing adheres to the assessment standards established by the Commission on Collegiate Nursing Education (CCNE) and the Arkansas State Board of Nursing. Program evaluation, as well as a need to document compliance with these standards, stimulated formation of a comprehensive Program Evaluation Plan by the Carr College of Nursing. Among the outcomes measured include, but are not limited to: health care decision making practices, research, leadership and service, critical thinking, communication, and student success on the Family Nurse Practitioner certification following graduation. Outcome data generate information for program enhancement.

The faculty believes evaluation is a necessary component of the learning process. Students are held responsible for meeting course student learning outcomes and evaluation criteria as stated in the course syllabus. Students are expected to contribute data to the written and verbal evaluations and are encouraged to seek understanding and clarification of evaluation that is unclear or not understood. Final evaluation decisions are the responsibility of the faculty.

All students will receive on-going evaluation of progress both verbally and in writing throughout each semester. Evaluation criteria will be based upon guidelines set up in course syllabi.
COMMUNICATION

Professional Communication
Communication is shaped by Godly principles and the ANA Professional Code of Conduct (The Code) as well as state and federal laws and professional expectations. Specifically, The Code addresses respect for human dignity, confidentiality, relationships with colleagues and others, collaboration, and professional boundaries in a graduate nurse’s communication. The following are reflections of expectations extracted from The Code:

- The principle of respect for persons extends to all with whom the advanced practice nursing student interacts. This includes classmates, University staff & professors, preceptors, clinical staff and administration, collaborating healthcare providers, and patients.
- The advanced practice nursing student maintains compassionate and caring relationships with colleagues and others.
- The advanced practice nursing student treats others with respect and compassion.
- Professional Boundaries: The advanced practice nursing student, within the professional role, recognizes and maintains boundaries that establish appropriate limits to relationships. The nature of nursing work has a personal component and relationships with clients and colleagues differ from those that are personal, such as friendships. The advanced practice nursing student, working in close concert with others under stressful conditions, finds that potential for blurring of limits to professional relationships. In all encounters, advanced practice nursing students are responsible for maintaining professional boundaries. These professional boundary expectations are consistent with future expectations as an advanced practice nurse. See the National Council of State Boards of Nursing (NCSBN) website for information related to Professional Boundaries and Social Media (https://www.ncsbn.org/347.htm)
- Social Media: See White Paper: A Nurse’s Guide to the Use of Social Media (www.ncsbn.org/social_media.pdf) The student is expected to communicate in a professional, responsible, and respectful manner and maintain professional boundaries in all avenues of communication, including online social networking websites (Facebook, Twitter, MySpace, Blogs, etc.). The vulnerable (clients/families, coworkers, peers, faculty) must never be exploited. This includes patients/clients, staff, families, and others encountered during mission trips/activities. Discussion of patients/clients or clinical situations whether specific or vague, can have far-reaching effects. The client/family, coworkers, the clinical agency, the Harding University Carr College of Nursing, Harding University, and the student can all suffer damage from inappropriate communication. Violations are subject to clinical policies and HIPAA Law. See HIPAA policy in HCCN Graduate Student Handbook. Violations may also affect an advanced practice nurse’s ability to obtain and maintain nursing licensure. In certain situations, legal proceedings may be pursued by clinical agencies, clients, or others who believed that they were harmed by violations of these strictly enforced rules and procedures. Students must follow all clinical agency guidelines pertaining to professional communication.
- The advanced practice nurse safeguards the client’s right to privacy.
- The advanced practice nurse has a professional and legal duty to maintain confidentiality of all client information.
• Collaboration, separate from cooperation, is the concerted effort to attain a shared goal – that maintains quality and safe client care.

• Effective nursing care is accomplished through the interdependence of graduate nurses in various roles – teachers, students, administrators, managers, support staff, researchers, and leaders. Advanced practice nurses in all roles share responsibility for the outcomes of nursing care.

In the academic environment, these excerpts apply to learning advanced practice relationships. The graduate nurse, as a more mature and educated nurse, continues to learn and refine the use of these concepts in classrooms, clinical areas and through relationships with faculty and peers. All elements of professional communication apply to the academic environment.

**Professional Lines of Communication**

Professional communication between administration, faculty, and students is essential. Most course communication between faculty and students will occur through the designated learning platform established to deliver course content and meeting course student learning outcomes. However, there is a large percentage of information that must be communicated outside of the online classroom in order to preserve a smooth transition between semesters and clinical as well as communicating student needs to faculty/administration. Faculty and staff will work with students to set up clinical sites for nurse practitioner clinical experiences. Checking e-mail through the harding.edu e-mail system on a regular basis is essential in maintaining communication with faculty and ensuring appropriate transition through the program.

Maintain open lines of communication with HCCN student committee representatives. Students may give representatives information to be brought before the appropriate committee (Graduate Academic Affairs and Health Missions). Student suggestions and input are welcome. Suggestions should be given to the Associate Dean or the FNP Program Director by personal communication or e-mail. The Carr College of Nursing strives to improve the quality of our program and student satisfaction.

Nursing students are to communicate professionally and follow professional lines of communication while using Biblical principles. Issues between students, students and faculty, or students and preceptors are expected to be first resolved between the people involved. If the two people involved need a third person to facilitate communication, the lines of communication to follow are:

• a faculty member when there is a student-student problem or a student-preceptor problem
• the Program Director when there is a student-faculty problem or a student-student problem
• the Associate Dean of the Carr College of Nursing when the conflict cannot be resolved at the previous levels
• lastly, the Dean of the Carr College of Nursing

Refer to the Academic Grievance Procedure delineated in the *Harding University Catalog* online (see Graduate: Conduct and Ethics) for formal resolution of a grievance problem.

**Student Professional Communication Responsibilities**

It is the student's responsibility to check communication avenues daily to obtain important information. Students are accountable for all information announced and/or handed out in class/clinical, sent through
Name and Address Changes
Students are responsible for notifying the Graduate Administrative Assistant in the Carr College of Nursing by e-mail (gradnursing@harding.edu) if there is a name and/or address change while enrolled in the nursing program. Name changes are particularly important to report when applying for certification exams and state licensures. HCCN must have current contact information for each student (including Christmas breaks and summer if residence is maintained in Searcy during enrollment in the program) which includes:

- Name and Previous Name
- Mailing address
- Physical address
- E-mail address (other than your Harding e-mail address)
- Local phone number and/or cell phone number and
- Emergency contact information

Students are encouraged to keep the Carr College of Nursing and Alumni Office informed of current addresses and name changes following graduation. Boards of Nursing require that addresses and name changes are current at all times.

Contacting Faculty
Students may leave voice messages for faculty via their office telephone or leave messages for faculty with the Graduate Administrative Assistant. Students may also contact faculty via e-mail or other electronic methods. All faculty have posted office hours for meeting with students. The students are to schedule appointments directly with the faculty. Individual faculty will notify their students of the most efficient way to contact them for course-related dialogue while enrolled in their course, including while in clinical with preceptors.

Faculty Titles
Students are to refer to all faculty, including clinical associates, and staff by the title of Miss, Mrs., Mr., Professor, or Dr. in teaching-related situations, including written communication. This reflects the University's general policy.

Emergency Contact
If an emergency arises outside the regular office hours, faculty members can be reached at numbers designated at the beginning of the semester. It is recommended that students be considerate of faculty private time by limiting after-hours contact to emergency situations only and calling faculty at a reasonable hour such as before 9:00 p.m. in the evening. Most contact with faculty should be accomplished during faculty office hours in the Carr College of Nursing.
Netiquette
In the online classroom, people cannot see your face when using written communication, they cannot hear the tone or inflection of your voice, and they cannot observe your body language to determine your intention. Therefore, when responding to another student's written post, or even in creating your own, it is very important to write your thoughts out in a document before posting and take a few minutes away from them. Then reread what you wrote and make sure it answers the question(s) and is worded in a way that is not likely to offend others.

- Professional dialogue is a vital component to one’s education. Remember that your communication is between professionals, and thus should maintain a professional level of dialogue.
- It is okay to disagree, but do so in a manner that is constructive, rather than destructive, encouraging rather than denigrating.
- It is very easy to say the right words, but for them to be "heard" incorrectly. Take the time to review what you type. This is one of the benefits of online education: you have the ability to wait and rethink what you will say before you say it.
- USING ALL CAPITAL LETTERS IS THE SAME AS SHOUTING!!!!! Use capitals only to emphasize a point; do not type full posts in capital letters.
- Respect others’ opinions as you would have yours respected.
- This is a Christian school; please respect the religious beliefs of those around you.

E-mail
Each student is required to use their Harding University e-mail address. The student’s Harding e-mail address is HU’s official method of communication. Students are accountable for information sent via individual and course e-mail networks.

Checking E-mail during Holidays and Summer
While most communication between HCCN and students occurs during the semester dates, it may be necessary to communicate between semesters to ensure a smooth transition through the program and successful implementation of preceptor-led clinical. Types of information communicated by e-mail during this time might consist of clinical agreements, contract signatures, TB/CPR certification expiration dates, course schedules, graduation information, etc.

Canvas
Each student is responsible for HCCN program/course information via ‘Canvas’ online learning system (see course syllabus). Students should take advantage of University offered orientations to help improve their understanding and navigation in order to maximize their learning potential in the program.
APA: Official Writing Style Manual
All formal papers must be completed using the *Publication Manual of the American Psychological Association (APA)* (6th edition), which may be purchased from the Harding University Bookstore.

Copyright Laws
Under a federal copyright law (Public Law 94-533, October 19, 1976) almost all literary, artistic, or other products of a creative nature may be registered for protection with the Copyright Office of the Library of Congress. Such diverse products as books, maps, poetry, newspapers, plays, lectures, sermons, melodies, paintings, photographs, sculpture, motion picture films, videotapes, and sound recordings, or materials off the Internet, etc., may be covered by an exclusive copyright. Before copying material for classroom use, students are urged to see federal guidelines available in the Dean's office, Media Center, or Brackett Library.

Integrity and Ethical Expectations

American Nurses Association (ANA) Code of Ethics for Nurses (Professional Code of Conduct)
The Carr College of Nursing faculty supports Biblical teachings and the ANA’s professional code of conduct. These are reinforced in all nursing courses. The code of conduct is as follows:

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and strives to protect the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards, development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.


**Student Rights and Responsibilities**

The Harding University Carr College of Nursing operates within applicable federal and state laws regarding student rights and responsibilities. The mission and philosophy of the HCCN reflect the faculty’s commitment to fostering a supportive learning environment and challenging advanced practice students to achieve their full potential, all within a framework consistent with Christian ideals.

Specific information regarding student rights and responsibilities may be found in the *HU Catalog*, the *HU Student Handbook*, the *HCCN Graduate Student Handbook*, and the National Student Nurses’ Association online publications and resources.

In addition, HCCN students are responsible for:

1. Complying with requirements of the policies, procedures, and other guidelines in the *HCCN Graduate Student Handbook*.

2. Preparing for (as outlined in HU Catalog and course syllabi), attending, and participating in all online classes during designated times according to the syllabus and clinical as established with your assigned preceptor.

3. Attending all scheduled, on-campus learning experiences during designated times of the year. Failure to attend and participate in these on-campus, intensive experiences may result in the student being withdrawn from classes and a rescheduling of the remaining classes.

4. Seeking faculty guidance, advice, and direction when they encounter a personal problem which may affect their academic achievement. Students are also responsible for contacting appropriate faculty members when they experience difficulty with the content material of a course or when uncertain about course student learning outcomes, faculty’s expectations, or deadlines. Students are accountable for any electronic problems (computer or printer malfunctions, etc.). Therefore, it is essential to save written work to an external storage device.

5. Seeking academic advice and registering for those courses for which they are qualified in accordance with Harding Graduate Professional Catalog policies.

6. Following the ANA Code of Ethics and complying with the ANA Standards of Practice and the Arkansas State Board of Nursing Rules and Regulations, and their own licensing state in which they reside and practice (if different from the state of Arkansas), regarding professional conduct during their learning experiences in the Carr College of Nursing and as a professional nurse in the clinical setting.

7. Being kind and courteous and displaying civility and Christian behavior to faculty, peers, and fellow health care associates.

8. Working effectively in large and small groups, on-campus and online, with a spirit of professionalism, cooperation, and collegiality.
9. Providing safe quality health care for clients while enrolled in the Carr College of Nursing.

10. Incorporating evidence-based practice standards and current healthcare protocols into clinical experiences as appropriate for each clinical agency/learning situation.

11. Showing appropriate respect for those in authority over him/her and following proper channels of authority when encountering any type of problem. (Procedures for resolving grievances while pursuing the appropriate lines of authority are contained within the Harding University Catalog. Students are expected to read and follow the Harding University Graduate Student Handbook and the Harding Professional University Catalog throughout the program.)

12. Maintaining the highest standards of morality, integrity, orderliness, and personal honor.

HCCN Code of Conduct and Academic Integrity Policy

The Harding University Carr College of Nursing supports Biblical principles regarding integrity and upholds the American Nurses Association Code of Ethics for Nurses which states: "The nurse is responsible and accountable for individual nursing practice..."

The faculty believes clients deserve the best nursing care by nurses who adhere to professional standards of conduct. Many state laws mandate faculty to certify that graduates meet the state's legal and ethical requirements. Students are referred to and are expected to abide by the University Code of Conduct, the University Academic Integrity Policy, the ANA Code for Nurses, and the HCCN Code of Academic Conduct, and are expected to maintain the highest standards of morality, integrity, orderliness, and personal honor.

Honesty and integrity are characteristics that should describe servant of Jesus Christ. The Faculty pledges to strive for honesty and integrity in handling the content of courses and interacting with each student. Students are asked to pledge to do the same.

Students are expected to display honesty and integrity in classroom, clinical, and skills lab learning experiences. They are expected to adhere to the ANA Code for Nurses and Standards of Care (see online HCCN Policies and Procedures) as well as to Harding University integrity principles and policies regarding academic conduct.

It is important to understand that a student who willfully commits a dishonorable/dishonest act has chosen to live directly in conflict with Christian principles, with other students, and with the profession. When a student is dishonest in the clinical setting (i.e. falsifies or steals data, breaches confidentiality in papers and clinical notes or online discussions, or etc.), or violates malpractice/negligence laws and the clinical practice setting’s standards, including the ethical codes for nursing practice, these laws or policies may take precedence over the Carr College of Nursing guidelines for disciplinary actions related to misconduct. Also, when one knows of a peer’s dishonesty/actions such as participating in any form of academic misconduct, falsifying patient data, or utilizing outside resources on examinations, etc., one could be treated as an accessory to the incident. In some instances, those acts are violations of laws which have punishments that may limit or prohibit practicing the profession of nursing. Students enrolled in the courses in the Carr College of Nursing are bound by HU’s Integrity Principle, University Codes of Academic Conduct, and HCCN Codes of Academic Conduct as well as nursing’s Professional Codes of Conduct and Standards of Care.
All acts of dishonesty in any academic work constitute academic misconduct. This includes but is not necessarily limited to: cheating; plagiarism; fabrication; aiding and abetting academic dishonesty; conduct unbecoming a professional while participating in a practicum, preceptorship, field experience, online or on-campus testing, or any similar academic experience; and disruptive use or abuse of electronic devices in the classroom (see HU Code of Conduct and Academic Integrity Policy and Classroom Behavior Guidelines).

Academic dishonesty will be reported to the Associate Dean and Dean of the Carr College of Nursing and the Associate Provost. All instances of academic and/or clinical dishonesty will be handled according to the procedures delineated in the Harding University Graduate Student Handbook and the Harding Professional University Catalog.

Harding University Integrity Principle

- **Honesty**: Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
- **Authenticity**: Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
- **Accountability**: Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

Resolution of Academic Misconduct

Incidents of alleged academic misconduct shall be resolved according to the process published through the Office of the Provost (www.harding.edu/provost). Following discovery of the suspected academic misconduct, the faculty, preceptor, or staff member shall meet with the student in a timely manner to discuss the allegation, (In extenuating circumstances, this contact may be by phone or e-mail.) The faculty member may instruct the student to leave the classroom or clinical setting (if appropriate). The faculty, preceptor, or staff member will also notify the course coordinator at this time.

