School of Nursing Handbook 2019
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SECTION 1. INTRODUCTION

About the School of Nursing Handbook

Welcome to the Walden University School of Nursing Handbook. This handbook is a resource for school- and program-specific academic policies, procedures, and resources for Walden’s School of Nursing (School of Nursing or SON). It also provides program-specific information about nursing curricula, department personnel, and strategies for program success.

The Walden University Catalog and the Walden University Student Handbook are available at catalog.WaldenU.edu. The student handbook outlines all university policies, resources, and services. For academic information—including official curricular requirements, course descriptions, and full faculty and administration listings—refer to the current catalog. Walden catalogs for previous academic years are also archived at this site.

Students who are admitted to a program in the School of Nursing are subject to the policies and procedures described in this handbook, the Walden University Catalog, and the Walden University Student Handbook. The university reserves the right to change any provision, offering, requirement, or fee at any time within the student’s enrollment period.

Neither the provisions of this handbook, the catalog, or the student handbook nor the acceptance of students to the university through the admission, enrollment, and registration processes constitutes a contract or an offer of a contract. The university further reserves the right to require students to withdraw from the university for cause at any time.

Walden University

Overview of Walden University

Walden University, an accredited university offering bachelor’s, master’s, and doctoral degrees online, was founded in 1970 by two New York teachers, Bernie and Rita Turner, who sought a way for adults in the workforce to pursue doctoral degrees and develop into leaders committed to the betterment of society. The university was first granted regional accreditation in 1990 by the North Central Association of Colleges and Schools. Walden is accredited by The Higher Learning Commission (HLC); in 2013, its accreditation was reaffirmed for 10 years, the maximum period granted at the time. Walden participates in the Academy for Assessment of Student Learning sponsored by The Higher Learning Commission. In 2000, Walden became the first distance-learning university to be categorized as research-intensive by the Carnegie Foundation for the Advancement of Teaching.

Highlights of Walden’s commitment include:

- **Diverse and comprehensive core curriculum:** Walden provides students the intellectual foundation necessary to see the interrelationships among the central ideas and
means of expression that are specific to the disciplines. This foundation supplies a context for knowledge and makes possible the cross-fertilization of ideas to enhance creativity, innovation, and problem solving.

- **Student-centeredness**: Walden’s faculty and staff are devoted to helping students balance their education with their personal and professional lives. Walden’s library, tutoring, and other student services also provide essential resources.

- **Real-world application**: Degree programs are developed by scholar-practitioners who continually assess courses to make sure they are current and relevant.

- **International perspectives**: Walden is the flagship online university in the Laureate International Universities network, a leading global network of more than 70 accredited campus-based and online universities around the world that serve more than 1,000,000 students in 25 countries across the Americas, Europe, Africa, Asia, and Middle East.

- **Positive social change**: Walden believes that knowledge is most valuable when put to use for the greater good. Students, alumni, and faculty are committed to improving the human and social condition by creating and applying ideas to promote the development of individuals, communities, and organizations, as well as society as a whole.

- **Scholar-practitioner model**: Walden’s goal is to help students become scholar-practitioners by challenging them to integrate scholarly research with their own expertise as skilled practitioners in their fields.

**Accreditation**

Walden University is accredited by The Higher Learning Commission, [https://hlcommission.org/](https://hlcommission.org/).

The Baccalaureate Degree Program in Nursing (BSN), Master’s Degree Program in Nursing (MSN), and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org). Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public’s health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing.

For students, accreditation signifies program innovation and continuous self-assessment.

**Vision**

Walden University envisions a distinctively different 21st-century learning community where knowledge is judged worthy to the degree that it can be applied by its graduates to the immediate solutions of critical societal challenges, thereby advancing the greater global good.

**Mission**

Walden University provides a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they can effect positive social change.

**Goals**

- To provide multicontextual educational opportunities for career learners.
• To provide innovative, learner-centered educational programs that recognize and incorporate the knowledge, skills, and abilities students bring into their academic programs.
• To provide its programs through diverse process-learning approaches, all resulting in outcomes of quality and integrity.
• To provide an inquiry/action model of education that fosters research, discovery, and critical thinking, and that results in professional excellence.
• To produce graduates who are scholarly, reflective practitioners and agents of positive social change.

Social Change
Walden defines positive social change as a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies. Positive social change results in the improvement of human and social conditions.

This definition of positive social change provides an intellectually comprehensive and socially constructive foundation for the programs, research, professional activities, and products created by the Walden academic community.

In addition, Walden supports positive social change through the development of principled, knowledgeable, and ethical scholar-practitioners, who are and will become civic and professional role models by advancing the betterment of society.

College of Health Sciences

Vision
The college’s vision is to be recognized as a preeminent college of health sciences producing innovative leaders who engage in critical and creative thinking to address the health needs of local and global communities through the delivery of healthcare services, research, and education.

Mission
The college’s mission is to offer academic programs in the health sciences using a scholar-practitioner model to prepare health professionals who embrace social change, critical thinking, and evidence-based decision making and action and who contribute to the physical, social, mental, emotional, and spiritual well-being and greater good of individuals and local and global communities.
School of Nursing

Vision
The School of Nursing envisions recognition as a preeminent 21st-century school of nursing in which the contributions of nursing, health, and related sciences will transform the provision of nursing services along the continuum of care and across the human lifespan to meet the needs of individuals and local and global communities.

Mission
The School of Nursing provides academically rigorous and culturally and contextually relevant educational programs, based in the scholar-practitioner model, for a diverse array of nursing professionals seeking enhancement of critical-thinking skills, abilities to select and implement evidence-based practices, and core and specialty nursing knowledge in order to transform society.

Goals
The School of Nursing’s goals are derived from those of the institution, as summarized below:
- To empower the nursing professional through academic advancement that enhances personal growth, professional development, and academic achievement.
- To create an educational environment where learners are able to build on their existing transformational and professional nursing knowledge, skills, and integrative abilities.
- To educate the nursing professional with consideration for the complex needs of the diverse learner while upholding professional nursing standards.
- To encourage learners to integrate biopsychosocial, nursing, and health theories, research, and evidence-based practice that exemplifies professional nursing standards.
- To prepare professional nursing leaders who are empowered to promote social change for individuals, groups, and organizations locally, nationally, and globally.

Organizational Structure
The current organizational chart, as shown in Figure 1, depicts the structure of the School of Nursing in terms of relationships among personnel and programs. The chart provides lines of authority and responsibility as well as communication channels.
**Organizing Framework for Programs**

- Walden offers four-degree options for registered nurses who do not have a BSN:
  - BSN degree options: RN-BSN, RN-BSN AIM, and BSN Tempo degrees.
  - MSN degree option: RN-MSN Degree. Students complete five BSN foundation courses before starting MSN courses. The BSN is not earned with this program option.
- Both the BSN Completion program curriculum and the MSN’s RN track foundational courses build on a foundation of technical competencies and bachelor-level preparation in the arts, sciences, and humanities to prepare RNs for generalist practice.
- Based on that foundation of bachelor’s degree preparation and generalist nursing competencies, the MSN core curriculum adds core competencies in advanced nursing practice.
- Students then acquire specialization competencies through one of eight advanced nursing specializations offered in the MSN program: Adult Gerontology Acute Care Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner, Nursing Education, Family Nurse Practitioner, Nurse Executive, Nursing Informatics, Psychiatric Mental Health Nurse Practitioner, or Public Health.
- The Doctor of Nursing Practice (DNP) program builds upon the knowledge of the
master’s-level program outcome roles and expands competencies in administrative, healthcare policy, informatics, and population-based specialties for a focus on aggregates in healthcare settings.

**Quality Improvement**

The SON is committed to ongoing, systematic quality improvement for program effectiveness. As shown in Appendix A, the School of Nursing Quality Improvement Plan (SONQIP) for Program Effectiveness establishes indicators for accountability in the areas of student learning, faculty productivity, and program accountability. Each indicator is operationally defined, the entity responsible for collecting the data related to each operational definition is identified, the frequency of data collection and the primary data source are established, a community of interest is linked, benchmarks are set, and the outcome is monitored as part of the assessment plan within the School of Nursing Assessment Committee role and responsibility.
SECTION 2. BACHELOR OF SCIENCE IN NURSING COMPLETION PROGRAM

Overview

Walden’s BSN Completion program provides current registered nurses who have a diploma or associate degree in nursing with the opportunity to earn a BSN degree. Walden offers a flexible, relevant, evidence-based program of study that equips students with the tools for success in a nursing career. Walden offers three options in the BSN Completion program: the RN-BSN track, the RN-BSN AIM track, and Tempo.

At the undergraduate level, the SON uses the following guidelines and standards to inform the curriculum and professional behavior:

- *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing [AACN], 2008);
- *Public Health: Recommended Baccalaureate Competencies and Curricular Guidelines for Public Health Nursing* (AACN, 2013);
- *Guide to the Code of Ethics for Nurses with Interpretative Statements* (American Nurses Association [ANA], 2015);
- *Nursing: Scope and Standards of Practice* (ANA, 2015); and

Individual Student Learning Outcomes

At the end of the program, graduates will be able to:

1. Apply leadership and informatics concepts in decision making to promote patient safety and quality care.
2. Use evidence based on the sciences, humanities, and research to guide nursing practice across the health-illness continuum in a variety of healthcare settings.
3. Evaluate the implications of policy on issues of access, equity, affordability, and social justice in healthcare delivery, including the health of vulnerable populations and healthcare disparities.
4. Demonstrate effective communication and collaboration skills to improve patient outcomes.
5. Implement individual and population-focused interventions to promote health and to prevent and manage disease and injuries.
6. Exhibit accountability for personal and professional behaviors in accordance with standards of moral, ethical, and legal conduct and with a commitment to continuous professional development.
7. Provide patient-centered nursing care based on a comprehensive and focused health
assessment, across the lifespan using sound clinical judgment as well as developmentally and culturally appropriate approaches.