Types and Definitions of Offenses

1. **Cheating**: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise. Such infractions include, but are not limited to, the following:
   a. Using or having access to materials not authorized by the faculty member for completion of a quiz or exam or to assist others to do so, such as hidden notes, outside materials, recording devices, cell phones, cameras, text messages, computers, or other electronic devices.
   b. Copying from another student during a quiz or exam.
   c. Copying another student’s assignment or project.
   d. Obtaining answers to quizzes and exams, including those provided online and out-of-class.
   e. Invading or attempting to invade the administrative security maintained for the preparation and storage of examinations.
2. **Plagiarism:** Representing the words, ideas, or data of another as one’s own in any academic exercise. Plagiarism is a type of stealing, whether done deliberately or by mistake. Such violations include, but are not limited to, the following:

   a. Purchasing a paper from an electronic source or other entity.
   b. Downloading a partial paper or an entire paper from the Internet and submitting it as one’s own or allowing someone else (including tutors) to write, or significantly rewrite, a paper and then submitting it as one’s own.
   c. Using ideas, paraphrases and/or direct quotes, pictures, and/or PowerPoint slides or diagrams from a source without clear documentation of that source, including faculty presentations or handouts from/in class or online.
   d. Recycling a paper from a concurrent class or a class that was previously taken in high school or college without the permission of the faculty member to do so.
   e. Recycling a paper from a classmate or previous student, in this program or from a similar program, for a class or practicum, in part or in whole, and submitting it as one’s own.
   f. Copying verbatim from a source without using quotation marks, even if the source has been cited.
   g. Copying, in part or in whole, from a print source, media broadcast or recording, or the internet or other electronic media without proper acknowledgement of the source.
   h. Copying another person’s sentence style and structure, key words, organizational plan, or unique words or ideas without proper documentation.

3. **Fabrication:** Falsification or unauthorized invention of any information or citation in an academic exercise or documentation. Such misconduct includes, but is not limited to, the following:

   a. Taking a course, exam, or quiz for another student; completing course work for another student; or allowing another individual to do the same.
   b. Fabricating source information within an assigned paper and/or on the works cited page.
   c. Fabricating laboratory data or research information, subjective or objective patient data, diagnoses, or management plans on clinical notes, course papers, or assignments.
   d. Submitting collaborative and/or group work as one’s own, unless the faculty member has given permission for students to do so.
   e. Completing another student’s class assignment for the student.
   f. Collaborating on out-of-class assignments with students, professors, family members, and/or friends when the faculty member intended for students to work independently.
   g. Claiming to have attended an assigned function, such as a practicum, a service activity, a performance, a job interview, a home visit, a symposium, an observation, or a lecture without having attended the function or performed the actual service, or documenting attendance or performance records falsely.
   h. Lying to a University employee about assignments, attendance, illnesses, or absences.
   i. Making unauthorized use of University letterhead.
   j. Forging a signature for academic or clinical purposes.
k. Attempting to change an assigned grade or other information on any official University document, data source, or electronic item.

l. Falsifying information on the HCCN Functional Abilities Form, Health Forms, or Admission Forms.

4. **Aiding and abetting academic dishonesty**: Intentionally helping or attempting to help another student commit an act of academic dishonesty. Such misconduct includes, but is not limited to, the following:

   a. Allowing another student to copy one’s work and to submit the work as his or her own, or completing another student’s work and allowing them to submit the work as his or her own.

   b. Stealing an exam or quiz from a faculty member or copying an exam or quiz and/or sharing it with other students.

   c. Sharing exam questions with another student who has not taken the exam.

   d. Giving answers to quizzes and tests, including those provided online and out-of-class.

   e. Sharing exam or quiz results in a non-proctored test environment in which an honor code is imposed.

   f. Failing to challenge dishonest conduct witnessed in other students.

   g. Failing to report a known violation of the professional code. [*In the nursing profession, graduates are required by law and employer policy to report code violations and some law violations.*]

5. **Self-Plagiarism**: *This is the reuse of significant, identical or nearly identical components of one’s own product (previous paper, previous written work, etc.) without acknowledging the work or the intent to use one’s previous work.* Examples of self-plagiarism include, but are not limited to, the following:

   a. Submitting a paper, or portions from this paper, from a previous class’ assignment for the intention of meeting the requirements for the current class’ assignment.

   b. Submitting a clinical note or paper that was previous submitted for one class for assignments that are directed to use different patients or clinical scenarios.

6. **Conduct unbecoming a professional while participating in a class, practicum, internship, field experience, or any similar academic experience**. Such academic misconduct includes, but is not limited to, the following:

   a. Identifying oneself as a Harding student in off-campus locations for unauthorized academic, professional, or personal gain (for example, using computer access granted for student practicum purposes for non-educational purposes).

   b. Violating the legally protected privacy or confidentiality of employees or clients in learning environments. (For example, the Health Insurance Portability and Accountability Act (HIPAA), inappropriate communication using online social networking websites, reviewing friend’s/family’s medical records when not providing clinical care, etc.)

      *Recording anyone without their permission (e.g. faculty, student, guest presenter, patient, or client) is an ethical violation.

   c. Disregarding policies of school, clinic, or school-designated environments in which learning occurs, including agency, state, national, and federal guidelines.

   d. Acting in a manner that violates course policies or policies of the academic division.
e. Delegating without permission of the clinical faculty.

f. Failing to notify the preceptor, office manager, and/or clinical faculty immediately of any clinical error so that steps can be taken to prevent harm to the client.

g. Being dishonest or untruthful when documenting data on clinical notes or journals, when documenting in the client’s chart (including electronic records), and when giving verbal or written reports regarding client care.

7. *Theft, abuse, hoarding, possessing and/or transmitting, or concealment of academic property.*

Academic property includes, but is not limited to, the following:

- a. Library resources and materials
- b. Laboratory equipment and supplies
- c. Departmental or class resources
- d. Exams and quizzes, including those provided online and out-of-class

### ACADEMIC ADVISING

**MSN Students**

- MSN students in the Family Nurse Practitioner program will be established in one of three designated pathways: Master of Science in Nursing degree, Second MSN degree, and Post-Master’s certificate.

- Due to the established pathway and progression of courses developed for FNP students, courses are sequenced in a way that allows students to build upon foundational knowledge gained in each course.

- Each graduate nursing student has an assigned faculty academic advisor. This faculty advisor will have their degree pathway established at the beginning of the program by the FNP Program Director.

- This established course pathway will become their “Plan of Study” and outline when courses are to be taken. This plan of study will be maintained with the Graduate Administrative Assistant.

- While registration is done online, it is the student’s responsibility to meet with his or her faculty advisor at least once each semester to ensure that the student is meeting requirements for remaining in the graduate nursing program and that the student is progressing satisfactorily towards graduation. These meetings may take place either by phone or by using virtual technology to provide a “face-to-face” discussion.

- The student is responsible for meeting all University and HCCN requirements for graduation.

- The student is responsible for enrolling in the appropriate courses for each semester. The Graduate Administrative Assistant will review course enrollment to ensure students are in appropriate courses. The Graduate Administrative Assistant will also help organize meetings with students and a faculty advisor.
Faculty Advisors

- Each semester, the faculty advisor will assist the student in reviewing the schedule of classes for the upcoming academic year. Students should schedule a time to meet with their advisor to review their individual plan of study.
- The faculty advisor is available to the student at regularly scheduled office hours to discuss any academic questions or concerns. These hours are posted outside the faculty offices and on Canvas.
- The faculty advisor may be contacted in a variety of ways, including face-to-face contact, telephone calls, voice messages, e-mail, and notes.

Online Scheduler

- The University has an online scheduler program to facilitate registration for classes. This is located under the “Registration” tab in Pipeline.
- Graduate students will need to ensure semester tuition and bills are paid to allow enrollment for the upcoming semester.

Curricular Strands and Student Learning Outcomes

At the completion of this program, the advanced practice graduate will be prepared to:

<table>
<thead>
<tr>
<th>Strands</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Reasoning</td>
<td>1. Demonstrate clinical reasoning in making holistic advanced practice clinical judgments for safe and quality nursing care relevant to comprehensive client problems encountered in primary care settings.</td>
</tr>
<tr>
<td>Population Care</td>
<td>2. Integrate evidenced-based clinical prevention and population care for aggregates and identified populations encountered in primary care.</td>
</tr>
<tr>
<td>Evidenced Based Practice</td>
<td>3. Implement research findings and evidence-based best practices in the provision of advanced practice nursing to enhance safety and quality in care.</td>
</tr>
<tr>
<td>Research</td>
<td>4. Analyze disparities in knowledge or evidence, articulate research questions, and evaluate outcomes of advanced practice nursing for refinement of safety and quality.</td>
</tr>
<tr>
<td>Accountability</td>
<td>5. Demonstrate accountability for client and system quality outcomes, acting as a change agent, and client advocate.</td>
</tr>
<tr>
<td>Leadership</td>
<td>6. Analyze political, legal and ethical influences in health care systems that affect health policy and economics.</td>
</tr>
</tbody>
</table>
Collaboration  7. Communicate and collaborate with clients, families, and health team members for client and system quality outcomes, and to foster supportive personal and professional growth.

Christian Ethics  8. Demonstrate commitment to Christian principles, professional ethics, and standards of advanced practice to provide culturally competent, patient-centered care to clients and families in local and global communities.

Program Competencies
The Harding University Carr College of Nursing incorporates into its curriculum the AACN Essentials of Master’s Education in Nursing, the graduate-level QSEN competencies, and the NONPF nurse practitioner population-focused core competencies.

The Essentials of Master’s Education in Nursing
The Essentials of Master’s Education in Nursing addresses the graduate nurse’s continuing demand to be transformative thinkers and essential components of healthcare evolution. The Essentials are core components of master’s education programs and provide curricular elements that lay a foundation for healthcare. A nursing Master’s program should prepare the graduate to improve quality outcomes in healthcare, develop lifelong learning skills that demand excellence of self and others, build collaborative interprofessional healthcare teams, utilize evidence-based practice in their approach with patients, and develop unique, effective approaches to practice.

<table>
<thead>
<tr>
<th>Essential I: Background for Practice from Sciences and Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes that the master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential II: Organizational and Systems Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential III: Quality Improvement and Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes that a master’s-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.</td>
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</table>

<table>
<thead>
<tr>
<th>Essential IV: Translating and Integrating Scholarship into Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes that the master’s-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Essential V: Informatics and Healthcare Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes that the master’s-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.</td>
</tr>
</tbody>
</table>
Essential VI: Health Policy and Advocacy
Recognizes that the master’s-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
Recognizes that the master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

Essential VIII: Clinical Prevention and Population Health for Improving Health
Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

Essential IX: Master’s-Level Nursing Practice
Recognizes that nursing practice, at the master’s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.


Graduate-level QSEN Competencies
The Robert Wood Johnson Foundation (RWJF) established criteria to develop health care that was high quality, safe, effective, and patient-centered. While most of the essentials were developed and targeted toward entry-level nursing, additional steps were made to address the Institute of Medicine’s report, the Future of Nursing, (2011). Advanced Practice Nurses have been, and will continue to be, leaders in healthcare practice, administration, education, and research. With healthcare engaging in a continual metamorphosis, Family Nurse Practitioners must not only learn current standards, but the ability to seek improved ways of providing competent medical and nursing care.

<table>
<thead>
<tr>
<th>Definitions of QSEN Competencies</th>
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<tbody>
<tr>
<td><strong>Quality Improvement (QI):</strong></td>
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<tr>
<td><strong>Safety:</strong></td>
</tr>
<tr>
<td><strong>Teamwork and Collaboration:</strong></td>
</tr>
</tbody>
</table>
Patient-centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.

Evidence-Based Practice (EBP): Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.


The National Organization of Nurse Practitioner Faculties Nurse Practitioner Population focused Core Competencies

Upon graduation, MSN students educated to be family nurse practitioners are expected to understand and have developed competencies that are deemed reflective of a competent FNP. While new graduates are not expected to be experts in these competencies, the education included in FNP programs should entail content that will establish foundations for FNP graduates to build upon. These competencies include the following:

1. Scientific Foundation
2. Leadership
3. Quality
4. Practice Inquiry
5. Technology and Information Literacy
6. Policy
7. Health Delivery System
8. Ethics
9. Independent Practice

These competency areas have been further divided into specific core competencies. The most recent version (2014) of the NP Core Competencies can be found at http://c.vmedn.com/sites/nonpf.sitemdm.com/resource/resmgr/Competencies/NPCoreCompsContentFinalNov20.pdf
### MSN Curriculum Sequence

The FNP Curriculum has been developed to address the Essentials of Master’s education and the competencies necessary for a student to begin practice as a Family Nurse Practitioner. They are divided into 3 areas of education: Master’s Essentials, NP core courses, FNP Focus courses.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6010</td>
<td>Leadership, Policy, &amp; Economics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6030</td>
<td>Advanced Theory in Nursing Science</td>
<td>2</td>
</tr>
<tr>
<td>NURS 6040</td>
<td>Health Care Technologies, Teaching, &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6050</td>
<td>Epidemiology &amp; Vulnerable Population Applications</td>
<td>2</td>
</tr>
<tr>
<td>NURS 6060</td>
<td>Faith, Christian Ethics &amp; Interprofessional Collaboration in Advanced Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 6140</td>
<td>Advanced Research Methodology</td>
<td>3</td>
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#### NP Core Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit hours</th>
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<tbody>
<tr>
<td>NURS 6100</td>
<td>Advanced Role Development</td>
<td>1</td>
</tr>
<tr>
<td>NURS 6110</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6120</td>
<td>Advanced Health Assessment &amp; Diagnostics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6180</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3</td>
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#### FNP Focus Courses

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<thead>
<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>NURS 7000</td>
<td>FNP I Women’s Health/Family Theory</td>
<td>4</td>
</tr>
<tr>
<td>NURS 7120</td>
<td>FNP II Child/Adolescent Health/Family Theory</td>
<td>4</td>
</tr>
<tr>
<td>NURS 7200</td>
<td>FNP III Adult/Elder Health/Family Theory</td>
<td>6</td>
</tr>
<tr>
<td>NURS 7300</td>
<td>FNP IV Family Health &amp; Theory</td>
<td>6</td>
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<thead>
<tr>
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<th>Title</th>
<th>Credit hours</th>
</tr>
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<tbody>
<tr>
<td>NURS 6060</td>
<td>Faith, Christian Ethics &amp; Interprofessional Collaboration in Advanced Practice</td>
<td>2</td>
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#### Course Requirements for The PM Certificate Program

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## FNP Curriculum Sequence

### FULL TIME

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number and Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, Y1</td>
<td>NURS 6120 Advanced Health Assessment &amp; Diagnostics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 6110 Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 6030 Advanced Theory in Nursing Science</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NURS 6100 Advanced Role Development</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td></td>
<td>(60 Skills Hours)</td>
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<tr>
<td>Spr, Y1</td>
<td>NURS 6180 Advanced Pharmacotherapeutics</td>
<td>3</td>
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<tr>
<td></td>
<td>NURS 6060 Faith, Christian Ethics &amp; Interprofessional Collaboration in Advanced Practice</td>
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</tr>
<tr>
<td></td>
<td>NURS 7000 FNP I (Women’s Health &amp; Family Theory)</td>
<td>4</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
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<tr>
<td></td>
<td>(120 Practicum Hours)</td>
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<tr>
<td>Sum, Y1</td>
<td>NURS 6140 Advanced Research Methodology</td>
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<tr>
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<td>NURS 6050 Epidemiology &amp; Vulnerable Population Applications</td>
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<tr>
<td></td>
<td>NURS 7120 FNP II (Child/Adolescent Health &amp; Family Theory)</td>
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<td><strong>Total</strong></td>
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<td></td>
<td>(120 Practicum Hours)</td>
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<tr>
<td>Fall, Y2</td>
<td>NURS 6040 Healthcare Technologies, Teaching, and Evaluation</td>
<td>3</td>
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<td></td>
<td>NURS 7200 FNP III (Adult/Elder Health &amp; Family Theory)</td>
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<td></td>
<td>(240 Practicum Hours)</td>
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<tr>
<td>Spr, Y2</td>
<td>NURS 6010 Leadership, Policy, &amp; Economics</td>
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<td>NURS 7300 FNP IV (Family Health &amp; Theory)</td>
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<td><strong>Total</strong></td>
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</tr>
<tr>
<td></td>
<td>(240 Practicum Hours)</td>
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**Program Total: 45 (720 Practicum Hours)**

### PART TIME

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number and Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, Y1</td>
<td>NURS 6030 Advanced Theory in Nursing Science</td>
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<tr>
<td></td>
<td>NURS 6010 Advanced Pathophysiology</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
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</tr>
<tr>
<td>Spr, Y1</td>
<td>NURS 6180 Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 6060 Faith, Christian Ethics &amp; Interprofessional Collaboration in Advanced Practice</td>
<td>2</td>
</tr>
</tbody>
</table>
The **FNP Curriculum Sequence** represents the required courses for a Master of Science in Nursing (MSN) degree at Harding University. Students are placed in a plan of study that has been developed for them. If a class is repeated or not taken, the student will need to meet with the FNP Program Director or their academic advisor to review and modify their plan of study. This potentially can add additional semesters to the student’s planned graduation date. Flexible scheduling, including part-time status, is an option but limited. Students are urged to meet with their faculty advisors for academic planning to enhance their academic progression and success.

The curriculum covers two to three academic years. Several admission tracks exist at the HCCN to meet individual student needs.

- The Master of Science in Nursing degree is for students with no previous completion of a master’s degree in nursing. (full-time and part-time options)

- The Second MSN degree is for students with a previously completed MSN degree and wish to broaden their clinical capabilities. Students may choose this pathway if they plan to seek federal financial aid assistance.
The Post-Master’s certificate program is available to students who hold a Master’s degree in nursing and are interested in specializing or expanding their clinical focus. Students enrolled in this pathway are not eligible for federal financial aid assistance.

Students transferring from other graduate nursing programs will be placed in one of these plans of study depending on current progression. Coursework will be based upon an analysis of their completed work.

Clinical Sequences

- Due to limited spaces, each applicant will be assigned to a course sequence from admission to the program until graduation.
- Once the clinical course sequence is assigned, students remain in that sequence.
- If the student needs to repeat a course or withdraws from a course, a new progression sequence is assigned on a space-available basis.

APPLICATION AND ADMISSION INFORMATION

Applicants for admission to the graduate nursing program are considered based on predetermined admission standards and acceptance criteria. Applicants are not discriminated against on the basis of age, creed, disability, ethnic origin, marital status, race, or gender. The policies and criteria for admission are conveyed to prospective applicants via the Harding University Catalog, HCCN Graduate Student Handbook, letters, e-mail, phone calls, and personal interviews.

Acceptance Criteria

Admission to the MSN program is competitive. Students who apply to the MSN program will be interviewed by graduate faculty to ensure appropriateness of fit between the applicant and program. If the number of qualified applicants exceeds the predetermined admission limits, consideration for acceptance may be deferred to the next admission cycle.

The standards for admission to the MSN FNP program at HCCN are as follows:

- A baccalaureate degree in nursing from an accredited nursing program and from a regionally accredited college or university, or an equivalent degree from a comparable foreign institution. Students without a BSN, but with a MSN and a license to practice nursing in their residency state will be reviewed and considered on a case-by-case basis.

- For students seeking a second MSN degree, or a Post Master’s Certificate (PMC), the initial graduate degree must be from an accredited graduate nursing program. The amount of hours for consideration will be based upon previous coursework and is reviewed on a case-by-case basis.

- Undergraduate grade point average (GPA) of 3.0 or greater on a 4.0 scale. For students with a graduate degree, or additional undergraduate degrees, a cumulative GPA will be used. For students with a cumulative GPA < 3.0, the last 60 hours will be calculated to evaluate eligibility. If the GPA is below 3.0, acceptance may be considered on a case-by-case basis.
• Satisfactory completion of basic inferential statistics, undergraduate health assessment, and undergraduate nursing research courses; each completed with a final letter grade of “C” or higher. Equivalency courses will be reviewed on a case-by-case basis.

• If the applicant was not born in the United States or in a country where English is not the official language, or if he/she did not complete their undergraduate nursing education from an accredited program in the United States, the applicant must document their English proficiency in one of two ways:
  
  A. An official TOEFL iBT composite score of at least 83 with a minimum speaking score requirement of 26 (out of 30). The test must have been taken within the last calendar year of admission. Official TOEFL exam score report reflecting successful completion must be received no later than the application date. The TOEFL iBT test can be taken in the Harding University Testing Office. The test will be an expense to the student. Please contact them for details at 501-279-4415 or online at www.harding.edu/testing.
  B. If the applicant’s entire educational experience has been in the United States, the applicant is not required to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the first grade through junior high, high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the Carr College of Nursing Admissions Committee, and then to the Carr College of Nursing Dean.

• Unencumbered current, compact or state R.N. license
• 2000 hours of work experience as an R.N. must be complete before registering for any practicum course. These hours must be evident on the applicant’s CV or application. If not, applicant may be requested to provide written documentation or verification.

Applications for admission to the graduate program will be considered when all materials are collected to a centralized application source, and a $50.00 application fee and supplemental application has been submitted to HCCN. Those students who reapply within one year of their original submission will be exempt from paying the $50.00 application fee again.

Acceptance Process
If there are more applicants than spaces available, applicants will be reviewed according to acceptance criteria. Acceptance will begin with the highest-ability applicants and continue until all available spaces are filled. Applicants who are not accepted for admission into the HCCN graduate program will have their application maintained on file for one year. Updates to the application are encouraged and is the applicant’s responsibility.

• Applicants who do not meet admission standards and/or acceptance criteria for the application semester will be considered for the following admission cycle. Applicants may increase their preparation for acceptance by meeting with any member of their interview committee.
• Students who are not admitted to the FNP program initially may be invited to take Master-level courses as a graduate student with non-accepted status. See ‘Non-degree Seeking Student’ section below.
Transfer Students
For students without a previous master’s degree who have taken courses at an accredited program, a transfer of graduate-level course work may be allowed. As of Fall 2016, up to 6 credit hours may be transferred with the approval of the Associate Dean & FNP Program Director or. Any transferred work must have a minimum grade of B (3.0) to be accepted for transfer credit and must have been taken within the last 5 years to be considered. Only MSN Essential and NP Core courses may be considered for transfer. Students will be responsible for material covered in transfer-approved courses. Due to the holistic focus the curriculum offers, students applying to the MSN program are encouraged to take all coursework offered for continuity of content. Students who wish to transfer graduate level coursework for credit must complete and sign the “Course Transfer Petition” form. Approval of over 6 credit hours toward the completion of the MSN degree must be petitioned by the applicant and may be granted with approval of FNP Program Director and the Associate Dean or Dean of HCCN.

2nd Master’s Degree and Post-Master’s Certificate Students
Students who have completed a previous master’s degree (Non-FNP focused) from an accredited graduate nursing program may apply to the FNP program and obtain either a 2nd Master’s Degree or a Post-Master’s certificate. Courses taken greater than five years ago may need to be repeated within each of the programs. Students interested in these pathways will need to complete the application process as previously discussed. Applicants to either of these pathways will need to have their transcript reviewed by the FNP Program Director or Associate Dean. An individual plan of study will be developed based on previous education to include courses essential to family nurse practitioner education. Transcripts will be reviewed for essential core curriculum, and plans of study will be developed based upon curriculum requirements for the MSN pathway. Courses required will include the NP Core Courses and the FNP Focused Courses. Students may elect to take additional MSN essential courses to supplement their education. This will need to be established with the FNP Program Director upon entrance into the program. Additional approved courses will be reviewed on a case-by-case basis. Students should review state regulations of recognition requirements for additional advanced practice certification.

2nd Master’s Degree
The 2nd Master’s Degree pathway at Harding University Carr College of Nursing is a 32 credit hour program designed to provide education for registered nurses who hold a MSN (Master of Science degree in Nursing). The program is designed for students interested in specializing or expanding their graduate studies and can be completed in 5 semesters. Students with a MSN from an accredited program have previously taken and passed essential foundational courses. Students in this pathway are provided the knowledge and clinical experience to allow them to sit for the national certification exam as family nurse practitioners. Federal financial aid is offered through Harding University for this pathway.

Post-Master’s Certificate Students
The Post Master’s (PM) Certificate program at Harding University Carr College of Nursing is a 32 credit hour program designed to provide education for registered nurses who hold a MSN (Master of Science degree in Nursing). The certificate program is designed for students interested in specializing or
expanding their clinical focus. Students with a MSN from an accredited program have previously taken and passed essential foundational courses. The PM Certificate program provides the students’ knowledge and clinical experience to allow them to sit for the national certification exam as family nurse practitioners. Federal financial aid is not offered through Harding University for this certificate program, however, private lending options may be available.

The 32-credit hour program can be completed in 5 semesters, depending on the determined need for certification exam eligibility. For students who have a MSN from an accredited program but do not have certification as advanced practice registered nurses, the plan of study consists of 32 credit hours.

Students who have completed their MSN with an accredited graduate program and have certification in a clinical practice focus (Nurse practitioner, Clinical Nurse Specialist, etc.) will have a reduced number of credit hours in their plan of study based upon analysis of previous course completion. These students typically have a certification in another setting (acute care) and another population focus of practice (i.e. pediatrics, adult-gerontology or neonatal), but wish to expand their knowledge and clinical focus to family practice in a primary care setting. To determine the course requirements for these students, a gap analysis is completed by the faculty during their application to the program. An individualized plan of study is developed for each student, depending on previous coursework. The established plan of study will be based primarily upon the FNP Focused Courses. If the previous NP core courses taken by the applicant were population focused (i.e. Advanced Assessment for Pediatrics or Adult Pathophysiology), then additional NP Core Courses will need to be added in order to obtain the FNP certificate.

The minimum requirements for this certificate program include NURS 6060 as a university Bible requirement, and the four FNP Focus Courses. If students have advanced practice certification in other areas and the NP Core Courses have been completed within the last 5 years, those courses may be transferred to the university to meet the requirements of this program.

Non-degree Seeking Students
A student who is not accepted for full- or part-time admission into the Family Nurse Practitioner program may be eligible to take courses as a non-degree seeking student. The student will be allowed to take pre-designated Master’s level courses at Harding University for credit in the FNP program. The following conditions apply:

1. The student must have applied to the FNP program through the designated pathway and be among those who were not selected for the full- or part-time program.
2. The student must have permission to enroll in these courses from either the FNP Program Director or the Associate Dean of the Carr College of Nursing.
3. The student may take one or two courses per semester for two consecutive semesters.
4. The following courses are eligible for students to take as a ‘non-degree seeking student’:
   a. Fall Semester
      i. NURS 6110 Advanced Pathophysiology
      ii. NURS 6040 Healthcare Technologies, Teaching, and Evaluation
   b. Spring Semester
i. NURS 6060 Faith, Christian Ethics, & Interprofessional Collaboration in Advanced Practice

ii. NURS 6010 Leadership, Policy & Economics

c. Summer Semester

i. NURS 6100 Advanced Role Development

ii. NURS 6050 Epidemiology & Vulnerable Population Applications

5. If the student elects to take two courses per semester, the courses will be assigned as laid out in item 4.

6. If the student elects to take one course per semester, the student must take NURS 6110 Advanced Pathophysiology in the Fall semester, NURS 6060 Faith, Christian Ethics, & Interprofessional Collaboration in Advanced Practice in the Spring Semester, & NURS 6100 Advanced Role Development in the summer.

7. The student must maintain a 3.0 GPA during the Fall and Spring semesters, with no course grade below a B.

8. If a student earns a course grade below a B, the student will have one opportunity to repeat the course at the next available time it is offered. The student will not be considered for admission into the FNP program until the course grade is a B or greater.

9. If a student earns two course grades below a B, whether in the same class with a repeated failure, or in two separate courses, the student will be removed from eligibility to be admitted into the FNP program.

Students who complete this pathway and demonstrate a 3.0 GPA with either no course grade below a B, or with a passing grade in one repeated course, will be reviewed for admittance into the FNP program. The student will need to meet with the FNP program director and the Associate dean to discuss admission into a selected pathway based upon courses that have been completed. If the student completes six credit hours in the Fall with a grade no lower than a B (Successfully completing and passing two courses), then the student may petition the FNP Program Director and Associate Dean for admittance in the Spring semester. Students enrolled as ‘non-degree seeking student’ will not be eligible for federal financial aid as students are required to have a designated degree pathway to receive financial benefits. However, they may be eligible for private loans and scholarships.

All course work taken as a ‘non-degree seeking student’ will be applied to credit in the MSN Family Nurse Practitioner Program at HCCN. Any grade less than a B will also be considered and applied to their progression status.

**Entrance and Progression Requirements**

Applicants must meet stated health requirements and CPR certification before entering HCCN. Students will be admitted on a “conditional status” until all of the documentation is completed. These documents are provided to Certified Background® by each individual applicant. Instructions and the program code will be provided to the student by the Graduate Administrative Assistant once the student is accepted to the program. All students must present current evidences of the following by the beginning of their studies in the graduate program.
1. **Health History** – A brief health history form is to be completed by the applicant. It is the student’s responsibility to notify graduate faculty of their course, the Program Director and the Associate Dean of any change in the student’s health status that might impinge upon their ability to function as an advanced practice nursing student.

2. **Verification of Health Status** – The “Verification of Health Status” form should be completed by the student’s health care provider. Any change in health status should be reviewed by the student’s health care provider with any change in student capabilities and/or limitations provided to the MSN program in writing.

3. **Immunizations** – Health care workers, including nursing students, are vulnerable to communicable diseases such as measles, mumps, rubella, diphtheria, polio, meningitis, varicella, influenza, hepatitis, and tuberculosis. These diseases may be prevented by appropriate immunizations.

   a. Evidence of current immunizations required by immunization record or titer: *Tetanus, Diphtheria, and Pertussis (Tdap can cover all three of these), Polio, MMR (Measles, Mumps, Rubella), Influenza, and Varicella (chicken pox)* or history of illness.

   b. “A single dose of Tdap is routinely recommended for preteens and teens (preferably at age 11-12 years); however, adults 19 or older who did not receive Tdap as a preteen or teen should receive a single dose of Tdap.” (CDC, 2016; vaccines.gov, 2016). This is important for all health care providers working with children.

   c. A positive *Rubella Titer* is required for all students. If a titer is negative, or low, the student must receive a Rubella booster.

   d. Evidence of polio immunization may be required by the clinical agency in which the student is assigned to do clinical.

   e. *Evidence of Hepatitis A and B Vaccines*. The Hepatitis B vaccine is required for HCCN graduate students. This vaccine takes several months to complete. If the student has not completed the Hepatitis B series prior to admission, permission may be granted to begin coursework, but the series must be completed before the student begins clinical courses. The first clinical course is NURS 7000 FNP I: Women’s Health and Family Theory. The Hepatitis A vaccination is not required, but is recommended for students who plan to work in or travel to areas where Hepatitis A rates are high.

   Note: If 15 or more years have elapsed since the student received the Hepatitis B vaccine series, the student must submit the results of a titer that indicates immunity. If the titer results are negative, the student must repeat the Hepatitis B series. (per CDC guidelines)

   In the event that an applicant is pregnant, the student will be permitted to sign a waiver form exempting her from the immunization/TB requirements outlined in this *HCCN Graduate Student Handbook* until six weeks post-delivery.

   Students who are medically exempt from vaccinations must supply documentation from their healthcare provider.

4. **Annual TB Skin Test** – Students must submit evidence of a negative PPD or documentation of a previous positive with a negative chest x-ray from within the past year. A positive TB skin test will be resolved according to current CDC and agency protocols before a student is placed in a clinical setting for learning experiences. (The HCCN accepts documentation from licensed
healthcare providers.) Per HU policy, International students are required to get a T-SPOT® TB test (T-Spot) for admission or have one on file.