Appendix B depicts the links among the School of Nursing’s goals, these individual student learning outcomes, the undergraduate curriculum, and the assessment plan.

Admission Requirements

All students admitted to the BSN Completion program must have a current, active registered nurse (RN) license in the United States or its territories. All applicants must also present an associate degree in nursing or a diploma in nursing. International nurses must have the equivalent of an RN license in their home country.

Nurses admitted to the program may be awarded up to 50 quarter credits based on transcripts from an accredited associate degree in nursing or a nursing diploma. Walden’s Office of Admissions will evaluate transcripts and diploma information to determine the extent of credit awarded.

- Completion Requirements (see current catalog) 181 total credits
- General education courses (50 cr.)
- Nursing core courses (51 cr.)
- Prior nursing credit/elective courses (80 cr.)

General Education Courses (see current Catalog)

The general education curriculum establishes a foundation of the arts, sciences, and humanities. The BSN curriculum builds on this foundation. Students need to take the following courses:

- Two written and oral communications courses,
- Two humanities courses,
- Three mathematics/natural sciences courses (including microbiology, and anatomy and physiology),
- Two social sciences courses,
- A statistics course:
  - Statistics (any introductory statistics course similar to STAT 3001- Statistical Methods and Applications, or
  - PSYC 3002 - Data Analysis and Presentation
- Elective(s) as needed to reach the credits required

Nursing Core Courses / Tempo Areas of Expertise (see current Catalog)

Nursing Core Courses (51 cr.)

- NURS 3100 - Issues and Trends in Nursing
- NURS 3020 - Health Assessment
- NURS 3110 - Information Management and Patient Care Technology
- NURS 3150 - Foundations of Nursing Research
- NURS 4100 - Quality and Safety Through Evidence-Based Practice
Practice Experiences (see current Catalog)
Two of the upper-division courses (Role of the Nurse Leader in Population Health and Leadership Competencies in Nursing and Healthcare) include 72 hours of practice experiences for each course (for a total of 144 hr.) with little or no travel. These practicum courses are designed to help students develop as a scholar-practitioners and health leaders to promote positive social change in their own community. Students develop a project in both courses. Course faculty members who teach the course act as preceptor help students complete projects of their choice.

NURS 4210 / Tempo PH4001-4005 - Role of the Nurse Leader in Population Health
Students in this course focus on application of theories and concepts from nursing and public health sciences in assessing health status, preventing and controlling disease, and promoting a healthier population by working with families, aggregates, communities, and healthcare systems. Students apply system thinking by using epidemiological and community assessment techniques to examine at-risk populations, health promotion, and levels of prevention with special emphasis on ethnically diverse and vulnerable populations. Major local, state, and national health issues are considered, including communicable disease, chronic illness, environmental and occupational health, bioterrorism, emergency and disaster preparedness and response. Practice experiences provide learning experiences in population-based health promotion by collaborating with interdisciplinary public health partners in a local community (1 cr. of practicum equates to 72 clock hours of student practice experience hours).

NURS 4220 / Tempo LC 4001-4005 - Leadership Competencies in Nursing and Healthcare
Contemporary nurses who wish to influence the current healthcare system must equip themselves with the knowledge and competencies to lead in times of pressure, constant change, and innovation. Students in this course work toward gaining these skills and increasing self-awareness in the context of organizational challenges and individual motivation. They also learn skills and techniques in team building; strengthening interpersonal, communication, and interdisciplinary effectiveness; promoting meaningful use of data to shape a preferred future for nursing; translating strategic vision into action; and implementing and managing organizational change. Students apply course concepts through case studies, self-assessments and 360-degree feedback, and a 72-hour practicum in a selected clinical setting. Through this practicum experience, students gain professional knowledge from top-level leaders in nursing and healthcare (1 cr. of practicum equates to 72 clock hours of student practice experience hours).

Elective Courses and Prior Nursing Credit (see current Catalog)
Prior nursing credit not applied toward nursing core courses can fulfill up to 80 credits in this category. Students with fewer than 80 transfer credits can choose courses from any of Walden’s bachelor’s degree programs.
Completion Requirements

For students who started in or before Winter 2015, please refer to archived catalogs at this website: https://catalog.waldenu.edu/content.php?catoid=164&navoid=56549.

Accelerate Into Master's (AIM) Programs—RN-BSN AIM Track

The RN-BSN AIM track is an Accelerate Into Master’s (AIM) Program (see requirements below). Students take three master’s-level courses that can be transferred* into a Master of Science in Nursing (MSN) degree. The three master’s-level courses can only be transferred into an MSN degree if the students receive a grade of B or higher.

RN-BSN AIM Curriculum

- NURS 3100 – Issues and Trends in Nursing
- NURS 3020 - Health Assessment
- NURS 3150 - Foundations of Nursing Research
- NURS 4115 - Role of the Nurse—Public and Global Health
- NURS 5052 - Essentials of Evidence-Based Practice
- NURS 4005 - Topics in Clinical Nursing
- NURS 4210 - Role of the Nurse Leader in Population Health
- NURS 4220 - Leadership Competencies in Nursing and Healthcare
- NURS 5050 - Policy and Advocacy for Improving Population Health
- NURS 5051 - Transforming Nursing and Healthcare Through Technology

Requirements

Walden University offers several opportunities for advanced undergraduate students in certain programs to accelerate time to completion in certain master’s degree programs.

- Undergraduates can complete no more than 50% of the total courses required for master’s degree completion, excluding thesis, practicum, or capstone. (Individual programs determine specific eligible courses and some programs may limit the number of courses available.)
- To be eligible to begin AIM courses, students must
  - Have an overall GPA equal to that required for admission to the associated master’s degree.
  - Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor’s program listed below. (Individual programs may determine additional prerequisites.)
  - Be in good financial standing.
  - Not have any incompletes.
- AIM courses are (5000-level) graduate courses.*
  - Tuition for these courses is charged at the undergraduate rate.
  - Courses taken as an undergraduate count as fulfilling undergraduate degree
requirements.
  o Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA.
  
  • Students must get a B or better in each course to have that course applied to the master's program.
  o Students who get lower than a B in an AIM course will not be allowed to take any more 5000-level courses. Later admission to the master’s program requires that the student must repeat that course as a master's student.
  
  • Students are expected to maintain the undergraduate GPA expected for admission to the associated master’s program.
  o Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.
  
  • Upon completion of the undergraduate program requirements, students should file an Intent to Graduate Form.
  
  • Students who complete these courses successfully are not required to pursue the master’s degree and/or may defer enrollment to a future date. Transfer of Credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master’s program. Upon admission to the master's program, all AIM graduate courses completed with a B or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

*Note: Graduate students cannot register for AIM courses.

**Course Descriptions**

BSN course descriptions can be found within the *Walden University Catalog* at [https://catalog.waldenu.edu/](https://catalog.waldenu.edu/).
SECTION 3. MASTER OF SCIENCE IN NURSING

Overview

Walden’s Master of Science in Nursing (MSN) program provides current registered nurses with the opportunity to earn an MSN degree. Walden offers a flexible, relevant, evidence-based program of study that equips students with the tools for success in a nursing career.

The curriculum is based on the following:
- *The Essentials of Master’s Education in Nursing* (AACN, 2011)
- *The Scope of Practice for Academic Nurse Educators* (National League for Nursing [NLN], 2012)
- *Nursing Professional Development: Scope and Standards of Practice, 3rd Ed.* (Association for Nursing Professional Development [ANPD], 2016)
- *Nursing Informatics: Scope and Standards of Practice* (ANA, 2014)
- *Nurse Executive Competencies* (Association of Nurse Executives [AONE], 2015)
- *Public Health Nursing: Scope and Standards of Practice, 2nd Ed.* (ANA, 2013)

Walden offers the following MSN specializations:
- Adult Gerontology Acute Care Nurse Practitioner (AGACNP)
- Adult Gerontology Primary Care Nurse Practitioner (AGPCNP)
- Psychiatric-Mental Health Nurse Practitioner (PMHNP)
- Family Nurse Practitioner (FNP)
- Nurse Executive
- Nursing Education
- Nursing Informatics
- Public Health Nursing

Individual Student Learning Outcomes

At the end of this program, graduates will be able to:
1. Synthesize organizational/systems leadership for cost-effective specialist nursing practice that contributes to high-quality healthcare delivery, advancement of the nursing profession, and social change.
2. Critique evidence-based literature drawing from diverse theoretical perspectives and pertinent research to guide decision making that demonstrates best practices for specialist nursing practice in a global society.

3. Integratively assess, diagnose, plan, implement, and evaluate cost-effective healthcare strategies that reduce health disparities by patient/population advocacy for access to specialist nursing care.

4. Demonstrate ability to effectively communicate using audience-specific oral, written, and information technology for professional delivery of specialist nursing care.

5. Evaluate health needs of diverse populations for necessary teaching/coaching functions based on specialist nursing knowledge to restore/promote health and prevent illness/injury.

6. Exhibit ongoing commitment to professional development and value of nursing theories/ethical principles (altruism, autonomy, human dignity, integrity, social justice) in accordance with ethically responsible, legally accountable specialist nursing practice.

7. Implement specialist nursing roles to promote quality improvement of patient-centered care in accordance with professional practice standards that transform health outcomes for diverse populations.

Appendix B depicts the links among the School of Nursing’s goals and these individual student learning outcomes, the MSN core and specialization curricula, and the assessment plan.