5. **Current CPR Certification** – All graduate students applying for admission to the MSN program at HCCN are to provide (via electronic database) documentation verifying that CPR certification (American Heart Association Healthcare Provider Course or equivalent) is current. CPR certification includes one and two-rescuer adult CPR, child CPR, and infant CPR; use of an Automated External Defibrillator (AED); use of a bag-mask device; and assisting an adult, a child, and an infant with relief of an obstructed airway. CPR certification must include a hands-on skills validation component. CPR certification must be submitted prior to admission and must be kept current. ACLS is not accepted as proof of CPR certification.

6. **Criminal Background Checks Policy** – All graduate students accepted into the MSN program will be required to have a criminal background check. Students will be sent information through email regarding the process. Findings will be sent directly to the program.

Some clinical agencies (e.g. Veteran’s Administration and corporation linked clinics) may require the nursing student to undergo additional background checks and drug screenings prior to participating in precepted clinical experiences in their agency. It is up to the MSN student to verify this requirement with the clinical agency they plan to utilize for their clinical experience and follow the process recommended by the agency. It is the responsibility of the student to take the appropriate actions and secure the appropriate funds to have this done to the satisfaction of the clinical agency.

**Liability Insurance**

Students participating in clinical courses will be provided with student professional liability insurance. This is paid through student fees and maintained by HCCN. The student professional liability insurance will only cover incidents occurring during precepted clinical experiences and activities associated with the student role of an advanced practice nursing student. Any activities associated with the student’s full-time or part-time nursing job will not be covered by this insurance. The student will need to maintain their own personal liability insurance for their professional practice as an RN. Each student will be covered with a minimum coverage of $2,000,000 per incident, and $5,000,000 aggregate while participating in precepted, clinical experiences.

**Health Insurance**

Applicants to the Carr College of Nursing MSN program must have health insurance coverage while a nursing student at Harding University. HCCN requires that all graduate nursing students in nursing clinical courses have hospital/medical insurance. The campus student health service does not cover emergency care, X-rays, dental care, health care provider fees, hospitalization, or cost of medications prescribed by health care providers. HCCN or Harding University, as well as the clinical agency students are participating in precepted, clinical experiences, cannot assume financial responsibility for any medical services, even if an injury/illness is a direct result of patient care activities. Students are financially responsible for the costs of healthcare services received.

Information on various student health insurance plans are available through the HU Office of Human Resources, located in the Ezell Building room 130. The office may be reached at 501-279-4380.
Program Expenses
Graduate nursing students will have additional expenses beyond tuition and university fees for which the students are personally responsible. These may include, but are not limited to, a computer, mobile computing device, clinical expenses, health-related expenses, standardized tests, certification preparation and examination fees, health insurance, lab coats, health care assessment equipment, transportation, and personal costs while attending campus activities.

PROGRESSION AND RETENTION

The Carr College of Nursing's policies and criteria for progression and retention in the graduate program require a student to achieve a grade of "B" (80.0% without rounding) or higher in each nursing course, to maintain a minimum nursing GPA of 3.00. (Also see Passing Course Grades.) At the end of each semester a student's grades from the current semester are reviewed to determine if a student is continuing to meet the minimum grade and GPA requirements. If a student does not meet these requirements, the student will be placed on academic probation in the Carr College of Nursing.

Many efforts to promote retention have been developed by the HCCN faculty:

1. HCCN administration and faculty hold orientation meetings each year during the student’s first on-campus experience and prior to beginning coursework to enhance communication between students, faculty, and administration.

2. HCCN administration and faculty work to maintain open lines of communication with students throughout their academic career. Students receive information about status and progress in the program and other relevant information via letter, phone, e-mail, and/or personal interviews. Note: The student’s Harding e-mail address is HU’s official method of communication. Students are responsible for regularly checking this address, including during designated holidays and school breaks.

3. Communication is maintained with all graduate students and applicants to provide personal academic counseling and a smooth transfer process to HCCN. Applicants wishing to speak with faculty to review their transcript should first contact the Carr College of nursing graduate program to request a meeting and submit copies of their transcript for review. The FNP program director and/or Associate dean will review the information to provide guidance for degree completion. This informal review of previous courses is not binding to the final accepted hours for degree completion as not all information will be reviewed nor all paperwork completed.

4. Commensurate with HCCN’s belief that faculty are facilitators of learning, continual monitoring of student progression is maintained to facilitate all students’ learning, including identifying students at risk for learning difficulties. Graduate students desiring assistance with learning are encouraged to meet regularly with course faculty, academic advisors, and the Center for Student Success.
5. HCCN faculty participates in the HU Early Alert Program to facilitate students’ academic success. This program is designed to identify students at risk of academic progression difficulties early in the semester and intervene through available academic support services. (Students receiving an Early Alert e-mail are to contact their course coordinator and faculty advisor as soon as possible.)

**Course Guidelines for Student Progression**

To complete the course successfully, the student will:

1. Adhere to the policies stated in this syllabus and printed in the *Harding Carr College of Nursing Graduate Handbook*.

2. Complete and submit each assignment by the due date and time. Failure to do so without prior permission will result in a loss of 10% of the points possible for the assignment per day late (including weekends). Students will be given one week (7 days) past the assigned due date to complete any assignment listed in the syllabus. Students submitting work that is considered subpar for graduate work will have the assignment returned to them and counseled on expectations by course faculty. The student will be given a time-frame which to return the assignment with a loss of 10% points already deducted. Failure to return at the newly designated time will result in additional points being deducted.

   Failure to complete any assignment for a course will result in a drop of one letter grade for that course. (A grade of an “A” will drop to a “B”. A grade of a “B+” will drop to a “C+”)

3. Attend all intensive classes and other scheduled meeting times (online and/or on campus). No points are given for attendance as it is an expected component of student development. Absences during intensives may affect the student’s ability to obtain information needed for successful completion of the course. Unexcused absences (failure to notify faculty) during intensives may result in removal of the student from the course. Course activities are designed to optimize learning in a specific content area. Alternate learning experiences related to absences may be assigned at the discretion of the faculty.

   Participation in online discussion is part of the graduate experience and essential to building upon current knowledge foundations. Failure to participate in one assigned discussion thread may result in a zero assigned for the week’s or module’s discussion. Failure to participate in two or more assigned discussion threads will result in an assigned grade of a C for the course (or lower based on points earned to that point).

4. Earn a grade of 80.0% (B) or higher. 79.9% is considered a C+. Grades below B in Master’s level courses are not considered passing.

5. Students are expected to take exams as scheduled in the course syllabi. In the event a student is unable to participate in an exam at the assigned time, the course coordinator must be notified prior to the scheduled time. Students who fail to inform the course coordinator in advance or receive an excused deferral from an exam in advance may be denied the chance to complete a make-up exam, be given an alternate/altered exam, lose a designated percentage of the points possible for the exam, or other consequences associated with making up an exam. Students receiving prior permission to be absent for an exam may be given a different make-up exam which can include, but not limited to, different exam questions and/or additional questions of varying style (multiple choice, essay, short answer, fill-in-the-blank). Make-up exams or quizzes
must be taken within one week from the time of the previously scheduled exam or the resulting grade of zero will be assigned for that exam.

Exams that must be made up for any reason after the initial examination session will be subject to the following:

- 1st make-up quiz or exam: No score penalty
- 2nd make-up quiz or exam: The score for the make-up exam/quiz grade will be multiplied by 0.9 and the maximum score allowed will be 90%.
- 3rd make-up quiz or exam: The score for the make-up exam/quiz grade will be multiplied by 0.8 and the maximum score allowed will be 80%.
- 4th make-up quiz or exam: The score for the make-up exam/quiz grade will be multiplied by 0.7 and the maximum score allowed will be 70%.

Students are encouraged to seek understanding of missed questions and participate in reviews of all quizzes and exams. Exam/quiz reviews are an additional opportunity for learning but one that may be revoked if abused by the students. Reviews, either online or with faculty should be done in order to identify content students may be struggling with, assist students in test-taking abilities, and to seek clarification of any misconceptions about the exam content. Test reviews by students will be at the discretion of faculty. Students will have one week after the exam scores are released to petition for question review or to review an exam with an instructor.

6. Students must earn at least 80% of the points possible on course exams and quizzes before other points will be considered in calculation of the course grade. Failure to achieve an average of 80% or higher on all examinations will result in a final course grade equal to the average of the exam and quiz scores.

**General Guidelines for Student Progression**

1. A student must receive a minimum final grade of a "B" (80.0% without rounding) or higher in all graduate courses. A course grade of C+ or lower is considered a failed course. Any student who receives a final grade of a "C+" (79.9% without rounding) or less in a nursing course must repeat that course. A student will be allowed to progress if the following conditions exist. If the student:

   A. maintains a minimum cumulative graduate nursing GPA of 3.00
   
   B. receives a “B” (80.0% without rounding) or higher:
      - in the theory portion of a clinical course; and
      - in the clinical portion of a clinical course;
   
   C. receives an 80.0% without rounding, or higher on the average of course exams.
   
   D. receives an 80.0% without rounding, or higher on the Clinical Competency Evaluation, including clinical written final test. If course does not have a clinical written final test, Clinical Competency evaluation score must be 80.0%, without rounding, or higher.
   
   E. receives an 80.0%, without rounding, or higher on all Clinical Competency evaluation/validations. (1 attempt to revalidate allowed)
F. receives an average score of “5” or higher on the GCET in NURS 7000 & NURS 7120, and an average score of “7.5” or higher on the GCET in NURS 7200 & 7300.

2. Any graduate student who receives less than a “C” in any nursing course must schedule a meeting with the Associate Dean or FNP Program Director and their advisor to review continuation in the program and to rearrange their plan of study.

3. It is the student’s responsibility to monitor his/her academic progression toward the completion of course and degree requirements and to maintain good academic standing (See Academic Probation Policy #4). While graduate faculty and staff make all efforts to assist the student, the student is responsible for seeking guidance from the assigned faculty advisor to facilitate degree planning.

4. Final decisions regarding student progression are the responsibility of the Dean of the Carr College of Nursing. Final decisions are placed in the student's permanent records.

5. Graduate students may progress to subsequent courses provided they have successfully completed previous graduate courses.

6. The student has the right to appeal any course grade according to the academic grievance procedure outlined in the current edition of the Harding University Catalog.

7. When a course is repeated due to a low grade, the grade earned from the previous enrollment will be replaced with the newly earned course grade.

**Academic Probation Policy**

1. A student may enroll in the same nursing course no more than two times (see 5.A. and B.).

2. A student will be placed on academic probation within the Carr College of Nursing when any one of the following conditions exists. If the student:
   
   A. Earns a final grade of less than a "B" (80.0% without rounding) in any graduate course.
   
   B. Does not maintain a minimum graduate nursing GPA of 3.0.
   
   C. Commits an ethical offense. Any student placed on probation for an ethical offense will remain on ethical probation until graduating from the HCCN (See the HCCN Code of Conduct and Academic Integrity Policy Statement). University standards and professional standards of practice and conduct are to be followed by all nursing students. Some ethical offenses, as stated in the Harding University Student Handbook, may result in suspension and/or dismissal from Harding University and the Carr College of Nursing.)

3. If a student has been placed on academic probation within the Carr College of Nursing, the following conditions will apply to the probationary period:
   
   A. The student who has been placed on academic probation will be required to take a reduced credit hour load of no more than 6 graduate hours the semester of probation. The 6-hour schedule must include the course(s) to be repeated if possible.
   
   B. The student’s academic schedule must reflect individualized stipulations specified in the probation letter from the Associate Dean of the HCCN.
   
   C. Admission into courses that must be repeated is based upon availability of openings. Probationary students will be placed as space is available.
D. The Carr College of Nursing Graduate Faculty Committee may require a student to leave the Carr College of Nursing for one semester if the committee determines this action to be in the student’s best interest. If and when the student returns he/she will be placed on academic probation in the Carr College of Nursing for that semester.

E. Students who are placed on academic probation should expect to graduate at least one semester later than originally planned.

4. The student on academic probation may be returned to good academic standing in the nursing program if all of the following conditions are met:
   A. A minimum grade of “B” (80.0% without rounding) or higher is achieved in the repeated nursing course(s) as well as all other nursing courses taken during the probation semester.
   B. A minimum graduate nursing GPA of 3.0 or higher is obtained.

5. A student will receive permanent academic dismissal from the Carr College of Nursing under any one of the following conditions. If the student:
   A. Does not pass (achieves less than 80.0% without rounding) the same graduate nursing course after the second attempt.
   B. Does not pass (achieves less than 80.0% without rounding) up to two different nursing courses required for the MSN degree.
   C. Does not complete the nursing program within five (5) years of admission into the Carr College of Nursing
   D. Commits a second ethical offense. (Refer to #2.C. in this policy).

6. A student will only be able to enroll in a class twice as part of their admission into the MSN program. If a student withdraws from a course, they will only be allowed to enroll in the course one additional time. If they are unsuccessful in passing the course during their second attempt or withdraw from the course for a 2nd time, the student will be dismissed from the MSN program.

7. If a student's probationary status is due only to a dropping of the nursing GPA below 3.0, the probation status will be removed at the end of the semester in which the student’s nursing GPA is returned to 3.0 or higher. (Note that achieving only a minimum passing grade may not sufficiently raise the nursing GPA). The student will have until the subsequent semester in which the failed course is offered in which to accomplish this task.

8. A student will not be permitted to graduate from the Harding University Carr College of Nursing with a final course grade less than a "B" (80.0% without rounding) in any required course with a nursing prefix. This will be true even if the final grade of less than a “B” is incurred during the last semester.

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GRADUATION AND LICENSURE

Graduation and Licensure Expenses
During the semester of graduation, the student can expect from $500 to $1,000 additional expenses for licensure preparation and application, and other graduation expenses. Prices vary and exact information is available at the beginning of the graduation semester.

Graduate Student Handbook
Revised 7/27/16

2016-2017
Pinning-Rose Ceremony
The Pinning-Rose Ceremony is a special ceremony to celebrate the MSN graduates’ completion of the program and to honor their families. It is held each semester the day before commencement. All current graduates for that semester are to attend. Graduates honor selected loved ones by giving them a rose. The Carr College of Nursing pin and professional awards are presented during that ceremony. Awards may include the Head, Heart, and Hands Award, Outstanding Colleague Award, Outstanding Community Service Award, Outstanding Academic Achievement Award, Outstanding Portfolio Award, and Daedelus Award. Award recipients receive plaques and their names are placed on plaques in the Carr College of Nursing. Graduate students will be hooded during toward the conclusion of the ceremony in preparation for commencement the following day. Students interested in being a part of the planning committee need to contact the FNP Program Director. The committee will develop a budget and a time schedule for timely task completion. All matters pertaining to the ceremony are to be approved by the FNP Program director and the Dean and the Dean’s designate(s).

Graduation
As outlined in the Graduate and Professional Catalog, during the first semester of the graduating year the nursing student must file a “Request for Degree” form with the Registrar’s Office, including a degree evaluation audit signed by the student and the Associate Dean, FNP Program Director, or their faculty advisor. This will need to be done during the intensive prior to the Fall semester start. The student is also encouraged to register with the Alumni Office. Following graduation, students will need to keep updated contact information with the nursing program for accreditation purposes.

National Certification Examination
Following graduation from HCCN's Family Nurse Practitioner program, the American Association of Nurse Practitioners (AANP) and the American Nurses Credentialing Center (ANCC) offer a national computerized test, providing the opportunity for a graduate to become certified as Family Nurse Practitioner. Final approval to be eligible to take this examination rests with the Dean of the Carr College of Nursing; each state board of nursing makes the ultimate eligibility decision following graduation from an approved nursing program such as Harding’s.

Transcripts
Official transcripts required by each state for initial licensure in that state are available to be mailed from Harding’s Registrar’s Office between 4 to 6 weeks following graduation. No transcripts can be sent unless the student has previously completed a signed transcript release form in the Dean’s Office. Requesting a transcript must be done by the student; no other person or University employee may request a transcript for a student. Occasionally a transcript is withheld; the graduate must contact the Registrar’s Office should this occur.
The following information refers to primarily on-campus departmental support. Information could be obtained through the University website as well.