## Degree Requirements

### BSN Track: 51/56 cr.
- Professional Development Plan and Program of Study
- Foundation course (1 cr.)
- Foundational courses—RN Track only

### 26 Credits for RN-MSN students starting Spring 2016 and after; 29 Credits for RN-MSN Students starting prior to Spring 2016
- Core courses (20 cr.)
- Specialization courses (30–35 cr.)
- Portfolio (Nurse Executive, Nursing Education, and Nursing Informatics specializations only)

### Admission Tracks

The MSN program has two admission tracks for registered nurses:
- BSN Track: This track is for students with a Bachelor of Science in Nursing (BSN) degree. Students enter the MSN program at the core (graduate) level.
- RN Track: This track is for students with a diploma, an associate degree in nursing, or a bachelor’s degree other than a BSN. Students starting in Spring 2016 and thereafter complete 26 quarter credits of foundation courses. Students starting prior to Spring 2016 complete 29 quarter credits of foundation courses before starting the core (graduate) courses. The foundation courses contain the essential content and learning activities to
prepare students for the core courses.

**Note about general education requirements:** Candidates for entry into the RN track who have not completed the required minimum undergraduate credits of general education courses (as shown below) may enroll in general education courses at Walden. Students who choose to complete general education courses at Walden can transition directly into the RN track of the MSN program after they have completed the general education requirements.

- Two written and oral communications courses
- Two humanities courses
- Four mathematics/natural sciences courses (including statistics,* microbiology, anatomy and physiology)
- Two social sciences
- Elective(s) as needed to reach the credits required

*Note:* If students have not taken a statistics course, they are required to complete STAT 3001 prior to enrolling in NURS 6052; however, they can begin the MSN program prior to completing STAT 3001.

All students complete the same core curriculum. The six core courses provide students with graduate-level knowledge in areas of leadership, theory, research, diversity, ethical and legal issues, and healthcare systems. The specialization courses build on the core courses and offer students direction and guidance for influencing nursing practice in selected areas. The capstone courses provide students the opportunity to integrate knowledge from their previous courses into a practice setting (practicum) and to evaluate the achievement of professional and organizational goals. A portfolio based on the specific outcomes of the program must be submitted and approved before the degree is granted.

Note about licensure for students enrolled in the Adult Gerontology Primary Care Nurse Practitioner (AGPCNP), Adult Gerontology Acute Care Nurse Practitioner (AGACNP), and Family Nurse Practitioner (FNP) specializations: Students enrolled in these specializations must have and maintain a current, unrestricted RN license in the state where they will perform their clinical practicum.

*Note:* Courses are listed below with this notation: Total quarter credits (didactic credits, practicum credits).

**Foundation Course**

- NURS 6002/6003 - Foundations of Graduate Study: 1 (3, 0)*

*Not required for RN-MSN students starting Spring 2016 and after.

**RN Track Only—Effective for students starting Spring 2016 and after**

- NURS 3101 - Issues and Trends in Nursing: 6 (6, 0)
- NURS 3151 - Foundations of Nursing Research: 5 (5, 0)
- NURS 4211 - Role of the Nurse Leader in Population Health: 5 (3, 2)
• NURS 4006 - Topics in Clinical Nursing: 5 (5, 0)
• NURS 4221 - Leadership Competencies in Nursing and Healthcare: 5 (3, 2)

**RN Track Only—Effective for students starting prior to Spring 2016**

• NURS 3001 - Issues and Trends in Nursing: 5 (5, 0)
• NURS 4001 - Research and Scholarship for Evidence-Based Practice: 5 (5, 0)
• NURS 4011 - Family, Community, and Population-Based Care: 7 (5, 2)
• NURS 4006 - Topics in Clinical Nursing: 5 (5, 0)
• NURS 4021 - Leadership Competencies in Nursing and Healthcare: 7 (5, 2)

**Core Courses**

• NURS 6050 - Policy and Advocacy for Improving Population Health: 5 (5, 0)
• NURS 6051 - Transforming Nursing and Healthcare Through Technology: 5 (5, 0)
• NURS 6052 - Essentials of Evidence-Based Practice: 5 (5, 0)
• NURS 6053 - Interprofessional Organizational and Systems Leadership: 5 (5, 0)
• PUBH 6127N – Public Health Policy, Progress and Politics: 5 (5, 0) (for Public Health Nursing students only)

**Specialization Courses**

**Adult Gerontology Acute Care Nurse Practitioner Specialization**

**Effective Spring 2018**

The Adult Gerontology Acute Care Nurse Practitioner (AGACNP) specialization prepares students to make a positive difference in today’s dynamic high acuity health care environment. In this specialization, you can gain the knowledge and clinical skills to provide comprehensive, patient-centered care to individuals 13 years or older with complex acute and chronic medical conditions. Coursework focuses on building your core competencies as a nurse practitioner while preparing you to work at an advanced level of practice in specialty medicine areas, intensive care units, and other high-acuity outpatient specialty clinics and in-patient environments.

• NURS 6501 - Advanced Pathophysiology: 5 (5, 0)
• NURS 6521 - Advanced Pharmacology: 5 (5, 0)
• NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning: 5 (5, 0)
• NUNP 6531 - Advanced Practice Care of Care of Adults Across the Lifespan: 5 (3, 2)*
  OR NUNP 6566- Management of the Acutely Ill Gerontology Patient: 5 (3,2) *
• NUNP 6540 - Advanced Practice Care of Frail Elders: 5 (3, 2)*
• NUNP 6550 - Advanced Practice Care of Adults in Acute Care Settings I: 5 (3, 2)*
• NUNP 6560 - Advanced Practice Care of Adults in Acute Care Settings II: 5 (3, 2)*

*Details about courses with practicum requirements, the required forms, the approval process, and important practicum application deadlines and practicum handbooks can be found at https://academicguides.waldenu.edu/fieldexperience/son.
Adult Gerontology Primary Care Nurse Practitioner Specialization—Effective September 2019

The Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) specialization prepares students to make a positive difference in today’s dynamic and ever-changing healthcare environment, whether in clinical practice or a related health professional role. AGPCNPs serve adolescents through older-age adults in a variety of healthcare settings including specialty clinics. Students gain responsibility in their current role or prepare to advance their career. Walden practicum coordinators are available to assist students in meeting their practicum requirements. Graduates pursue national adult nurse practitioner certification and state credentialing.

- NURS 6501 - Advanced Pathophysiology: 5 (5, 0)
- NURS 6521 - Advanced Pharmacology: 5 (5, 0)
- NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning: 5 (5, 0)
- NUNP 6531 - Advanced Practice Care of Care of Adults Across the Lifespan: 5 (3, 2)*
- NUNP 6540 - Advanced Practice Care of Frail Elders: 5 (3, 2)*
- NUNP 6551 - Primary Care of Women: 5 (3, 2)*
- NUNP 6565 - Synthesis in Advanced Practice Nursing: Care of Complex Patients in Primary Care Settings: 5 (3, 2)*

*Details about courses with practicum requirements, the required forms, the approval process, and important practicum application deadlines and practicum handbooks can be found at https://academicguides.waldenu.edu/fieldexperience/son.

Family Nurse Practitioner Specialization—Effective September 2018

The Family Nurse Practitioner (FNP) specialization focuses on evidence-based techniques that can enhance the quality of care and outcomes for patients. The program offers strategies that can prepare students to work in acute and primary care health settings or change the course of their healthcare career. Walden practicum coordinators can assist students in meeting their clinical practice requirements. Graduates of the program can pursue national family nurse practitioner certification and state credentialing.

- NURS 6501 - Advanced Pathophysiology: 5 (5, 0)
- NURS 6521 - Advanced Pharmacology: 5 (5, 0)
- NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning: 5 (5, 0)
- NUNP 6531 - Advanced Practice Care of Adults Across the Lifespan: 5 (3, 2)*
- NUNP 6541 - Primary Care of Adolescents and Children: 5 (3, 2)*
- NUNP 6551 - Primary Care of Women: 5 (3, 2)*
- NUNP 6565 - Synthesis in Advanced Practice Nursing: Care of Complex Patients in Primary Care Settings: 5 (3, 2)*

*Details about courses with practicum requirements, the required forms, the approval process, and important practicum application deadlines and practicum handbooks can be found at https://academicguides.waldenu.edu/fieldexperience/son.
**Nurse Executive Specialization**

The Nurse Executive specialization prepares nurses for leadership positions in complex healthcare systems. Collaboration and partnerships are key to managing change and meeting standards for nursing practice. Graduates are ready to make a difference in organizations by addressing pressing issues, such as workforce development, resources, integration of technology, and the maintenance and improvement of quality care.

- NURS 6201 - Leadership in Nursing and Healthcare: 5 (5, 0)
- NURS 6211 - Finance and Economics in Healthcare Delivery: 5 (5, 0)
- NURS 6221 - Managing Human Resources: 5 (5, 0)
- NURS 6231 - Healthcare Systems and Quality Outcomes: 5 (5, 0)
- NURS 6241 - Strategic Planning in Healthcare Organizations: 5 (5, 0)
- NURS 6600 - Capstone Synthesis Practicum: 5 (3, 2)*

*Details about courses with practicum requirements, the required forms, the approval process, and important practicum application deadlines and practicum handbooks can be found at [https://academicguides.waldenu.edu/fieldexperience/son](https://academicguides.waldenu.edu/fieldexperience/son).

**Nursing Education Specialization**

The Nursing Education specialization prepares nurses for faculty positions in all types of undergraduate nursing programs, as well as for educator roles in diverse practice settings. Graduates have the knowledge to develop, plan, implement, and evaluate educational programs for nursing students and other individuals or groups needing health-related education.

- NURS 6301 - Advanced Pathopharmacology: 5 (5, 0)
- NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning: 5 (5, 0)
- NURS 6321 - Curriculum Development, Assessment, and Evaluation: 5 (5, 0)
- NURS 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education: 5 (5, 0)
- NURS 6341 - Specialty in Clinical Nursing: 5 (4, 1)*
- NURS 6351 - The Role of the Nurse Educator: 5 (4, 1)*

*Details about courses with practicum requirements, the required forms, the approval process, and important practicum application deadlines and practicum handbooks can be found at [https://academicguides.waldenu.edu/fieldexperience/son](https://academicguides.waldenu.edu/fieldexperience/son).

**Nursing Informatics Specialization**

The Nursing Informatics specialization prepares nurses to effectively utilize information technology to enhance the quality of patient care. This specialization blends nursing science with computer and information science. Coursework focuses on such key areas as information systems, database concepts, and effective project management. Graduates have the skills to integrate new data and existing knowledge to support decision-making processes that affect patients and providers.

- NURS 6401 - Informatics in Nursing and Healthcare: 5 (5, 0)
- NURS 6411 - Information and Knowledge Management: 5 (5, 0)
- NURS 6421 - Supporting Workflow in Healthcare Systems: 5 (5, 0)
- NURS 6431 - System Design, Planning, and Evaluation: 5 (4, 1)*
• NURS 6441 - Project Management: Healthcare Information Technology: 5 (5, 0)
• NURS 6600 - Capstone Synthesis Practicum: 5 (3, 2)*

*Details about courses with practicum requirements, the required forms, the approval process, and important practicum application deadlines and practicum handbooks can be found at https://academicguides.waldenu.edu/fieldexperience/son.

**Psychiatric-Mental Health Nurse Practitioner Specialization—Effective Spring 2018**

The Psychiatric-Mental Health Nurse Practitioner (PMHNP) is an advanced practice nurse who holds a Master of Science in Nursing (MSN) degree and have advanced clinical training in their specialty. PMHNPs assess, diagnose, conduct therapy, and prescribe medications to treat psychiatric disorders, anxiety and stress-related disorders, brain disorders, and substance abuse problems. Students will learn to provide emergency psychiatric services, assess the psychosocial and physical health of patients, develop and manage treatment plans, and provide ongoing patient care. Students in this program are prepared to provide mental healthcare to patients across the lifespan. The focus of the courses is on psychotherapy for individuals, groups, and families. The curriculum also includes a strong pharmacology component.

• NURS 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology: 5 (5, 0)
• NUNP 6640 - Psychotherapy With Individuals: 5 (3, 2)*
• NUNP 6650 - Psychotherapy With Groups and Families: 5 (3, 2)*
• NUNP 6660 - Psychiatric Mental Health Nurse Practitioner Role I: Child and Adolescent: 5 (3, 2)*
• NUNP 6670 - Psychiatric Mental Health Nurse Practitioner Role II: Adults and Older Adults: 5 (3, 2)*

*Details about courses with practicum requirements, the required forms, the approval process, and important practicum application deadlines and practicum handbooks can be found at https://academicguides.waldenu.edu/fieldexperience/son.

**Public Health Nursing Specialization**

While most nurses care for one patient at a time, public health nurse leaders work to improve the health of entire populations in their community. By collaborating with whole communities, public health nurse leaders work to improve community health outcomes, address health disparities, and influence the health system. The Public Health Nursing specialization prepares nurses to assume leadership roles in assessing communities and populations; identifying high-risk groups; and developing culturally sensitive, acceptable, and realistic population-based nursing interventions.

• PUBH 6034N - Environmental Health: Local to Global: 5
• NURS 6700 - Epidemiology and Population Health: 5
• PUBH 6475N - Program Planning, Implementation, and Evaluation: 5
• NURS 6710 - Public Health Nursing Theory and Practice: 5
• NURS 6720 - Population-based Public Health Nursing Interventions: 5 (2, 3)*
• NURS 6730 - Public Health Nursing Leadership: 5 (3, 2)*
Details about courses with practicum requirements, the required forms, the approval process, and important practicum application deadlines and practicum handbooks can be found at https://academicguides.waldenu.edu/fieldexperience/son.

**Capstone Synthesis Courses**

The practicum provides MSN students with the opportunity to synthesize knowledge, to develop specialized competence in professional nursing practice, to apply knowledge to the solution of professional nursing practice issues, and to develop a respect for and a commitment to continued professional scholarship. Students are advised to begin seeking a practicum placement as early as possible, but no later than two terms before they plan to begin the practicum. The completion of practicum experiences gives students the confidence to function at an advanced level in a selected practice setting.

Students enrolled Nurse Executive and Nursing Informatics take NURS 6600 as the practicum course in the Nursing Informatics and Leadership and Management specializations during their last quarter. Additionally, Nursing Informatics students take NURS 6431 prior to entering NURS 6600 as preparation for their major practicum project. Students enrolled in the Nursing Education specialization take the practicum courses, NURS 6341 and NURS 6351, during their last two quarters. The Nurse Executive track and the Nursing Education track require a minimum of 144 practicum hours. The Nursing Informatics track requires a minimum of 216 practicum hours. Students enrolled in Public Health Nursing take NURS 6720 and 6730 during their last two quarters. The Public Health Nursing track requires a minimum of 360 practicum hours.

Details about the practicum, the required forms, the approval process, and important practicum application deadlines and practicum handbooks can be found at https://academicguides.waldenu.edu/fieldexperience/son.

- NURS 6431 - System Design, Planning, and Evaluation: 5 (4, 1)
- NURS 6600 - Capstone Synthesis Practicum: 5
- NURS 6341 - Specialty in Clinical Nursing: 5 (4, 1)
- NURS 6351 - Role of the Nurse Educator: 5
- NURS 6720 - Population-based Public Health Nursing Interventions: 5 (2, 3)
- NURS 6730 - Public Health Nursing Leadership: 5 (3, 2)

**Course Descriptions**

MSN course descriptions can be found within the Walden University Catalog at https://catalog.waldenu.edu/.
Portfolio (Nurse Executive, Nursing Education, Nursing Informatics, and Public Health Nursing specializations only)

There are many different images of a professional portfolio. Most professionals are familiar with résumés, but the use of a professional portfolio as both a retrospective and prospective archive is a fairly new idea in nursing. Anderson, Gardner, Ramsbotham, and Tones (2009) describe how portfolios have different structures for learning assessment and competence validation. Portfolios go beyond career changes, additional education, and expanded community service activities. Some academicians submit an academic portfolio when they apply for promotion and/or tenure. A nurse researcher may track proposals, funding received, publications, and presentations with a research portfolio. A nurse who works as an independent consultant uses a consulting portfolio to track work product. Nurses can similarly focus their portfolios to reflect career accomplishments, credentialing, and future goals.

Serving several functions, the portfolio

- Provides a repository for educational and professional accomplishments.
- Documents educational progression and growth throughout the program.
- Helps evaluate achievement of program learning outcomes.
- Demonstrates a professional image, through organization and presentation of material.
- Communicates accomplishments to colleagues and the professional community.

Content

The portfolio includes the following documentation and evidence:

- A current résumé. The first part of the portfolio should be an up-to-date résumé.
- A Professional Development Plan, initiated in NURS 6002/6003 and refined in NURS 6600, NURS 6351 (Nursing Education students), or NURS 6730 (Public Health Nursing students).
- Portfolio assignments from each of the courses. (See the Format section below for more details.)
- Goal-achievement activities and/or experiences that prepared the student to meet the seven individual student learning outcomes. The End-of-Program Outcome Evidence Chart allows students to document how they have achieved the expected student outcomes of service, scholarship, and social change for each of the expected individual student learning outcomes. The form for this chart is provided in NURS 6600 or NURS 6351, or NURS 6730.

Format

- Students submit the final portfolio in electronic form. A title for the portfolio (e.g., “Walden University, Master of Science in Nursing, Specialization”), the student’s name, and the date of submission must appear on the cover sheet of each assignment.
- The first (cover) page of the portfolio is a title page listing the title, full name, mailing address, telephone number (including area code), e-mail address, position (e.g., Nurse
ICU), and date of submission.

- Students must compile all portfolio assignments into a single Word document. After having created the cover page, they should carefully copy and paste the portfolio items from their original Word documents into the portfolio Word document, organizing them as explained in this handbook.

- If necessary, students may scan other documents and include them in the portfolio as images. Students may also include a descriptive list of documents that cannot be submitted electronically.

All assignments should be free of typographical, grammatical, structural, and punctuation errors. In some cases, this will mean correcting portfolio documents. Students should not include pages that show faculty member comments. The margins on the paper should be standard. APA style indicates 1 inch on all four sides. While each student’s portfolio may vary slightly from these specifications, consistency and scholarly presentation is most important.

- The size of the font should be equivalent to Arial or Times New Roman, 10–12 pt. The font should be no smaller than the print on this page. Do not use all caps or italics or a script font.

- Students must organize the portfolio sections according to the sequence of courses and include course numbers.

- A new section should be started for each course. On a blank page, students should type the course number in the center of the page. Assignments from that course will follow.

- The portfolio must have a professional appearance.

- Students should use images sparingly, only as needed (including images can greatly increase the size of the portfolio, making it difficult to upload or download).

- Students may include pictures, notes, letters from colleagues, artifacts from their professional work environment, or any other special artifacts that document how they have grown throughout their academic journey. For example, if a student conducted a workshop on hospice care, he or she should include the website, the brochure, and participant evaluations if there are Word documents or scanned copies, if possible. Otherwise, he or she should provide a brief description of the documents.