**Learning Resources Centers**

The Learning Resources Centers provide an abundance of resource materials to nursing students for many areas of the nursing curriculum. The faculty provides lists of required audio-visual or computer assignments for each course. Most online courses will have education materials that are available online as part of their preparation and learning for class. However, students may utilize these resources while on campus as well as contacting the Resources Coordinator for any assistance with distance learning needs, such as facilitating video communication with faculty/small groups.

The Learning Resources Centers consists of the following: the Martha Ruth Simmons Nursing Learning Center, the Clinical Practice Center, the Health Assessment Center, and the Competency Development Center. These centers are overseen by the Resources Coordinator and are designed to facilitate nursing student learning. Only faculty, staff, and nursing students are to be in the centers. Friends and family should remain in designated waiting areas.

Assistants are available to obtain the needed materials and to help with use of the equipment. Any questions or problems should be referred to them. Hours for the Resources Centers as well as the names and telephone numbers of lab workers will be posted on the door of the Simmons Nursing Learning Center and the Clinical Practice Center at the beginning of each semester and summer session. No food or drink is to be in any of the Learning Resource Centers.

Note: Refer to Harding publications and the HU Pipeline for information and links to campus services available to all students, such as the Center for Student Success, including specific services such as:

- **Academic Resource Center**
- **Student Support Services**
- **Counseling Center**
- **Student Health Services**

(See HCCN Student Resource Booklet for additional information on each of these services).

**Brackett Library: Reference Materials**

During the student’s initial intensive, an orientation to the library system and the online access portal to the resources will be provided. Students are encouraged to explore the Brackett Library since many library resources are necessary for completion of learning experiences in nursing courses. Often readings are placed on reserve in the library, or made available to students online. Adequate readings are placed per student population, but it is imperative that the student respect peers’ right to access reserved materials as sometimes access to online materials is limited due to publishing restrictions. The materials are not to be removed from the library. The student is expected to: adhere to established time limits to read materials, report missing or damaged materials to the librarian and faculty member coordinating the
course, not mutilate or destroy library materials, etc. Replacement of materials is costly and occasionally impossible because the readings are no longer in print.

As part of graduate studies, students will be given assignments in which they must perform a literature review on their own. Assistance in finding materials may be obtained from the Brackett librarians and reference assistants. The Brackett library has a dedicated health sciences librarian who works specifically with health care professionals to help them in their research. The library offers online searches on CINAHL, Medline, Health Source-Consumer and Nursing/Academic Edition, MD Consult, eMedicine, Dynamed, Cochrane Database, Micromedex, Docline, PubMedCentral, Science Direct, as well as the Ebsco and FirstSearch general databases. Interlibrary loan services are also available for materials not available at Brackett Library. Also, the HCCN’s Learning Resources Center has the online Brackett Library catalog in the Simmons Laboratory for use while on campus.

Faculty and staff are continually devoted to ensuring students have the most relevant and up-to-date material for student use. If you find material that is not readily available in the online searches, please don’t hesitate to contact the library staff and FNP faculty to make suggestions for modifications.

**Public Safety**

While in the Carr College of Nursing building after 5:00 p.m. and during weekends, the following are sequential steps to obtain campus security assistance:

- Call the *Office of Public Safety* at 501-279-5000 (or extension 5000 if using a campus phone).
- If there is no answer, call the Operator at 501-279-4000 and ask the Operator to notify the Office of Public Safety.

While in the Carr College of Nursing building, students should maintain locked doors at all times after 5:00 p.m. Doors to the outside are NOT to be propped open for convenience. It is the responsibility of all students to help with security in the evenings. Students are encouraged to travel in pairs when on campus in the evenings.

If anyone who should not be in the Carr College of Nursing building is present at any time or if someone is being disruptive, the Office of Public Safety should be notified immediately. A phone is available in the Simmons Laboratory and in the Clinical Practice Center for student worker use.

HCCN encourages students to practice safe behavior on and off campus:

1. Whenever possible, travel in pairs. Students are encouraged to ride with other students to all clinical experiences that are off-campus.
2. If you feel unsafe on campus for any reason or at any time, call the campus *Office of Public Safety* (501-279-5000) immediately. The campus Public Safety officers are available to escort you to your car at any time. If you need an escort, call the *Office of Public Safety* 10-15 minutes before you plan to depart.
3. Maintain a positive, confident posture and demeanor. Always know where you are going and how to get there. Keep your head up and be aware of your surroundings.
4. When approaching your car, remember to look around and under the vehicle and in the back seat before entering the car. If you see anything suspicious, return to the building and call the Office of Public Safety.

5. Students may want to enroll in self-defense classes or learn martial arts. Mace or pepper spray is also a good self-defense choice for some students.

6. Students may sign up for free auto cell phone text notification (and e-mail) of emergency situations potentially affecting the campus. (See the Office of Public Safety website, www.harding.edu/DPS/)

**HCCN GENERAL POLICIES**

**Students with Disabilities Policy**  
(Per Harding University Policy)  
It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 219 in the Hammon Student Center (second floor), telephone, (501) 279-4019. The Carr College of Nursing will make every reasonable effort to accommodate student learning needs.

**Nondiscrimination Policy**

Harding University follows the principle of nondiscrimination and operates within applicable federal and state laws prohibiting discrimination. Harding does not discriminate in admissions, programs, or any other educational functions and services on the basis of race, color, creed, national origin, gender, age, veteran status, religion, or disability to those who meet its admission criteria and are willing to uphold its values as stated in the University’s Code of Conduct. Harding has a nondiscrimination policy available upon request in the offices of Student Life and Human Resources. Refer to the nondiscrimination statement in the Harding University Catalog.

**Harding University Complaint Policy**

Harding University is committed to fair treatment of its constituents in their relationships with the administration, faculty, staff, and students. The purpose of this policy is to establish, implement, and operate a complaint procedure. This policy and the formal complaint form are accessible on the Harding University Consumer Information website (www.harding.edu/consumerinfo).

**Exceptions:**
- This policy does not govern sexual-harassment complaints. Make complaints of student-to-student sexual harassment and employee-to-student sexual harassment to Harding’s Title IX Coordinator, Mr. Zach Neal, Assistant Vice President/Dean of Students, Student Center, Room HCCN.
218, (501) 279-4331. Make complaints of employee-to-employee sexual harassment to Mr. David Ross, Director of Human Resources, Ezell Building, Room 131, (501) 279-4380.

• The faculty, staff, and student handbooks have processes for addressing certain complaints and grievances. This policy does not replace those processes.

I. Informal Complaints
Many matters can and should be handled informally by communicating with those directly involved and/or responsible. In most cases, matters can be resolved at such a level without a formal complaint. Informal attempts seeking resolution MUST occur before filing a formal complaint. If a person has an informal complaint and does not know which office would best address it, a message with a brief description of the matter can be sent to consumerinfo@harding.edu.

II. Formal Complaints
An individual may initiate a formal complaint only when a matter cannot be resolved informally. There are two categories of complaints: Student and Constituent.

A. Student Complaints
The only persons eligible to file a student complaint are (1) a student enrolled at Harding University full-time or part-time at the time they file the formal complaint, and (2) those enrolled at Harding University in the previous semester.

The two types of complaints that may be filed only by students are (1) Academic Grievances (complaints regarding such issues as grades, academic progression, or academic standing), and (2) Academic Integrity Appeals (faculty, staff and administrators can file a report for suspected violations of academic integrity and misconduct).

In either of these two cases, do not use this form. Please refer to the catalog for filing such complaints.

B. Constituent Complaints
Both students and non-students may file constituent complaints, including but not limited to issues regarding facilities, events, programs, and campus activities, using the form available at www.harding.edu/consumerinfo.

III. Process:
Formal complaints must be submitted in writing using the form available at www.harding.edu/consumerinfo. Each submitted report will receive an email response to verify that the complaint has been received. If a matter submitted via the complaint form has not been attempted to be resolved informally, the complainant will be notified to follow the informal process first. Policies stated in the student, staff, and faculty handbooks will apply.

Based on the complaint and information obtained through investigation, the responsible individual(s) will decide the facts surrounding the issue, determine the complaint’s validity, and attempt to resolve the matter. The complainant will receive written notification of the final decision.
All formal complaints and the correspondence related to them shall be kept on file for a minimum of ten years, and will be made available to regional accrediting bodies upon request.

All aspects of student complaints shall be treated as confidential in accordance with Harding University policies regarding the confidentiality of student records.

**Health Science Academic Grievance**

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the unreasonable denial of academic progression, a procedure has been established to resolve the grievance. This process is outlined in the Graduate and Professional Programs Catalog under “Academic Grievance Procedure” (available online).

**Academic Integrity Appeal**

If a student believes he/she is wrongly sanctioned for cheating, plagiarism, fabrication, aiding and abetting academic dishonesty, unprofessional conduct or theft or hoarding of academic property, appeal due process is available for students. This process is outlined in the Graduate and Professional Programs Catalog under “Conduct and Ethics” (available online).

**Examination of the Human Body and Validation of Nursing Skills**

Patient physical assessments/examinations and interventions are required in NP Core and FNP Clinical courses. Students in clinical learning situations function in an advanced practice nursing role which includes assessment/examination of all body systems including integumentary, cardiovascular, respiratory, gastrointestinal, and reproductive systems. Professional boundaries and Christian principles are to guide behaviors in all learning experiences. (Review www.ncsbn.org for professional boundary expectations of nurses.) Students are advised that in all lab settings on campus, audio and visual recording may occur with or without advanced notice.

**Health Insurance Portability and Accountability Act (HIPAA)**

Effective 2003, the federal government passed legislation to protect the privacy of people using health care facilities and resources. The law is known as the Health Insurance Portability and Accountability Act (HIPAA) and it requires, for nursing students, confidentiality in all client matters. HIPAA privacy rules and regulations are intended to ensure protection of personal medical information. This includes verbal, recorded, written, or electronic information or imaging. Violation penalties can range from civil/criminal penalties of $100,000 to $250,000, imprisonment, as well as possible dismissal from the Carr College of Nursing. The Carr College of Nursing has a signed agreement with each clinical agency specifying the agency’s student requirements specific to HIPAA. Clinical faculty will discuss the specifics at orientation sessions to the clinical courses and to the agencies. Clinical agencies require students to sign a confidentiality agreement prior to participating in clinical experiences in the agency. Violations of HIPAA are also subject to Harding University policies and clinical agency policies.
Transportation Policy
Clinical experience locations are arranged in a variety of locations by the student. Transportation to the clinical area is the responsibility of the student. Each student needs access to a vehicle by the beginning of the practicum experience. No adjustment in clinical assignments will be made because the student does not have access to a car. Car-pooling among students for clinical experiences during intensives is recommended and may be required at some clinical agencies. (Expected travel expenses are detailed in the HU Catalog.) Faculty is not allowed to transport students to/from clinical experiences.

Weather Policy
The Carr College of Nursing adheres to the University policy on inclement weather. Unless a decision is announced to the contrary, classes held during scheduled intensive times will be held as scheduled. Due to the majority of the Harding University student body living on campus, classes are rarely cancelled. When weather that would make travel dangerous/precarious is present in the Harding University service area, the Harding University President and appropriate administrators will make the decision regarding cancellation and/or delay of classes. Carr College of Nursing faculty will cancel/delay classes and/or clinical learning experiences in accordance with University directives. The following schedule will be followed in the event classes are delayed two hours.

<table>
<thead>
<tr>
<th>Normal nursing class time</th>
<th>2-hour delay class time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 or 8:00</td>
<td>10:00 – 10:40</td>
</tr>
<tr>
<td>10:00</td>
<td>10:50 – 12:05</td>
</tr>
<tr>
<td>12:35</td>
<td>12:35 – 1:50</td>
</tr>
<tr>
<td>3:00</td>
<td>No change</td>
</tr>
</tbody>
</table>

Harding University announcements regarding cancellation/delay of classes will be broadcast via the Harding University Pipeline, the free auto cell phone text notification, the Harding University radio station (KVHU 95.3 FM), local radio stations, the Harding University channel (Channel 16 on cable), and the Little Rock television stations. When inclement weather is forecast, individual HCCN course coordinators will inform clinical groups of the procedure to follow regarding continuance or cancellation of clinical experiences. Should the class or clinical time or assignment expectations for a course be affected by accommodations for inclement weather, the course coordinator and/or Program Director will communicate intensive, course meeting times, or assignment alterations.

The student must exercise judgment regarding travel during inclement weather. If no announcement has been made regarding cancellation of classes and the student believes it would be dangerous to travel to school and/or clinical sites, the student is advised to stay home. Under these circumstances, however, the student must make every effort to contact the appropriate faculty and explain the situation. The student must then work with the course faculty to complete any course or clinical work/learning experiences missed.
If inclement weather prevents attendance at preplanned clinical times, the graduate student should notify the assigned preceptor and the clinical coordinator for the assigned course. The student should work with the assigned preceptor to coordinate additional clinical periods to make up the missed clinical.

**COURSE POLICIES**

**Classroom and Clinical Behavior Guidelines**
Professional behavior is expected in the on-campus classroom, online classroom, lab, and clinical site. In summary, follow the “Golden Rule” (Matthew 7:12), treating others as you would want to be treated.

**Attentiveness**
- The student is on time for classes during intensives, for virtual meetings with faculty/classmates and for assigned/arranged clinical with designated preceptor. The student stays until the faculty dismisses class or the preceptor indicates clinical is complete for the day.
- The student is alert and demonstrates attentiveness by attending classes and clinical appropriately prepared, taking notes, actively engaging in conversation with faculty/classmates/patients/preceptors and asking appropriate questions.
- The student is engaged in the classroom setting and clinical rather than studying for or completing assignments for another class or reviewing social forums or websites unrelated to classroom topics.

**Respect**
- The student demonstrates respect for authority and for peers, in the presence of faculty/peers/patients/preceptors and with other students.
- The student is kind and courteous, displaying civility and a positive, Christian behavior to faculty, peers, patients, and fellow health care associates.

**Cooperation**
- The student works effectively with faculty, staff, peers, and preceptors.
- The student works effectively in assigned and/or designated large and small groups.

**Appearance**
- The student’s personal hygiene and appearance/dress reflect the standards expected of a professional nurse and the standards of the University’s dress code.
Professional Behaviors

- The student does not engage in disruptive or distracting activities, in class, in clinic, or when communicating with peers, including but not limited to: talking to peers in an inappropriate tone or at inappropriate times, note-passing, going to the restroom during class, text messaging, recording of learning and evaluation sessions, using online social networking websites, using iPods/mp3 players, PDA’s, etc. Student behavior should not distract from the learning environment, both in and out of the classroom setting.

- The student turns off cell phones during class and while in clinical. (Extenuating circumstances are to be discussed with the course faculty prior to the beginning of class or with preceptors prior to the start of clinical.)

- The student does not use laptop computers or tablets for non-nursing activities during clinical or class or for activities not related to the class the student is in.

- The student does not engage in audio/video recording and/or photography in any classroom or clinical setting. Written permission of all students involved is required prior to audio and video student recording related to course assignments.

- The student is expected to use professional and appropriate resources and media for all assignments.

Consequences for Violation of Behavior Guidelines

- First Occurrence: Choosing not to adhere to these guidelines may result in a verbal or written warning.

- Second Occurrence: May result in being asked to leave the classroom resulting in an absence and a written warning placed in the student’s file.

- Note: A student recording anyone in any format without their permission is an ethical violation and subject to the appropriate consequences, including dismissal from the program.

Behavior Guidelines in Learning Centers

The HCCN Learning Centers are vital learning environments the graduate students can utilize while on campus. These areas are also used by undergraduate nursing students and other professional students associated with Harding’s professional programs. These centers include the Health Assessment Center, the Clinical Practice Center, the Clinical Practice Learning Center, the Holistic Health Center, the Competency Development Center, and the Anesthesia Learning Competency Center. In order to maximize student learning, all students are expected to model professionalism when in that environment. For safety reasons, faculty or skills lab worker supervision is required. The student must adhere to the following guidelines:
Appearance
- The student will wear either an official HCCN approved lab coat over street clothes or HCCN scrubs for ALL nursing skills validations and clinical competency test experiences, as well as during any other learning activities in HCCN’s Learning Centers.
- The student will also wear the official HCCN photo ID badge.
- The student will wear close-toed footwear at all times for safety reasons.