**Submission**

Students must submit the portfolio to the instructor in Week 11 for students in 6600, 6351, or 6730 in the designated drop box. The instructor reviews the portfolio and advises students of any needed revisions. If revisions are needed, students must complete the revisions before the instructor assigns a final grade. The portfolio is graded on a Satisfactory/Unsatisfactory basis.

**Reminder:** All portfolio items must be pasted into a single Word document. Students should follow the organizational directions provided in this document.

**Helpful Hints**

For successful completion of the portfolio, students should do the following:

- **Initiate the portfolio process at the beginning of the MSN program,** collecting evidence and storing materials and information in an organized way.
- Set up computer and paper files for the different portfolio areas. For example, one computer file may document continuing education (CE) activities. A paper file would hold the actual certificates.
- Organize course files into different categories (e.g., papers, journal entries, reflections, professional development, and course assignments). Copy and paste all journal entries into one file to demonstrate growth. Be certain to keep all assignments that are identified as portfolio assignments for each course in the program.
- Be sure to include submission dates on all portfolio materials.

- Become familiar with portfolio terminology:
  - **Individual Student Learning Outcomes**—Learner-focused statements explicitly describing the characteristics or attributes to be attained by students as a result of program activities. At the curricular level, these are reflected in course, unit, and/or level objectives.
  - **Expected Outcomes**—Statements of predetermined levels of aggregate achievement expected of students who complete the program and of program faculty members. Expected outcomes are established by the nursing faculty, are consistent with professional nursing standards and guidelines, and reflect the needs of the community of interest.
  - **Descriptive Statements**—Statements that are intended to give the reader a mental image of something experienced.
  - **Résumé or Curriculum Vitae (CV)**—An account of one’s professional or work experience and qualifications.
  - **Reflection**—Statements describing personal and professional growth in specific areas.
  - **Evidence**—Basis for belief or disbelief, knowledge on which to base belief.
  - **Growth**—Personal progression from simple to more complex.
  - **Journal**—A written, narrative record of observations, ideas, and insights that are recorded on a regular basis, while they are still fresh. Keeping a journal allows one to store thoughts about interconnections between separate courses and to document meaningful experiences, thoughts, and feelings about the process of becoming a master’s-prepared nurse.

- Learn more about creating a portfolio by reviewing the following sources:
Frequently Asked Questions

Why is each student* being asked to develop a comprehensive portfolio?

*Does not apply to MSN NP students.

The faculty members of Walden’s MSN SP program believe that a portfolio serves the following purposes:

- **Promotes the synthesis of knowledge**—To become competent leaders in the nursing profession and a selected specialization, students need to synthesize a great deal of information from a variety of sources. Creating the portfolio provides the structure for thinking about and communicating these interconnections.

- **Promotes reflective thought**—One hallmark of graduate education is the ability to think analytically and engage in self-assessment. Creating the portfolio allows students to evaluate and demonstrate their achievements in acquiring advanced nursing and specialty knowledge.

- Provides evidence that students have met the assignment, course, and program learning outcomes—The portfolio reflects the different ways student meet learning outcomes.

What are the contents of the portfolio?

Portfolios are individual creations—no two look exactly alike. Students organize their portfolio into sections so that they can easily extract specific types of information and evidence when needed. The portfolio includes

- A current résumé,
- A Professional Development Plan,
- The Program of Study, and
- Portfolio assignments from courses.

Is the portfolio graded?

The individual assignments and parts of the portfolio are graded throughout the MSN program. The compiled portfolio is graded on a Satisfactory/Unsatisfactory basis, based on the grading rubric in NURS 6600/6351/6730.

When is the portfolio due?

Parts of the portfolio are due as students complete assignments, projects, and courses, and as they reflect on their growth and program experiences. Compilation of the portfolio is due at the end of the program, in Week 11 of NURS 6600/6351/6730.

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SECTION 4. POST-MASTER’S CERTIFICATES IN NURSING

Overview
The School of Nursing offers three certificates at the post-master’s-degree level. The certificate program provides the opportunity for nurses trained at the master’s level to pursue specialized training.

Walden University offers the following Post-Master’s Certificates:
- Nurse Executive Certificate
- Nursing Education Certificate
- Nursing Informatics Certificate

Note: Individuals already prepared in one of these specializations may not pursue a certificate in the same specialization.

Certificate Requirements—Quarter-based

- Nursing Education: 16 quarter credits (exception: 15 quarter cr. for Walden MSN graduates*)
- Nurse Executive: 28 quarter credits (exception: 25 quarter cr. for Walden MSN graduates*)
- Nursing Informatics: 28 quarter credits (exception: 25 quarter cr. for Walden MSN graduates*)
- Foundation course: NURS 6002/6003 (3 quarter cr.)*

*Note: Students who are graduates of Walden’s MSN program are not required to repeat NURS 6002/6003 as part of a certificate program.

Note: Courses are listed below with this notation: Total quarter credits (didactic credits, practicum credits)

Foundation Course
- NURS 6002/6003 - Foundations for Graduate Study: 3 (3, 0)
Specialization Courses

**Nurse Executive Certificate**
This certificate program prepares nurses for leadership positions in complex healthcare systems. Students who complete this certificate program are ready to make a difference in organizations by addressing pressing issues such as workforce development, resources, integration of technology, and the maintenance and improvement of quality care.

- NURS 6201 - Leadership in Nursing and Healthcare: 5 (5, 0)
- NURS 6211 - Finance and Economics in Healthcare Delivery: 5 (5, 0)
- NURS 6221 - Managing Human Resources: 5 (5, 0)
- NURS 6231 - Healthcare Systems and Quality Outcomes: 5 (5, 0)
- NURS 6241 - Strategic Planning in Healthcare Organizations: 5 (5, 0)

**Nursing Education Certificate**
This certificate program prepares nurses for faculty positions in all types of undergraduate nursing programs, as well as for educator roles in diverse practice settings. Students who complete this certificate program have the knowledge to develop, plan, implement, and evaluate educational programs for nursing students and other individuals or groups needing health-related education.

- NURS 6321 - Curriculum Development, Assessment, and Evaluation: 5 (5, 0)
- NURS 6331 - Teaching Learning Strategies: Integrating Technology into Nursing Education: 5 (5, 0)
- NURS 6351 - The Role of the Nurse Educator: 5 (4, 1)*

*Details about courses with practicum requirements, the required forms, the approval process, and important practicum application deadlines and practicum handbooks can be found at [https://academicguides.waldenu.edu/fieldexperience/son](https://academicguides.waldenu.edu/fieldexperience/son).

**Nursing Informatics Certificate**
This certificate program, which blends nursing science with computer and information science, prepares nurses to effectively utilize information technology to enhance the quality of patient care. Coursework focuses on such key areas as information systems, database concepts, and effective project management. Students who complete this certificate program have the knowledge to integrate data, information, and knowledge to support decision-making processes that affect patients and providers.

- NURS 6401 - Informatics in Nursing and Healthcare: 5 (5, 0)
- NURS 6411 - Information and Knowledge Management: 5 (5, 0)
- NURS 6421 - Supporting Workflow in Healthcare Systems: 5 (5, 0)
- NURS 6431 - System Design, Planning, and Evaluation: 5 (4, 1)*
- NURS 6441 - Project Management: Healthcare Information Technology: 5 (5, 0)

*Details about courses with practicum requirements, the required forms, the approval process, and important practicum application deadlines and practicum handbooks can be found at [https://academicguides.waldenu.edu/fieldexperience/son](https://academicguides.waldenu.edu/fieldexperience/son).
Nurse Practitioner Post-Master’s Certificates

These certificate programs prepare nurses with an MSN or a nurse practitioner MSN degree with the specialized information, knowledge and skills to be eligible to take the national NP certification examination appropriate to the specialty and to obtain NP licensure at the state level.

Note: Courses are listed below with this notation: Total quarter credits (didactic credits, practicum credits)

Adult Gerontology Acute Care Nurse Practitioner: 38 quarter credits
- NURS 6003 Foundations of Graduate Study: 3
- NURS 6501 Advanced Pathophysiology: 5
- NURS 6512 Advanced Health Assessment and Diagnostic Reasoning: 5
- NURS 6521 Advanced Pharmacology: 5
- NRNP 6566/PRAC 6566 Management of the Acutely Ill Adult-Gerontology Patient: (3, 2)
- NRNP 6540/PRAC 6540 Advanced Practice Care of Frail Elders: 5 (3, 2)
- NRNP 6550/PRAC 6550 Advanced Practice Care of Adults in Acute Care Settings I: 5 (3, 2)
- NRNP 6560/PRAC 6560 Advanced Nursing Care of Adults in Acute Care Settings II: 5 (3, 2)

Adult Gerontology Primary Care Nurse Practitioner: 38 quarter credits
- NURS 6003 Foundations of Graduate Study: 3
- NURS 6501 Advanced Pathophysiology: 5
- NURS 6512 Advanced Health Assessment and Diagnostic Reasoning: 5
- NURS 6521 Advanced Pharmacology: 5
- NRNP 6531/PRAC 6531 Advanced Practice Care of Adults Across the Lifespan: (3, 2)
- NRNP 6540/PRAC 6540 Advanced Nursing Care of Frail Elders: 5 (3, 2)
- NRNP 6551/PRAC 6551 Primary Care of Women: 5 (3, 2)
- NRNP 6565/PRAC 6565 Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings: 5 (3, 2)