Respect
- The student demonstrates respect for others by refraining from disruptive or distracting behavior while others are practicing, validating, or having class in another area of the learning centers.
- The student uses clinical beds for skill purposes only.
- The student remakes beds neatly and cleans/straightens the area after use.
- The student does not eat, drink, or chew gum in the HCCN Learning Centers.

Professional Behaviors
- The student interacts in a civil manner when interacting with others in any of the HCCN’s Learning Centers.
- The student turns off cell phones during practice/validation/clinical competency testing.
- The student does not bring/have visitors (friends, family, significant others, etc.) in the HCCN Learning Centers.
- The student does not engage in audio/video recording and/or photography in the HCCN Learning Centers. Written permission of all students involved is required prior to audio and video student recording related to course assignments.

Accountability
- The student will bring necessary supplies/equipment and validation/clinical competency testing forms as required.
- The student will return any borrowed equipment (e.g. stethoscope, lab coat) within specified time frame and undamaged.
- The student will report any broken/malfunctioning equipment to the Resource Coordinator.

Stewardship
- The student will fold and replace linen neatly after use.
- The student will dispose of sharps properly and will not place non-sharp items in the sharps containers.
- The student will use supplies in a conservative manner.
- The student will use the bedside computers for skills purposes only.
• The student will keep manikins covered when not in use and remove all dressings, supplies, or equipment applied to manikins during practice.

Consequences for Violation of Behavior Guidelines
• First Occurrence – Choosing not to adhere to these guidelines may result in a verbal warning and/or failure of a scheduled skills validation.
• Second Occurrence – May result in being asked to leave the Clinical Practice Learning Center setting resulting in an absence and a written warning placed in the student’s file.
• Student is subject to academic integrity sanctions per HCCN and HU policies.
• Note: Recording anyone in any format without their permission is an ethical violation.
Participation in Online Nursing Courses Policy

Professionalism in nursing practice demands accountability and responsibility in course and clinical attendance. Regular participation in assigned classroom discussion and clinical attendance is expected of all graduate students for the entire assigned time. ALL course student learning outcomes and class assignments must be completed to pass individual courses and to meet requirements to prepare students for the certification examinations at the completion of the program. Non-participation in online courses and/or absences from clinical learning experiences is considered unprofessional and will limit the student’s opportunities to demonstrate student learning outcomes and thus can influence the final course grade. Unprofessional behavior in the clinical setting, which include non-participation in clinical, can result in the removal of the student from the clinical setting, failure in the course, and/or removal from the FNP program. Since online courses include participation as part of their grade, the student is expected to participate in the manner directed by the faculty and/or syllabi.

See Missed Examination Policy regarding makeup exams. Students who experience alterations in health (physical and/or mental) status (such as pregnancy, childbirth, surgery, injury, or newly diagnosed conditions or newly prescribed medications) that would jeopardize patient and/or student safety, will be required to submit a medical release statement from their health care provider prior to returning to class or clinical.

Definition of Terms

Absence: not being present in the class or clinical as required by course faculty or program director; missing part of a class period without prior approval of the faculty; leaving early or not returning after a break without faculty approval.

*All students must obtain prior approval from course coordinators of required nursing courses prior to planning health care mission trips or activities such professional conferences or meetings, non-nursing sponsored activities, etc. which involve missing any part of intensives, class and/or clinical learning experiences.

If a student must be absent from or late to a classroom or learning center session, the student must notify the appropriate course faculty prior to the scheduled learning session. Make up work is at the discretion of the faculty.

Tardiness: arriving in the classroom during intensives, or at the clinical site at any time after the clinical period is scheduled to begin. This may occur at the beginning of the class period or after a break.

When the course faculty notices a pattern of excessive absences/tardies or non-participation in course activities, the faculty will confer with the student (and document) or inform the student in writing. After the initial warning if absences/tardies or non-participation continue such that the student violates the policy or is going to fail the course, the faculty will ask the student (and document) to officially drop the course with a “W.” If the student does not drop the course, the student will be dropped from the course with a grade of “WF” per University policy. Copies of
this communication will be forwarded to the Carr College of Nursing Dean, Associate Dean, and the Associate Provost, and a copy will be placed in the student’s file in the HCCN.

**Attendance Policy: Clinical Portion of a Course**

Absence from any learning activity designated as a clinical experience, including simulated laboratory sessions, and all scheduled pre and post-conference sessions, without prior faculty notification, will result in a failing grade for the clinical portion, which results in failure of the entire course. Leaving a clinical activity (including observational activities) prior to the designated time results in failure of the course. The clinical faculty must be notified directly by the student in the event of absence or tardiness from any assigned clinical learning experience prior to the beginning of the experience. Sending notification by another student is not acceptable.

Attendance in precepted clinical experiences is mandatory for clinical proficiency. Clinical days with the designated preceptor must be arranged in advanced by the student and provided to the faculty overseeing the student’s clinical experience for the enrolled course. If the preceptor reports the student is not attending clinical at the designated times, the student will be asked to speak with the faculty overseeing the clinical experience for the enrolled course, the clinical coordinator and then the FNP program director and/or the Associate Dean if it is warranted. The FNP program director will be notified of any attendance issues associated with a student’s clinical.

Tardiness to the clinical agency/experience is both unprofessional and unacceptable in the graduate program. If course faculty is notified by the preceptor or alerted by other means of this problem, the following consequences shall be implemented:

1. **First occurrence** – Written warning (with documentation in the student file)
2. **Second occurrence** – Failure of both the theory portion and clinical portion of the course.

Absence (approved) from any activity denoted as a clinical experience will be made up by an equivalent experience assigned by the clinical faculty. Arrangements to make up the missed clinical experience(s) are to be initiated by the student within one week of the missed experience, unless prior arrangements have been made. There is no guarantee clinical makeup experiences can be provided due to both clinical agency and time constraints. If a student is unable to make up clinical requirements during the same semester, the entire course must be repeated.

**Passing Course Grades**

The student is required to have access to the syllabi for each course by accessing it through Canvas which will be available for the duration of the semester. These syllabi specify course outlines, student learning outcomes, requirements, assignments, and specific grading procedures. The Carr College of Nursing follows the University policy for course grades. Specific criteria for course grading are either outlined in the syllabus or are given in writing at the beginning of a course by each course coordinator.
Passing Grade for Theory or Non-Clinical/Skills Courses or Theory Courses with Practicum/Skills Content:

- An average of 80.0% (without rounding) or higher on all class exams must be attained to pass the theory course regardless of the average on written out-of-class or in-class presentations or assignments.

- A minimum grade of 80.0% (without rounding) must be achieved in the theory portion and a passing score on the GCET for the clinical portion of the course to pass the course. If either portion is not passed, the student must enroll in both the theory and clinical portions of the course when it is repeated.

- Passing scores for the GCET are as follows:
  a. Receives an average score of “5” or higher on the GCET in NURS 7000 & NURS 7120.
  b. Receives an average score of “7.5” or higher on the GCET in NURS 7200 & 7300.

- When a student has successfully met all specified requirements (test average ≥ 80%, clinical competencies/requirements passed, and GCET score has been achieved), the remaining course assignments will be calculated in the final course score. A student who does not successfully meet all specified requirements receives a failing grade (F) for the course regardless of the average on other course assignments. The grade of the lowest component will be recorded for the student as their final grade.

- At least a "B" (80.0% without rounding) must be maintained in each nursing course to progress in the FNP Program.

- An “Incomplete” may be assigned as the student’s grade if the student is not able to complete clinical hours by the specified due date in the course, or complete all assignments in the course by the end of the semester or due dates. An “Incomplete” may only be assigned if the student has communicated with the Course Coordinator in advanced and arrangements have been made. Due to the progressive nature of the FNP courses, the student will not be able to progress to the next course without first completing their incomplete course.

### HCCN Course Grade Policies 2016-2017

HCCN course grade policies are designed to assist students to be safe and competent health care providers as well as to prepare them for the certification exam.

| Test Score Average for Courses | The total exam/quiz score average must be ≥ 80.0% without rounding, to pass a nursing course. If the exam/quiz average is less than 80.0% without rounding, a grade equivalent to the exam average is recorded for the course regardless of the average on other class assignments. Low Exam Score – To optimize academic success and as part of academic accountability, students with a test average ≤ 80.0% are to schedule a meeting before proceeding with further course exams to discuss exam taking strategies with the Course Coordinator. |
### Validation Score for Courses

A Clinical Competency Evaluation/Validation Score must be \( \geq 80.0\% \), without rounding, or achieve a “Pass” grade. If a student fails to achieve a passing score of the first validation, the student must meet with the evaluator to review their performance. The student must arrange with evaluator to demonstrate the validation skill. A second failure in the validation will result in a failure in the course. The student will be removed from their current enrollment in their FNP Focus course or NP Core course and be asked to remediate when the course is repeated. This policy applies to FNP Core courses and FNP Focus Courses which include NP demonstration of clinical competencies (NURS 6120, NURS 7000, NURS 7120, NURS 7200, and NURS 7300).

### Clinical Competency Evaluation Score for NP Core & FNP Focus Courses

If an NP Core course or an FNP Focused course includes a final patient encounter simulation exam, the clinical simulation exam score must be \( \geq 80.0\% \), without rounding, to pass the nursing course regardless of other course assignment grades. These clinical competency exams will include simulated models. If a student fails to achieve a passing score of the first validation, the student must meet with the course coordinator and evaluator to review their performance. The student must arrange with the course coordinator to demonstrate the Clinical Evaluation Competency/Validation. A second failure in the clinical evaluation competency will result in a failure in the course. The student will be removed from their current enrollment in their FNP Focus Course and be asked to remediate when the course is repeated. This policy applies to FNP Core courses and FNP Focus Courses which include NP demonstration of clinical competencies (NURS 6120, NURS 7000, NURS 7120, NURS 7200, and NURS 7300).

### GCET Score for Clinical Courses

Achieve an average score of “5” or higher on the GCET in NURS 7000 & NURS 7120, and an average score of “7.5” or higher on the GCET in NURS 7200 & 7300 without rounding, on the graduate clinical evaluation tool (GCET) to pass the course regardless of other course assignment grades.

### Course Grade Scale

Once all specified criteria listed previously are met the following course grade scale is used in the MSN program FNP program to calculate the final course grade, which is then given to the Registrar’s Office.

- 90-100 = A
- 85-89.99 = B+
- 80-84.99 = B
- 75-79.99 = C+
- 70-74.99 = C
- 0-69.99 = F

### Calculating Grade Point Averages (GPA)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>85-89.99</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>80-84.99</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>75-79.99</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>70-74.99</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>( \leq 69.66 )</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
<td>0.0</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>0.0</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Multiply the grade points by the credit hours for the course, add all the course points, and divide by the total number of credit hours. Example:
Course Credit Hours x Grade Point = Points Earned
NURS 6060 2 B = 3.0 6
NURS 6110 3 A = 4.0 12
NURS 6120 3 B+ = 3.5 10.5

8 total hours 28.5 total points earned
Divide total points by total credit hours: 28.5 / 8 = 3.56 GPA

GPA Information
Cumulative GPA: The cumulative GPA is composed of every course taken by a student, regardless of whether or not the course is required for the nursing degree. A minimum cumulative GPA of 3.0 is required for admission to the MSN program. If the GPA is below 3.0, acceptance may be considered on a case-by-case basis. A 3.0 or greater GPA must be maintained for continued progression and enrollment in the nursing program.

Exam Administration and Review Policy
Enrollment in HCCN online graduate courses implies acceptance of the Codes of Academic Conduct and agreement to abide by the terms and spirit therein. Cheating in any form constitutes a breach of the codes and is not tolerable with the health care professions. (Refer to HCCN Code of Conduct and Academic Integrity Policy Statement.)

The following guidelines will be enforced during all course exams delivered on campus at HCCN:
1. No food or drink items are allowed in the student’s possession.
2. No caps or hats are permitted.
3. Cell phones (turned off), PDA’s, and all other electronic devices must be placed in a designated area in the room.
4. Backpacks, book bags, and all other personal items must be placed in a designated area in the room.
5. Students may be subject to assigned seating arrangements.
6. Students will be given all necessary items (test booklet, pencil, calculator, etc.). Students must bring their HU ID with them to the exam.
7. Blank paper may be provided, at the discretion of the faculty. The faculty, at the end of the exam, will collect all paper.
8. Students will remain in the testing room until finished with their exam (except in the event of an emergency).
9. Students must maintain a quiet environment until all students have completed the exam.
10. A student arriving late for an exam, at the faculty’s discretion, may be allowed to take the exam, but will have only the amount of time remaining in the regularly scheduled timeframe to complete the exam. If any student in the class has completed the exam and
left the room prior to the arrival of the late student, the late student will not be allowed to take the exam.

11. During computerized testing, under no circumstances are students allowed to talk or access e-mail, websites, or any programs other than the current exam. If that should occur, the student will receive a zero for that exam.

12. Students must complete all take-home quizzes/exams individually and without outside assistance unless stated otherwise in the assignment guidelines. Copying any portion of a take-home exam or sharing take-home exam information or answers constitutes academic dishonesty.

13. Faculty reserves the right to investigate any suspicious activity (including emptying pockets, baring arms, etc.), including suspicious activity observed/reported by an exam proctor administering an exam for the faculty.

14. During testing sessions in the Harding University Information Technology Services Testing Lab students must comply with Testing Lab Policies.

15. Exam or Quiz Review – Commonly missed concepts will be reviewed/discussed by the faculty within one week following the testing session, allowing opportunity for clarification of content about which students have questions. Following the exam, the course coordinator will review the exam and post the grades for student review. A posted review of the exam will be made for online courses for the student to review for the next 3-4 days. A discussion forum dedicated to questions about the quiz/exam will be opened and remain up for the duration of the posted quiz/exam review. Additional components of the review will be at the discretion of the course coordinator as to the delivery of the exam review.

16. One-on-One Exam Review: Paper or computer exams may be reviewed in the faculty’s office with faculty present at all times. Only the student’s exam and individual results may be reviewed. Student’s wishing to review their personal exam scores should schedule an online review of the exam with course faculty through video chat logs.

17. For online exams/quizzes administered off campus, students will be advised of the type of quizzes or exam being offered. For quizzes in which students are allowed to use outside resources, the instructor will designate the type of materials allowed. The use of outside resources for quizzes and exams will be at the discretion of the course coordinator.

18. For proctored exams delivered online, the use of an online observation company will be utilized to monitor the student for any use of unauthorized outside materials. Should any suspicious activity be monitored by the online observation company, the student activity will be reviewed with the FNP program director and the course coordinator.

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**ProctorU Guidelines**

ProctorU is an online observation company used to proctor exams. Faculty will inform students which exams must be taken using ProctorU. The following guidelines will be enforced during all course exams delivered online and electronically proctored:
1. Students must visit [www.proctoru.com/testitout](http://www.proctoru.com/testitout) to check equipment before logging in. This should be scheduled by the student one week from the assigned date of the quiz/exam.

2. Students must take the exam in a well-lit, quiet, and private room. The lighting in the room must be daylight quality, and overhead lighting is preferred. If overhead lighting is not possible, the student must make sure that the light source is not directly behind the student.

3. Students must take the exam in a private location.

4. Students must not allow any other person in the room during the exam.

5. Students must remove any hats, sunglasses, and/or headphones.

6. Students must remove any cell phones, tablets, smart watches, and/or laptops from the room that are not connected with the live proctor.

7. Students must remove any notes that do not pertain to the exam from the workspace.

8. Students must have a government issued photo ID available for the proctor to review prior to the start of the exam.

9. Students must bring a reflective surface such as a CD, DVD, or mirror to show the edges of the student’s computer monitor to the proctor.

10. Students must close out all programs, applications and websites that do not pertain to the exam prior to the start of the exam.

11. Faculty reserves the right to investigate any suspicious activity (including emptying pockets, baring arms, etc.), including suspicious activity observed/reported by an exam proctor administering an exam for the faculty.

12. Should any suspicious activity be monitored by the online observation organization, the student activity will be reviewed with the FNP program director and the course coordinator.

**Withdrawal from a Nursing Theory Course without a Clinical Component**

- See the *Harding University Catalog* for the procedure.

- A student is encouraged to carefully consider the decision to withdraw from a course and should meet with their academic advisor regarding this decision.

- A student may withdraw from a non-clinical nursing course up to the deadline set by the University on the initial attempt to complete the course and will be awarded a “W” upon withdrawal.

- Students considering withdrawal should be aware that their financial aid might be affected and graduation from the Carr College of Nursing will be delayed if they withdraw from a course. The student should meet with a financial advisor in the HU Financial Aid office.
• For information on how withdrawal from a course can affect a student’s status within the Carr College of Nursing, see the HCCN Academic Probation Policy.

Withdrawal from a Nursing Theory Course with a Clinical Component
The following policy applies to withdrawal from the clinical portion of FNP Focus Courses:

1. A student is allowed to withdraw from a theory course with a clinical component with the following provisions: The student has not yet taken the competency or written clinical final test within the University’s deadline for withdrawal. The student will receive a “withdraw (W)” grade.

2. A student who participates in a clinical practicum who participates in taking the clinical competency test or the clinical written final test and achieves a failing grade for the clinical portion of the course, has at that point failed the entire course and may not drop the course and receive a “withdraw” grade on his or her student records. If a student is NOT successful on the clinical portion, the student fails the entire course, and must repeat the entire course. The student will receive a “failing” grade on his or her student records. (Refer to Guidelines for Student Progression & 1.C. E. Academic Probation Policy 2.C.)

3. If a student receives a “Fail” in any part of the clinical portion of the course, this is the grade that will be recorded for the entire course.

4. Students who have not been successful in the clinical portion of a course are encouraged to attend the theory sessions for the remainder of the semester in order to enhance the student’s success in the course when it is repeated unless the student is removed from the University for other reasons.

Academic Grievance Policy
The academic grievance procedure used by the Carr College of Nursing is delineated in the Harding University Catalog online (see Graduate and Professional: Conduct and Ethics). If a resolution cannot be reached with the faculty as outlined in the Harding University Catalog and the student files an appeal, proof for the allegations and a request for a hearing rests with the student making the appeal. All appeals and responses must be dated and signed. They will be placed on file in the office of the Carr College of Nursing Dean.

Withdrawal from the Carr College of Nursing/University Procedure
When a student withdraws from the Carr College of Nursing the following procedure is used:

1. If the student is completely withdrawing from the University, the student must follow the prescribed Harding University procedures for leaving. See the procedures found in the Harding University Catalog online (see Registration: Policies and Procedures). If the student does not officially withdraw from all classes, “F’s” will be recorded for all classes. Choosing not to follow the procedure may jeopardize the student’s opportunity for readmission.
2. If the student is leaving due to the requirements of the HCCN Academic Probation Policy (refer to Academic Probation Policy 3. D.), he/she will be on academic probation upon returning to the Carr College of Nursing.

3. The student must turn in the HCCN photo ID badge and any applicable agency ID badge(s). These can be given to the course coordinator, the FNP Program director, or the Associate Dean.

Readmission to the Carr College of Nursing Procedure
Due to the competitive nature of the application process and the limited spaces allowed in the program, a student may apply for readmission but is not guaranteed a position within the program. When a student seeks readmission to the Master’s program at the Carr College of Nursing, the following steps are to be followed:

1. Write a letter of intent to the Associate Dean and the FNP Program Director of the Carr College of Nursing to indicate when the student desires to reenter the program. This letter must be received by the FNP Program Director and the Associate Dean prior to October 1st for spring reentry and March 1st for fall reentry before the student plans to reenter the program. Choosing not to notify the FNP Program Director or Associate Dean before the specified deadline prohibits the student’s placement in clinical courses.

2. Contact the FNP Program Director prior to application deadlines to ensure fulfillment of all readmission requirements. Depending on the circumstances of the initial withdrawal, the availability of program positions, and the academic progress of these student, the student may be asked to reapply, meet with the program faculty for an interview, and/or submit additional paperwork at the discretion of the Associate Dean and the FNP Program Director

3. Contact the Harding University Office of Student Life to reactivate the student’s file once all readmission requirements to the Master’s program of the Carr College of Nursing have been met.

Any student readmitted to the HCCN who has been out of the Master’s program for a period of three or more years or who has been suspended for academic reasons, must meet the requirements of the University Catalog in effect at the time of readmission. Any student who has been permanently dismissed from the HCCN will not be readmitted to the nursing program.

Course Credit for Re-Entering Students
Advanced Practice Nursing is part of the complex, rapidly changing health care system. This necessitates curriculum revisions, which affect the student’s reentry status and graduation requirements.

1. Students must complete the FNP program within five years after admission to the Master’s program for their previously earned course credits to meet certification requirements.
2. Students who are away from the program for more than one year may be required to retake nursing courses or give evidence through available validation exams that their nursing knowledge and skill levels are current.

3. Repetition of nursing courses, which have been taken more than three years prior to reentry into graduate school, may be required to satisfy the requirements for certification exams. Due to the content and limitations applied by certifying bodies, some courses, such as Advanced Pharmacotherapeutics, may need to be repeated to maintain graduation and testing requirements.

4. Repetition of some or all courses containing a clinical component may be required if an absence of greater than three years has occurred. If credit has been granted for previous clinical courses a repeat of the course does not apply.

**UNIFORM AND DRESS CODE POLICY**

The Carr College of Nursing abides by the dress code as explained in the *Harding University Student Handbook*. The Harding University dress code also applies to wearing non-uniform clothing while in any clinical setting.

**Men and Women**

1. Clothing should be neat, clean, and relatively free from the tattered and worn look. Shoes are required to be worn on campus.

2. Tight or form-fitting attire (such as leggings) and garments designed as underwear or sleepwear should not be worn as outerwear. Undergarments should not be visible.

3. Shorts should be mid-thigh or longer in length. Shorts are not permitted in classes, chapel, or lyceum events such as American Studies programs.

4. Clothing that is unusual or displays material inconsistent with the mission of the University is prohibited.

5. Unusual hairstyles or unnatural hair colors are not permitted.

**Women**

1. Tops must have at least 2-inch shoulder straps. Clothing must not be lowcut and may not reveal cleavage or the midriff. Halter tops are not permitted.

2. Skirts and dresses must not have hemlines or slits that extend above the knee.

3. Piercing is limited to the wearing of earrings and a small nose stud.

4. Banquet dresses should be modest and becoming, conforming to the guidelines listed above. Dresses may be strapless; however the back must not extend below the natural bra line.
Men
1. Shirts must be worn at all times. Tank tops and body shirts are limited to athletic participation only.
2. Caps, hats, and do-rags are not permitted in classes or chapel.
3. Hair should be neatly trimmed off the collar and free of extreme styles such as Mohawks or ponytails. Beards are to be neatly trimmed.
4. Piercing is limited to the earlobes and the wearing of small earrings or studs.

The Carr College of Nursing provides a uniform and dress code policy that abides by nationally accepted safety and infection control standards. As a trusted and respected profession, APRN students must present themselves in a professional manner. Most importantly, the current policy acknowledges that one’s appearance is a nonverbal statement about one’s self. The uniform and dress code policy facilitates the students’ appearance as Christian professionals.

Source(s):

General Practicum Dress Code
1. The official Carr College of Nursing identification embroidery is required for all lab coats of Harding University graduate nursing students. The identification embroidery must be sewn to the left arm of the lab coat and look professional.
2. Casual, professional wear is indicated for advanced practice nursing students in the clinical setting. Clothing must be professional, clean, wrinkle-free, and follow the Harding University dress code. Jeans, denim, sweatpants, tank tops, or T-shirts are not appropriate casual wear. Shirts/blouses need to be tucked in (Unless designed to be worn un-tucked) and must not reveal midriff skin or cleavage. To comply with OSHA requirements, socks/hosiery and shoes with enclosed heels and toes are to be worn with casual wear.
3. The lab coat must have sleeves, extend down to the hips (half-length) and is to be well maintained and wrinkle-free. Clean clothes are to be worn daily to prevent transfer of microorganisms; it is to be changed as soon as possible after leaving the clinical area.
4. If the agency’s dress code is more restrictive than this policy, the student is expected to comply with the agency’s policy.
5. Choosing not to adhere to the Dress Code Policy could result in referral to the Vice President/Dean of Students. (Refer to Clinical Experiences: Accountability)
Hose/Socks
Support hose or socks are recommended for comfort and to prevent circulation difficulties. As part of the professional attire, solid colored hose or socks should be chosen as not to distract from the patient-provider role.

Shoes
Shoes must be clean, professional looking, and in good repair. Shoes should be non-porous that are sturdy to protect the student’s feet from injury. Shoes must have enclosed toes and heels for OSHA compliance. It is recommended shoes have low heels or small wedges, have laces for tying, be easily cleaned, and have non-slip tread. Logo-marked shoes, canvas shoes, or sandals are not permitted.

Exceptions to the Official Uniform
1. Exceptions to wearing accepted casual professional clothing is at the discretion of the clinical faculty (i.e. lab coats over casual clothes, colored scrub uniforms, or printed lab coats for pediatric clinical).
2. Lab coats may be worn over non-uniform clothing when permitted by the clinical agency. The lab coat must have sleeves and be white, clean and wrinkle-free, appropriately display the HCCN identification patch, and be worn with the appropriate ID badge(s).
3. When scrub attire is indicated by the practicum site, the student may comply with the color of scrubs of the clinical agency. All scrub tops for both males and females must be worn with a clean, all-white crew neck t-shirt under the top. Undergarments for both males and females must provide full coverage and not be visible through the scrub attire. No visible prints or colors on undergarments are to be worn with a uniform.
4. If lab coats are not to be worn in the clinical setting as per clinical guidelines, the student may remove their lab coat while around patients. However, the identification badge should be present at all times in the clinical setting.

General Appearance Guidelines for the Clinical Area
Students’ personal hygiene and dress should reflect the high standards expected of a professional nurse. Students are expected to be neat and clean and abide by the dress code of HCCN and the institution in which they are assigned their practicum experiences.
1. Perfume, perfumed hairspray, cologne, after-shave, or other strong odors such as body odor and/or tobacco smoke are not permitted.
2. Gum chewing is not permitted.
3. Students may wear Sigma Theta Tau International Honor Society pins, Professional Nursing Student Association pins, and pins representing prior nursing institutions on their uniforms. No other pins, ribbons, or accessories are allowed on the uniform or ID badge(s).
4. Infection Control
Fingernails: Keep manicured and at a workable length. Fingernail polish or acrylic/artificial nails, known to contribute to infections, are not allowed.

Rings: Only wedding bands or engagement rings are to be worn in the clinical setting. The clinical agency and/or Harding University are not responsible for lost or stolen jewelry, including engagement or wedding rings.

Accessories: No hoop or dangling earrings are permitted. Small (stud-type) earrings are allowed, only one earring per ear. No earrings of any kind are permitted for male students. Necklaces and bracelets (including ankle bracelets) are not permitted. No other visible body piercings or tattoos are permitted. Tattoos should be appropriately covered.

Hair: Hair is to be neat and clean. If females have long hair, it is to be secured back off the collar and up on the head with a non-ornate barrette or other appropriate hair-securing device. Ribbons, bows, feathers, and extreme color or styles are not permitted. Hair should not hang in one’s eyes or face, or fall down so as to touch the client while one is working. Males’ hair should be neatly trimmed off the collar and free of extreme colors or extreme styles such as ponytails. Beards and moustaches are to be neatly trimmed.

Hands: Hand hygiene is to be practiced:

- Before and after every client contact
- At the beginning and end of your shift
- When leaving the unit and upon return
- After contact with contaminated items
- Before and after eating
- After using the restroom, covering a sneeze/cough, brushing your hair, and other personal care.

Gloves: Wear disposable (non-latex) gloves when in contact (or potential for contact) with blood or body fluids.

5. Cell phones, PDA’s, and smart phones are not to be used in clinical except for clinical purposes and in accordance with agency policy; and are to be in a mode not interfering with clinical equipment. There has been documented interference with hospital equipment being used in client care including mechanical ventilators, infusion control pumps, and telemetry.

Photo ID Badge

- The Carr College of Nursing photo identification badge is obtained from the Harding University Office of Public Safety with a permission slip from the Carr College of Nursing assigned faculty or staff. The Office of Public Safety does charge a nominal fee.
- The Carr College of Nursing Graduate Administrative Assistant will hole-punch the badge and provide a clip.
Newly admitted nursing students, students who have a name change, students whose badge becomes illegible, and students who lose their badges must contact the Graduate Administrative Assistant to acquire the official badge.

The Harding University Carr College of Nursing identification badge is worn during all clinical experiences associated with Harding’s nursing courses.

The Carr College of Nursing badge is to be worn only in Carr College of Nursing clinical agencies or at other times when the student is completing an authorized Carr College of Nursing assignment.

The student ID badge may not be used while working in clinical areas as an agency employee or volunteer.

Agency-specific ID badges are required in certain clinical agencies.

The badges must be returned to the Associate Dean if withdrawing from the HCCN and/or the University or at the conclusion of the student’s clinical rotations.

Required Equipment

Each FNP nursing student will be required to purchase equipment and supplies deemed necessary in the clinical and lab setting. Students are required to have their own:

- stethoscope
- watch with a seconds indicator
- PDA (or cell phone capability) with required clinical software
- Diagnostic kit as prescribed in the assessment course.
- Other assessment equipment as designated by FNP Focused courses.

It is the student's responsibility to purchase these items, keep them in working order, and consistently have them ready for use in the clinical area.
Students are expected to adhere to the following clinical policies. These expectations reflect current employer practice expectations.

**Standard Precautions Requirement**
All students in the graduate clinical courses HCCN courses are required by the clinical agencies as well as the HCCN to complete the Standard Precautions DVD annually and complete the post test. To comply with this measure, all students in the FNP program will complete this requirement during the December intensive prior to beginning NURS 7000 FNP I: Women’s Health and Family Theory and NURS 7300 FNP IV: Family Health and Theory. All students must pass the posttest with a score of ≥ 90% in order to be in compliance with this requirement. No students will be allowed to participate in clinical activities without meeting this requirement.

**Selecting Patient Assignments**
Students are expected to maintain professional boundaries (www.ncsbn.org) and adhere to Standards of Professional Performance and clinical agency requirements in all clinical learning experiences, including patient selection activities. Students are not to select/assign themselves to a client who is their friend or relative. Students should be actively engaging with their preceptor as to their current learning needs based upon current studies and the semester requirements. Students and preceptors should work together to select patients that will help provide opportunities for student development and growth.

**Accountability**
Students are expected to be punctual and fully prepared (including but not limited to preclinical written work and proper dress code) to meet assigned or delegated commitments. Students are expected to provide the clinical faculty with opportunities to observe skill performance. Students are expected to maintain confidentiality according to ethical principles and HIPAA law. Choosing not to be accountable in these areas may mean exclusion from class or clinical experiences. Accountability also includes protecting peers and clients from communicable illness. This includes notifying the clinical preceptor and faculty if experiencing fever, vomiting, diarrhea, or respiratory symptoms in the past 24 hours.

**Reporting a Tardy or Absence from Clinical**
In case of illness or any other situations affecting the student’s ability to attend a clinical experience, the student is expected to call the clinical facility to report the absence/tardy prior to the time the clinical experience is scheduled and the faculty overseeing the student’s clinical (follow instructions given by course coordinator). It is important to contact the preceptor or the designated office representative directly using provided direct contact information. Students should provide the clinical faculty the time when this will be made up during the semester. This
may be done when providing the initial call regarding the tardy or absence, or within a week after the student has recovered from their illness.

**Personal Belongings**
To protect personal belongings, students are urged to leave books, purses, and other personal items locked in the car or at home. Carry small needed items in uniform/lab coat pockets. NOTE: NEITHER HARDING NOR CLINICAL AGENCIES ARE RESPONSIBLE FOR LOST OR STOLEN ITEMS, INCLUDING JEWELRY.