Adult Gerontology Primary Care Nurse Practitioner: 38 quarter credits
- NURS 6003 Foundations of Graduate Study: 3
- NURS 6501 Advanced Pathophysiology: 5
- NURS 6512 Advanced Health Assessment and Diagnostic Reasoning: 5
- NURS 6521 Advanced Pharmacology: 5
- NURS 6630 Psychopharmacologic Approaches to Treatment of Psychopathology: 5
- NRNP 6640/PRAC 6640 Psychotherapy with Individuals: 5 (3, 2)
- NRNP 6650/PRAC 6650 Psychotherapy with Groups and Families: 5 (3, 2)
- NRNP 6660/PRAC 6660 Psychiatric Mental Health Nurse Practitioner Role I: Child and Adolescent: 5 (3, 2)
- NURS 6670/PRAC 6670 Psychiatric Mental Health Nurse Practitioner Role II: Adults and Older Adults: 5 (3, 2)
Family Nurse Practitioner: 38 quarter credits
- NURS 6003 Foundations of Graduate Study: 3
- NURS 6501 Advanced Pathophysiology: 5
- NURS 6512 Advanced Health Assessment and Diagnostic Reasoning: 5
- NURS 6521 Advanced Pharmacology: 5
- NRNP 6531/PRAC 6531 Advanced Practice Care of Adults Across the Lifespan: 5 (3, 2)
- NRNP 6541/PRAC 6541 Primary Care of Adolescents and Children: 5 (3, 2)
- NRNP 6551/PRAC 6551 Primary Care of Women: 5 (3, 2)
- NRNP 656/PRAC 6565 Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings: 5 (3, 2)

Psychiatric Mental Health Nurse Practitioner: 43 quarter credits
- NURS 6003 Foundations of Graduate Study: 3
- NURS 6501 Advanced Pathophysiology: 5
- NURS 6512 Advanced Health Assessment and Diagnostic Reasoning: 5
- NURS 6521 Advanced Pharmacology: 5
- NURS 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology: 5
- NUNP 6640/PRAC 66490 Psychotherapy With Individuals: 5 (3,2)
- NUNP 6650/PRAC6650 - Psychotherapy with Groups and Families: 5 (3,2)
- NUNP 6660/PRAC6660 - Psychiatric Mental Health Nurse Practitioner Role I: Child and Adolescent: 5 (3, 2)
- NUNP 6670/PRAC 6670- Psychiatric Mental Health Nurse Practitioner Role II: Adults and Older Adults: 5 (3, 2)

Course Descriptions
MSN course descriptions can be found within the Walden University Catalog at https://catalog.waldenu.edu/.
SECTION 5. DOCTOR OF NURSING PRACTICE

Overview

Walden’s Doctor of Nursing Practice (DNP) program provides students with the opportunity to earn a doctoral degree in nursing practice. Walden offers a flexible, relevant, evidence-based program of study that prepares experts in advanced specialty nursing knowledge and skills for healthcare practice. The program provides rich and varied opportunities in practice settings aimed at assisting graduates to achieve the required outcomes and competencies for advanced specialty practice. Graduates engage in practice in such areas as administrative, informatics, leadership/management and population-based specialties, and they focus their practice on aggregates, such as populations, systems, organizations, and state or national policies. These specialties do not have direct patient care responsibilities but must define actual or emerging issues and design appropriate aggregate health interventions (AACN, 2006).

The DNP program ascribes to and has designed the program of study in alignment with selected specialty professional standards and guidelines as well as the professional standards and guidelines of AACN’s *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006), as cited below:

**The Essentials of Doctoral Education for Advanced Nursing Practice**

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

**Individual Student Learning Outcomes**

At the end of this program, graduates will be able to:
1. Translate research findings to direct evidence-based nursing practice.
2. Develop organizational system changes for quality improvement in healthcare delivery in
response to local and/or global community needs.
3. Apply optimal utilization of healthcare information technology across healthcare settings.
4. Advocate for the advancement of nursing and healthcare policy through sharing of science-based knowledge with healthcare policymakers.
5. Demonstrate leadership to facilitate collaborative teams for improving patient and populations health outcomes.
6. Utilize advanced nursing practice knowledge to implement methodologies to improve population health outcomes.
7. Establish a foundation for lifelong learning for continual elevation of contributions to the field of nursing through active involvement in professional organizations and/or other professional bodies.

Appendix B depicts the links among the School of Nursing’s goals, these individual student learning outcomes, the undergraduate curriculum, and the assessment plan.

**Degree Requirements**

**Curriculum Plan**

Table 1. *DNP Curriculum Plan: Core Coursework*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>DNP Program Core Coursework</th>
<th>Didactic Credits</th>
<th>Clinical Credits</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 8000</td>
<td>Foundations and Essentials of Doctoral Study in Nursing</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>NURS 8100</td>
<td>Healthcare Policy and Advocacy</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>NURS 8110</td>
<td>Theoretical and Scientific Foundations for Nursing Practice</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>NURS 8200</td>
<td>Research Methods for Evidence-Based Practice</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>NURS 8210</td>
<td>Transforming Nursing and Healthcare Through Technology</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>NURS 8300</td>
<td>Organizational and Systems Leadership for Quality Improvement</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>NURS 8310</td>
<td>Epidemiology and Population Health</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total DNP Core Credits:</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>31</strong></td>
</tr>
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</table>

Table 2. *DNP Curriculum Plan: Practicum Experience Coursework*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>DNP Program Practicum Experience Coursework</th>
<th>Didactic Credits</th>
<th>Clinical Credits</th>
<th>Total Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 8410</td>
<td>Best Practices in Nursing Specialties</td>
<td>4</td>
<td>1</td>
<td>5</td>
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<tr>
<td>NURS 8400</td>
<td>Evidence-Based Practice I: Assessment and Design</td>
<td>4</td>
<td>1</td>
<td>5</td>
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<tr>
<td>NURS 8500</td>
<td>Evidence-Based Practice II: Planning and Implementation</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURS 8510</td>
<td>Evidence-Based Practice III: Implementation, Evaluation, and Dissemination</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total DNP Practicum Credits:</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
Table 3. DNP Curriculum Plan: Additional Coursework

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Additional DNP Program Coursework (Taken as Needed)</th>
<th>Didactic Credits</th>
<th>Clinical Credits</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 8600</td>
<td>DNP Field Experience</td>
<td>0</td>
<td>1–6</td>
<td>1–6</td>
</tr>
<tr>
<td></td>
<td>DNP Program Mentoring Coursework</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NURS 8700</td>
<td>DNP Project Mentorship (enrollment each term starting after NURS 8110)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NURS 8701</td>
<td>DNP Project Completion (as needed after completing all coursework)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Course Descriptions

DNP course descriptions can be found within the Walden University Catalog at https://catalog.waldenu.edu/.

Writing Assessment for DNP Program Students

Students who start their doctoral program at Walden University in 2016 will complete the university’s required doctoral writing assessment on a rolling basis. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university’s expectations for writing at the doctoral level (https://catalog.waldenu.edu/content.php?catoid=165&navoid=57127).

Practicum for DNP Program

Overview

The practicum experience assists students in deepening their specialty area practice knowledge as they continue to enhance their leadership and nursing skills. To achieve this, they develop and engage in a relationship with an approved preceptor and they focus on

- Acquiring skills at the aggregate, systems, and organizational level;
- Achieving individualized learning objectives; and
- Building and assimilating advanced specialty practice knowledge as conceptualized by themselves, their preceptors, and their practicum faculty members and approved by their individual practicum faculty members.

The practicum requires students to apply the knowledge, concepts, and competencies that they have acquired during their program of study, particularly in relation to their area of nursing specialization. During the practicum, Students also undertake a DNP project that serves to
provide them with an opportunity to engage in and provide leadership for evidence-based practice in their chosen area of interest or expertise.

The primary objective of the practicum is to “build and assimilate knowledge for advanced specialty practice at a high level of complexity” (AACN, 2006, p. 19). Students should, therefore, focus on expanding their specialty practice knowledge at the aggregate level and their socialization to roles they are interested in occupying after the completion of the DNP program, as described in the following examples:

- **Leadership and Management students:** If participating in nursing practice as a nurse-manager, students should seek to learn about and gain experience pertaining to organizational and system issues in healthcare.

- **Nursing Informatics students:** After finding a preceptor with expertise or credentials in informatics, students might focus their new knowledge and expertise on community-, system-, or organization-wide information systems development and implementation in a healthcare setting.

- **Advanced Nurse-Scholars or Advanced Nurse Practitioners:** After finding a preceptor in their specialty area, students may focus their practicum experience on developing and applying new knowledge and expertise in their specialty area along with interpreting the current research into the clinical setting. In addition, for example, they may examine the following areas based on their area of expertise: practice trends, quality improvement system changes to improve healthcare quality and safety at the organizational or policy level, or improvements in evidence-based practice.

The DNP practicum consists of a series of four online courses, which are taken sequentially.*

During these four terms, students accumulate a minimum of 576 practicum hours in a site-based experience. Hours completed in one practicum course beyond the required number for that course may not be banked and used for a future practicum course. A portion of the practicum hours may be involved with the implementation of the DNP project (a maximum of 1/3 of the total hours); however, the primary focus of these hours should be on achieving the goals set for the practicum experience. Students enrolled in the practicum courses must have and maintain a current, unrestricted RN license in the state where they will do their clinical practicum.

*Note:* Practicum courses cannot be taken concurrently.

Students must satisfactorily complete all the requirements of the NURS 8410, NURS 8400, NURS 8500, and NURS 8510 courses in accordance with the information provided in the course syllabi. Students earn 4 quarter credits and 1 practicum credit each for NURS 8410 and NURS 8400 and 3 practicum credits each for NURS 8500 and NURS 8510. They receive a letter grade on a standard 4.0-grading scale for each course. Registration for the practicum courses is automatic but is subject to review based on whether students meet course prerequisites and have an approved *DNP Practicum Application* on file in the School of Nursing Office of Field Experience (Office of Field Experience). A new DNP Practicum Application is due each term as specified by the Office of Field Experience. Refer to the DNP Practicum and Project Manual.
Students who do not meet the application requirements and time deadlines are dropped from the practicum course until all appropriate documents are on file and approved and all course prerequisites are met.

**Required Activities**

Students must complete a minimum of 576 hours of advanced specialty practice hours during the practicum. Students may start logging practicum hours during Week 1 of NURS 8410 but no earlier. All practicum hours should be completed by Week 11 of NURS 8510. Implementation of the DNP project may be included as part of the practicum hours (as noted above, no more than 1/3 of the total 576 hour); however, DNP Project or practicum activities such as reviewing literature, writing project papers, and/or preparing other assignment documents may not be included as part of the practicum hours.

*Please note:* A minimum of 1,000 hours total are required to graduate from the DNP program, 576 of which will accrue during the practicum experience. **Up to 424 hours may be transferred in from a master’s nursing program, as applicable.** Additional hours may be completed as necessary in NURS 8600 for students who did not attend master’s programs that included at least 424 practice hours.

As a general guide, the following activities may be counted toward the required 576 practicum hours:

- Activities that are directly related to the completion of practicum goals and objectives.
- Implementation activities related to the DNP project (no more than 1/3 of total practicum hours for each term).
- Working with diverse stakeholders to achieve aggregate-, organizational-, or policy-level goals, which may include identification of relevant practice issues or problems and interventions to address organizational needs or populations being served.

The following activities should generally not be included as practicum hours:

- Travel time related to the practicum.
- Communication, such as e-mails and phone calls, unless conferencing, meeting, or conducting practicum or project-related communications.
- Review of literature, library work, or development of the written document related to the DNP project.
- Writing and editing assignments for NURS 8410, NURS 8400, NURS 8500, and/or NURS 8510.

**Individualized Learning Objectives**

Walden expects that students engaged in the practicum experience will focus on developing and expanding advanced nursing knowledge and skills at the aggregate, organizational, or policy level as well as integrating a range of skills into a coherent professional identity as nurse scholar-practitioners. General practicum objectives and outcomes are aligned with course and/or program objectives and outcomes. Students set specific goals for their practicum experience that are consistent with their professional preparation and coursework. These goals inform the evaluation
of competencies at the end of NURS 8410, NURS 8400, NURS 8500, and NURS 8510. Students develop their own student-specific objectives, which are related to their area of specialization and the relevant issues identified, to engage within the healthcare environment. These self-developed learning objectives are intended to articulate with course objectives and outcomes. Course faculty members review and approve student self-developed learning objectives.

**Please note:** The practicum experience should not include any direct, hands-on patient care.

Table 4, *DNP Practicum Courses, Prerequisites, and Hours*

<table>
<thead>
<tr>
<th>Required Practicum Course</th>
<th>Prerequisites</th>
<th>Practicum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 8410 - Best Practices in Nursing Specialties</td>
<td>NURS 8000, NURS 8110, NURS 8200, NURS 8210</td>
<td>72</td>
</tr>
<tr>
<td>NURS 8400 - Evidence-Based Practice I: Assessment and Design</td>
<td>NURS 8410</td>
<td>72</td>
</tr>
<tr>
<td>NURS 8500 - Evidence-Based Practice II: Planning and Implementation</td>
<td>NURS 8400 and NURS 8410</td>
<td>216</td>
</tr>
<tr>
<td>NURS 8510 - Evidence-Based Practice III: Implementation, Evaluation, and Dissemination</td>
<td>All general courses, NURS 8400, NURS 8410, and NURS 8500</td>
<td>216</td>
</tr>
</tbody>
</table>

**More Information**

Complete information on the process and procedure for the DNP practicum is found in the School of Nursing’s *Doctor of Nursing Practice (DNP) Practicum Manual*.

The manual includes information on such steps as
- Practicum sites and nomination of preceptors,
- Completion and submission of the DNP Practicum Application package,
- Approval process and steps involved in beginning practicum experiences, and
- Evaluation and continuous improvement of the practicum.

**DNP Project**

**Overview**

The DNP program at Walden University is designed to promote students’ development as nurse leaders and scholar-practitioners. Pursuant to this outcome, graduates are expected to engage in and provide leadership for evidence-based practice in their chosen practice settings. This requires theoretical, empirical, and experiential application of knowledge, including translation of research to practice, evaluation, and improvement of healthcare practice and outcomes, and participation in collaborative scholarship.
The final phase of study for all Walden doctoral students involves a capstone experience, referred to in the DNP program as the “DNP Project” or simply “the project.” The DNP Project is guided scholarship that demonstrates doctoral students’ ability to apply systematic and/or disciplined inquiry to needs, issues, and problems in professional nursing practice. In the project, students develop a plan to address a need, issue, or problem; implement the plan under supervision of a committee of experts; and evaluate the overall success of the project. The project should reflect a high level of conceptual understanding and make a meaningful contribution to nursing practice and/or policy. In line with Walden’s mission, the DNP project should also encourage positive social change by creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies to improve overall human and social conditions.

Refer to the DNP academic guides website https://academicguides.waldenu.edu/researchcenter/osra/dnp for detailed information on the DNP Project.

**Statement of Goals for DNP Project**

The purpose of the DNP Project is to guide students in designing, developing, implementing, evaluating, and disseminating scholarship that addresses a need or problem in their focus practice area. This guided practical learning experience serves four purposes. The DNP Project

- Provides students with an opportunity to apply concepts, methods, models, and theories in practice;
- Provides students with mentored practical learning experiences addressing the needs, problems, or issues relevant to nursing practice using systematic inquiry as nurse scholar-practitioners;
- Serves as a means to evaluate student learning of concepts, knowledge, theories, and competencies as well as the ability to carry out systematic and/or disciplined inquiry to address needs, problems, or issues relevant to nursing practice; and
- Prepares students to participate in evidence-based scholarship in their roles as nurse leaders and scholar-practitioners.

Ultimately, the DNP Project aims to prepare doctoral students with the knowledge and experience to positively impact the quality of healthcare and advance the nursing profession through integration and application of knowledge.

**DNP Project Completion Process**

The DNP program curriculum is designed to promote student development through critical analysis, synthesis of literature, and application of theory and research to nursing practice settings. Students are encouraged to identify and define an evidence-based need, problem, or issue related to their area of specialization early in the program, then explore that need, problem, or issue throughout DNP coursework. This focused attention assists students in developing specific expertise and facilitating timely progress toward degree completion. Students who develop an understanding of problems or issues and familiarity with relevant research in
coursework begin the project with a considerable advantage and are well positioned to conduct successful DNP Projects in a timely manner.

Additional information related to the project process and stages can be found at https://academicguides.waldenu.edu/fieldexperience/son.

The website provides a DNP Process Guide which details the three states of the DNP project, as follows:
1. DNP Project Prospectus
2. DNP Project proposal
3. DNP Project implementation

Four types of project manuals are detailed on the academic guides website, including
1. Clinical Practice Guidelines
2. Staff education
3. Quality Improvement Evaluation
4. Systematic Review

Students enroll in the DNP Project no-credit companion course (NURS 8700). This course is taken concurrently throughout the curriculum beginning in the second quarter including the practicum courses (NURS 8400, NURS 8500, and NURS 8510). It provides for the submission of the DNP project sections for review and discussion with the committee chair. The committee chair and members are appointed or selected during NURS 8110 but no later than NURS 8410 and approved by the DNP program director. The DNP Project committee includes three members: a committee chair, a committee member, and a university research reviewer (URR).

NURS 8701 - DNP Project Completion Mentorship (3 cr.) This course is designed to enable students to complete their DNP Project if they have not completed it concurrently with NURS 8510.

Students should note that Walden’s Writing Center has several resources for doctoral-level writing and APA style. Students may make an appointment through the Walden scheduling system for a writing review. A DNP Writing Intensive is held four times per year as an option for students requesting additional intense coaching on writing the DNP project.

**DNP Writing Intensive**

A DNP Writing Intensive is an optional experience for students in the DNP program. Participants will meet in a location starting at 4 p.m. (Eastern time) on Wednesday and ending at 12 noon (Eastern time) on Sunday to focus on a DNP Project prospectus or proposal with a faculty member and other students who are at similar stages in their DNP Project writing process. Participants spend every day—and evenings—drafting, receiving on-site faculty feedback, revising, and editing. Attendees will work directly with DNP faculty members who have expertise in project development and research design as well as Writing Center Staff to develop and strengthen writing skills required for the DNP Scholarly Project.
DNP Writing Intensive Learning Outcomes

Participants in the DNP Writing Intensive will

1. Explore the process of DNP project development.
2. Develop the skills to complete a literature search in the Walden library.
3. Apply concepts of scholarly writing and APA style to project development.
4. Understand the process of oral proposal and oral final project defenses.
5. Understand how to complete the IRB application.
6. Attend individual writing and advising sessions for DNP project review.
SECTION 6. PHD IN NURSING

Overview

The purpose of the PhD component of the graduate program at Walden University’s School of Nursing is to prepare independent nurse scientists to pursue intellectual inquiry and conduct independent research for the purpose of extending knowledge to add to the scientific foundation of nursing and healthcare as a scholar-practitioner and social change agent.

According to the report from the AACN Task Force on the Research-Focused Doctorate in Nursing (AACN, 2010), the Doctor of Philosophy (PhD) degree represents the highest level of formal education for a career in research and the scholarship of discovery. The PhD nurse develops the science in nursing, stewards the profession, and educates the next generation of nurses to name only several of the total outcomes. The PhD is the highest academic degree in the academic setting and is required for success as a scientist in the institutions. The PhD nursing scientists should reflect society at large.