**Break or Meal Time**
As time in the clinical setting is considered a valuable opportunity for learning and student learning can occur on multiple levels, students should make every attempt to follow the scheduled break or meal times of the clinic. Should students have conditions/situations that warrant stepping away from the clinical setting, he or she should notify the preceptor/office manager prior to scheduling breaks or lunch. The following process should be implemented when taking scheduled lunches/breaks while on duty:
1. Inform the preceptor or office staff when leaving the clinic.
2. Follow the preceptor’s guidelines about meal arrangements, if applicable. Meeting relatives or friends for breaks or meals is not permitted.
3. Do not leave early as a substitute for not taking a break or time for a meal.

**CLINICAL POLICIES AND PROCEDURES: SPECIFIC**

**Protecting Student Health**
The choice of health care as a career inherently exposes the practitioner to infectious disease. To minimize this risk, students are required to complete annual competencies in risk reduction that incorporate the most recent guidelines. The use of Standard Precautions in all settings, real or simulated, is required. Should accidental exposure occur (e.g. via needle sticks from contaminated needles, etc.), the student is required to **immediately notify** the Clinical preceptor, the clinical faculty, who will then notify the FNP Program Director, the Associate Dean and Dean of the Carr College of Nursing for implementation of testing and precautionary measures. Each student is strongly encouraged to have health and disability insurance before taking any nursing course with a clinical component and/or being identified occupationally as a nurse.
TB Skin Testing and CPR Certification Policy
In compliance with clinical agency guidelines and policies designed to promote safety in the clinical setting, the Carr College of Nursing requires that any student participating in clinical experiences remain current with TB skin testing and CPR certification.

The policy requires that:

- Each student provides verification (via electronic procedure outlined on application) to the Graduate Administrative Assistant of renewed CPR certification and current TB skin test results prior to the beginning of the semester.

  *Per HU policy International students must provide results of a current T-SPOT® TB test (T-Spot).

- CPR certification and TB skin test results must remain current until the end of the semester. If either CPR certification or TB skin test results will expire during the semester, students must recertify in CPR and/or be retested for TB before the semester begins. Current status is available to students via designated HCCN electronic database. If CPR certification expires or TB skin test results becomes expired, the student will be removed from the clinical setting until current CPR certification and/or TB skin test results are received.

A positive TB skin test will be resolved according to current CDC and agency protocols before a student is placed in a clinical setting for learning experiences.

Consequences:
Choosing to not provide this verification will result in:

- The student being ineligible to start clinical and thus delaying their clinical experience and collection of clinical hours.
- The student’s final course grade being lowered one letter grade.
- The student’s removal from the FNP Focus courses and delayed graduation date.

Needle sticks/Sharps Injuries and Blood/Body Fluid Exposure Procedure
All students who have a blood/body fluid exposure, regardless of the type of exposure or risk status of the client, need to report the incident to the preceptor/office manager and clinical faculty immediately. This includes parenteral (needle stick or cut) or mucous membrane (splash to eye or mouth) exposure to blood or other body fluids or cutaneous exposure to large amounts of blood, especially if the skin is chapped or abraded.

Injury or Exposure Procedure
1. Student immediately notifies the preceptor and faculty for guidance and assistance. (Timely reporting is essential for proper management post-exposure, including rapid HIV testing.)
2. Student must follow the clinical agency’s policy in its entirety.
3. Faculty obtains the latest CDC guidelines for a needle stick injury situation and compares the CDC guidelines with the clinical agency’s policy and advises the student in collaboration with agency infection control personnel, HCCN administration, and CDC guidelines.

4. Additional medical advice may be sought and is documented.

5. Student meets with HCCN administration to ensure that follow-up information is clearly understood; the meeting is documented.

6. Faculty ensures that the clinical agency’s paperwork is accurately completed and that clinical agency policy is followed.

7. Faculty documents the incident using the HCCN Incident Form; the agency’s policy and a summary of CDC guidelines are attached to the incident report.

8. The documentation is reviewed by administration and placed in a sealed envelope in the HCCN Dean’s office.

9. All information about the incident remains confidential between the student, the clinical faculty, and administration.

**HIV-1 or HBV Seroconversion**

Should a student become HIV-1 or HBV seropositive during the course of nursing studies, he or she is to notify the Dean of the Carr College of Nursing for counseling regarding the continuation of nursing studies. If the student is unable to meet degree requirements due to health reasons, the student will withdraw from the nursing program. Some clinical agencies also require notification of such status, and for the student to continue clinical learning with that agency, further testing and monitoring under that agency’s regulations will be required.

Additional information may be required once the condition is known. The type of sequence of the clinical experience may be altered to provide optimal student learning and to ensure the student’s and client’s well-being. Please refer to the Infectious/Communicable Disease Policy in this HCCN Graduate Student Handbook.

**Infectious/Communicable Disease Policy**

The ANA’s Nurses’ Code of Ethics states: “The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of the health problems.”

1. Students are expected to provide care for clients with infectious/communicable diseases including, but not limited to, HIV, HBV, and Tuberculosis. If a student is at risk for harm, such as a student who is immunocompromised, the student may be temporarily reassigned. This should be communicated by the student with documentation from their primary health care provider.

2. Students must comply with agency-specific policies related to care of clients with infectious/communicable diseases.
3. Guidelines for communicable disease prevention recommended by the U.S. Centers for Disease Control will serve as Harding University’s guidelines for client care. Nursing care for clients will be planned and implemented using Standard Precautions and nursing judgment.

4. HIV testing is not required for admission to the Carr College of Nursing. Qualified students are not denied admission to the program based on HIV status. Reasonable accommodations are made by the Carr College of Nursing to assist the student in the completion of education.

5. Any nursing student who believes him/herself to be at risk for exposure to a communicable disease including, but not limited to, HIV, HBV, and Tuberculosis has an ethical obligation to know his/her status and be tested. The Dean of the Carr College of Nursing should be notified immediately if a positive test result occurs.

6. Students who test positive for a communicable disease including, but not limited to, HIV, HBV, and Tuberculosis, will be counseled through the Dean’s office regarding how their health status may impact their performance as an HCCN student, including appropriate safeguards and expected behaviors. Reasonable accommodations will be assessed through the Dean’s office. However, essential degree requirements and/or core performance standards must be met to progress in the nursing program. (See Functional Abilities-Form).

7. With some conditions the clinical agency may require self-reporting and may not allow the student to participate in clinical experiences in their agency. The clinical agency has the right to determine whether the student may participate in/continue learning experiences in their agency.

8. As in the case of any policy and procedure guidelines, Harding University and the Carr College of Nursing reserve the right to revise the policy. Students will be notified of any substantial changes. Questions or interpretations regarding the policy should be directed to the Dean of the Carr College of Nursing.

**Substance Abuse Policy**

The Carr College of Nursing is committed to protecting the safety, health, and welfare of its faculty, staff, and students, and people who come into contact with its faculty, staff, and students during scheduled learning experiences. Harding University Carr College of Nursing therefore strictly prohibits the illicit use, possession, sale, conveyance, distribution, and manufacture of illegal drugs, intoxicants, or controlled substances in any amount or in any manner and the abuse of non-prescription and prescription drugs. These behaviors are incompatible with responsible behavior expected of students preparing for a professional nursing career and of legal requirements for nursing practice licensure.

**Arkansas Law:**

Any nurse who tests positive for illegal, controlled, or abuse-potential substances and who cannot produce a valid and current prescription for the drug is at risk of being in violation of the

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Arkansas Nurse Practice Act, ACA § 17-87-309 (a)(4) and (6); and the Arkansas State Board of Nursing Rules and Regulations Chapter Seven, Section IV.A.

Furthermore, any nurse who is aware that another nurse has violated a provision of the Arkansas Nurse Practice Act is obligated to report that nurse to the Board. Choosing not to report this to the Board is a violation of the Arkansas Nurse Practice Act, ACA § 17-87-309 (a)(6); and the Arkansas State Board of Nursing Rules and Regulations Chapter Seven, Section IV.A.6.j.

Similar professional expectations apply to graduate nursing students. Any nursing student who is aware that another nursing student is using or is in possession of illegal drugs, intoxicants, or controlled substances is obligated to report this information to the Carr College of Nursing Associate Dean.

The intent of the Substance Abuse Policy is not just to identify those students chemically impaired, but also to attempt to assist the student in the return to a competent and safe level of practice and to achieve his/her goal of becoming an Advanced Practice Registered Nurse. Emphasis is on deterrence, education, and reintegration. All aspects of the policy are to be implemented in good faith with compassion, dignity, and confidentiality. (See Harding University Student Handbook).

When Drug Testing May Occur — The Carr College of Nursing requires the student to submit to drug testing under any or all of the following circumstances:

- Random urine, blood, and/or Breathalyzer tests for drugs and/or alcohol as required by the clinical agencies or the Carr College of Nursing.
- For cause (suspicion) in any setting.
- As part of a substance abuse recovery program.

Blood, Urine, and/or Breath Testing for Cause
Any Harding nursing student who demonstrates behavioral changes suspected to be related to the use of drugs, including, but not limited to, alcohol, will be subjected to testing. The preceptor and/or nursing faculty member decision to drug test will be drawn from these facts in light of the experience of the observers and may be based on:

- Observable phenomena such as direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a drug.
- Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, and deterioration of work performance.
- Information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional.
- Conviction by a court, or being found guilty of a drug, alcohol, or controlled substance violation in another legitimate jurisdiction.

Testing will be conducted using the following policy/procedure:
1. The faculty member will have another faculty member (or staff RN if in clinical setting) to confirm the suspicious behavior.

2. The student will be asked to leave the area and go with the faculty member and a witness to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented, and the decision to drug test will be made.

3. Client and student safety is of utmost importance. If client/student safety is threatened, the student will be removed from the learning environment/classroom and appropriate University authorities notified (Office of Student Life and Office of Public Safety).

4. If warranted, the student will submit appropriate laboratory specimens in accordance with the Substance Abuse Policy and clinical agency policies, if appropriate. A required urine specimen is obtained during collection.

5. The student will sign a release statement requesting that the results of the urine, blood, and/or Breathalyzer tests be sent to the Harding University Office of Student Life.

6. The student will be suspended from all clinical activities until the appropriate personnel or committees, as designated by the nursing program, have reviewed the case.

7. If the laboratory test is negative for substances classified in the DSM-5, the student will be allowed to return to class without penalty once the cause of suspicious behavior is determined and treated. Arrangements to make up missed work must be initiated by the student on the first day back to class or clinical (whichever comes first).

8. If “any one” laboratory test is positive for substances classified in the DSM-5, the decision may be any one of the following: a learning agreement for behavioral change, referral for medical evaluation, or immediate suspension from the program.

9. Confidentiality will be maintained.

As a condition of enrollment, each student will sign a Substance Abuse Policy Release Form agreeing to adhere to the Substance Abuse Policy.

Testing Facility—The Harding University Office of Student Life will identify a Substance Abuse and Mental Health Services Administration (SAMHSA2)-approved laboratory to perform testing utilizing the agency’s policies.

Sample Collection—The collection techniques will adhere to the guidelines in accordance with US Department of Transportation 49 CFR Part 40 following chain of custody protocol.

Substances—Substance-related disorders are listed in the Diagnostic and Statistical Manual of Mental Disorders, fifth edition, (DSM-5). Substances of abuse are grouped into eleven classes: alcohol; amphetamines or similarly acting sympathomimetics; caffeine; cannabis; cocaine; hallucinogens; inhalants; nicotine; opioids; phencyclidine (PCP) or similarly acting arylcyclohexylamines; and sedatives, hypnotics, or anxiolytics. Testing may include any of these drug categories. The Carr College of Nursing shall have the authority to change the panel of tests without notice to include other illegal substances as suggested by local and national reports or circumstances.
Positive Results—Test results will be considered positive if substance levels excluding caffeine and nicotine meet or exceed the Arkansas State Board of Nursing (ASBN) established threshold values for both immuno assay screening and gc/ms confirmation studies, and the Medical Review Officer verification interviews verify unauthorized use of the substance. Positive tests are run twice to verify the presence of substances. Split samples are saved at the original lab and may be sent to another SAMHSA2-approved lab for additional testing at the student’s expense. Positive drug testing results may bar the student from learning experiences in the agency. This barring may prevent academic progress.

If any one laboratory test is positive for substances classified in the DSM-5, the student is referred to the University Office of Student Life and is subject to the Carr College of Nursing’s Code of Conduct Policy and the University’s policies and procedures regarding substance abuse. The substance abuse policies of Harding University are found in the Harding University Student Handbook.

Confidentiality—All testing information, interviews, reports, statements (including the person reporting the incident), and test results specifically related to the individual student are confidential. The Executive Vice President/Dean of Students will receive drug test results from the lab, and only authorized persons (e.g. Dean of the Carr College of Nursing) will be allowed to review this information. Records will be maintained in a safe, locked cabinet, and/or password-protected electronic database. While the issues of testing are confidential within the University community, the information regarding substance abuse and rehabilitation must be shared with the ASBN or other licensing authority.

Positive Drug Testing Results Following Licensure—A licensed nurse may be reported to a State Board of Nursing for positive drug testing. A licensed nurse may be disciplined for this violation of that state’s nurse practice act. If so, that nurse’s license is flagged in the national nursing data base. Positive drug results will be a permanent part of the nurse’s license history.

Treatment, Referral, & Reapplication—The outcome of a positive drug screen or Breathalyzer test may include any of the following: a learning agreement for behavioral change, a referral for medical evaluation, or immediate dismissal from the program and suspension from the University. A positive drug screen of any of the following substances: amphetamines or similarly acting sympathomimetics, cannabis, cocaine, hallucinogens, inhalants, or phencyclidine (PCP) or similarly acting arylycyclohexylamines will result in immediate dismissal from the program. If the student wishes to challenge the decision of the nursing program, the fair process procedures of the University will be followed. The faculty, in collaboration with the Office of Student Life, will refer persons identified as having substance abuse problems for therapeutic counseling regarding substance withdrawal and rehabilitation from a reliable treatment source/program.

A student with a history of substance abuse may be readmitted to the program. The reapplication process for a student who has previously tested positive for substance abuse will include:

- Documentation of evaluation by an Addiction Counselor.
- Demonstration of at least one year of abstinence immediately prior to application.
• Demonstrated attendance at Alcoholics Anonymous (AA) or Narcotics Anonymous (NA) for a 6-month period of time, or a recognized substance abuse treatment program of choice. Evidence of participation must be sent to the Carr College of Nursing. Acceptable evidence shall consist of a written record of at least the date of each meeting, the name of each group attended, purpose of the meeting, and the signature of signed initials of the chairperson of each group attended. Acceptable evidence for a treatment program of the student’s choice will be a verifiable completion certificate.

• Provision of letters of reference from all employers since leaving the program.

• Once readmitted, the student must sign an agreement to participate in monitoring by random drug screening consistent with the policy of the institution and the clinical agency where assigned client care. The student will pay for testing.

• Once readmitted, the student must abstain at all times from the use of controlled or abuse-potential substances, including alcohol, except as prescribed by a licensed practitioner from whom medical attention is sought. Student shall inform all licensed practitioners who authorize prescriptions of controlled or abuse potential substances of student’s dependency on controlled or abuse-potential substances, and student shall cause all such licensed practitioners to submit a written report identifying the medication, dosage, and the date the medication was prescribed. The prescribing practitioners shall submit the report directly to the Dean of the Carr College of Nursing within ten (10) days of the date of the prescription. (Adapted from the ASBN Suspension Motion, 0500.)

Appeal Process—The student has the right to an appeal before the Harding University Student Life Committee. (See the Harding University Student Handbook, Section 5.)

Incident of Reoccurrence—A student who is re-admitted to the Carr College of Nursing, and has a subsequent positive test for substance abuse, will be dismissed from the Carr College of Nursing and will be ineligible to return. Furthermore, the student will be ineligible to receive a letter of good standing from the Carr College of Nursing.