In addition, the advanced knowledge required to provide direction, leadership, and research in the discipline of nursing is so complex and changes so rapidly, that doctoral-level education is needed for MS-prepared nurses. However, despite the critical need for nursing PhD scientists and the increase in PhD in Nursing programs in the past 10 years, the number of PhD-prepared nurses has not increased proportionally to societal demand or to the increase in offered PhD programs AACN Position Statement of the Research-Focused Doctoral Program in Nursing Pathways to Excellence (AACN, 2010).

The benefits of the PhD programs include

- Development of needed advanced competencies for increasingly complex healthcare research as well as faculty and leadership roles,
- Enhanced knowledge to improve nursing education, research, and evidenced-based practice for transition of methods into practice to attain quality healthcare outcomes,
- Advance nursing research knowledge within the increasing growth of basic and applied sciences in healthcare,
- Provision of an advanced educational credential for those who require advanced research of evidence-based transitional knowledge but do not need or want a clinical, evidenced-based practice focus—Doctor of Nursing Practice (DNP) degree,
- Parity with other health professions, most of which have a doctorate as the credential required for research in their chosen career discipline,
- Enhanced ability to attract individuals to nursing from non-nursing backgrounds,
- Increased supply of faculty members for research and education or academia roles, and
- Improved image of nursing as a profession involved in research and the scholarship of discovery.
AACN Essentials

Individual Student Learning Outcomes (LOs)

At the completion of this program, the PhD graduates should be able to:

1. Utilize current research and theory to develop prevention and intervention strategies that advance the knowledge and practice of nursing.
2. Demonstrate advanced competency in research design and methodology to address social problems and needs.
3. Engage in scientific inquiry that advances the knowledge base of research and practice in the profession.
4. Evaluate the role of research and scholarship in the field of nursing in relation to its role in improving health interventions and advancing the development of related theory.
5. Synthesize nursing’s philosophical and/or theoretical underpinnings in the practice of research.
6. Contribute to the science of nursing through social change and social policy initiatives.
7. Apply ethical decision making and values to the profession.
8. Advocate for policies and programs that improve health outcomes among culturally diverse populations.
9. Lead professional communication that supports the discipline and practice of nursing.
10. Demonstrate the ability to act as a role model and mentor to others who wish to pursue the profession (stewardship).

Education Focus

LO 11 Education: Engage in scientific inquiry that advances the knowledge base in the principles and methods of education in nursing.

Healthcare Administration Focus

LO 11 Healthcare Administration: Engage in scientific inquiry that advances the knowledge base in healthcare administration

Leadership Focus

LO 11 Leadership: Engage in scientific inquiry that advances the knowledge base in leadership in diverse workforces and communities in a variety of political and economic settings.

Population Health Focus

LO 3 Population Health: Engage in scientific inquiry that advances the knowledge base in the design, implementation and evaluation of health care needs of communities and populations.

The program LOs are aligned with the following graduate characteristics:

- Leaders/change agents: LO 4, 7, 9, 10
- Scholar-evidence-based practitioners: LO 1, 3, 4, 6
- Professionals/collaborators: LO 8, 10
- Effective communicators: LO 5
• Educators/consultants: LO 2, 5, 9
• Lifelong learners: LO 2, 4, 6, 10
• Healthcare providers: LO 3, 9

Degree Requirements

Curriculum Plan

Table 5. Foundation Course

<table>
<thead>
<tr>
<th>Course No.</th>
<th>PhD Program Core Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 8001</td>
<td>Foundations and Essentials of Doctoral Study Programs</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 6. Research Courses

<table>
<thead>
<tr>
<th>Course No.</th>
<th>PhD Program Research Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSCH 8110</td>
<td>Research Theory, Design, and Methods</td>
<td>5</td>
</tr>
<tr>
<td>RSCH 8210</td>
<td>Quantitative Reasoning and Analysis</td>
<td>5</td>
</tr>
<tr>
<td>RSCH 8310</td>
<td>Quantitative Reasoning and Analysis</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 7. Research Elective (choose one)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>PhD Program Research Elective</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSCH 8260</td>
<td>Advanced Quantitative Reasoning and Analysis</td>
<td>5</td>
</tr>
<tr>
<td>RSCH 8360</td>
<td>Advanced Qualitative Reasoning and Analysis</td>
<td>5</td>
</tr>
<tr>
<td>RSCH 8460</td>
<td>Advanced Mixed-Methods Reasoning and Analysis</td>
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</tr>
</tbody>
</table>

Table 8. Core Courses

<table>
<thead>
<tr>
<th>Course No.</th>
<th>PhD Program Core Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 8110</td>
<td>Theoretical and Scientific Foundations for Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 8210</td>
<td>Transforming Nursing and Healthcare Through Technology</td>
<td>5</td>
</tr>
<tr>
<td>NURS 8250</td>
<td>Advanced Theoretical and Scientific Perspectives in Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 8300</td>
<td>Organizational and Systems Leadership for Quality Improvement</td>
<td>5</td>
</tr>
<tr>
<td>NURS 8551</td>
<td>Preparing for Dissertation</td>
<td>5</td>
</tr>
</tbody>
</table>

Focus Area Courses

Table 9. Education (78 Total Quarter Credits)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>PhD Program Education Focus Area Coursework</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDDD 8110</td>
<td>The Art of Online Teaching</td>
<td>5</td>
</tr>
<tr>
<td>EDDD 8021</td>
<td>Understanding the Adult Learner</td>
<td>5</td>
</tr>
<tr>
<td>EDDD 8103</td>
<td>eLearning</td>
<td>5</td>
</tr>
<tr>
<td>EDDD 8111</td>
<td>Online Teaching Simulation</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 10. Healthcare Administration (77 Total Quarter Credits) (choose three courses)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>PhD Program Healthcare Administration Focus Area Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 8136</td>
<td>Leadership, Professionalism, and Ethics in Public Health Practice</td>
<td>5</td>
</tr>
<tr>
<td>Course No.</td>
<td>PhD Program Interdisciplinary Health Focus Area Coursework</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>EDDD 8110</td>
<td>The Art of Online Teaching</td>
<td>5</td>
</tr>
<tr>
<td>EDDD 8021</td>
<td>Understanding the Adult Learner</td>
<td>5</td>
</tr>
<tr>
<td>EDDD 8103</td>
<td>eLearning</td>
<td>5</td>
</tr>
<tr>
<td>EDDD 8111</td>
<td>Online Teaching Simulation</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 8111</td>
<td>Leadership and Organizational Change</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 8112</td>
<td>Governance and Public Policy</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 8136</td>
<td>Leadership, Professionalism, and Ethics in Public Health Practice</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 8175</td>
<td>Health Policy and Management</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 8392</td>
<td>The Language of Leadership</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 8400</td>
<td>Public Health Leadership and Systems Thinking</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 8431</td>
<td>Finance and Budgeting for the Public Sector</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 8451</td>
<td>Public Policy Analysis</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 8465</td>
<td>Strategic Planning: Collaboration, Cooperation, and Coordination</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 8475</td>
<td>Advanced Program Planning Implementation and Evaluation</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 12. Leadership (77 Total Quarter Credits) (choose three courses)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>PhD Program Leadership Focus Area Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 8136</td>
<td>Leadership, Professionalism, and Ethics in Public Health Practice</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 8400</td>
<td>Public Health Leadership and Systems Thinking</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 8111</td>
<td>Leadership and Organizational Change</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 8392</td>
<td>The Language of Leadership</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 13. Population Health (77 Total Quarter Credits) (choose three courses)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>PhD Program Population Focus Area Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 8175</td>
<td>Health Policy and Management</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 8475</td>
<td>Advanced Program Planning Implementation and Evaluation</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 8451</td>
<td>Public Policy Analysis</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 8431</td>
<td>Finance and Budgeting for the Public Sector</td>
<td>5</td>
</tr>
<tr>
<td>NURS 8310</td>
<td>Epidemiology and Population Health</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 8030</td>
<td>Socioecological Perspectives on Health</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 8031</td>
<td>Public Health Administration and Leadership</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 8032</td>
<td>SPPS Revealed</td>
<td>1*</td>
</tr>
<tr>
<td>PUBH 8033</td>
<td>Interpretation and Application of Public Health Data</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 8035</td>
<td>Epidemiology: Decoding the Science of Public Health</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 8050</td>
<td>Global Health and Issues in Disease Prevention</td>
<td>5</td>
</tr>
</tbody>
</table>

*This course is a prerequisite to PUBH 8033 and is in addition to the three 5-credit quarter hour courses.
Table 14. *Dissertation*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>PhD Doctoral Dissertation</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 9000</td>
<td>Dissertation</td>
<td>20</td>
</tr>
</tbody>
</table>

**DNP to PhD Bridge Option**

The DNP to PhD Bridge option is a shortened path to the PhD in Nursing for those students who already have earned a DNP from an accredited program. Up to 40 credits can be applied to the PhD curriculum from the earned DNP. The bridge option builds on the student’s current knowledge and experience with a focus on developing original and scholarly research.

**Eligibility Requirements**
- DNP from Walden or another accredited university.

**Minimum Completion Requirements**
- 41 quarter credits*
  - Introductory course (1 cr.)
  - Research courses (20 cr.)
  - Dissertation (4 terms of 5 credits each for a minimum of 20 credits. Will continue to take until successful completion of dissertation.)
  - Four PhD residencies to equal a minimum of 16 days during the course of study.

**Residency**

Four PhD residencies that equal a minimum of 16 days are required (students will participate in four residencies during their course of study).

Residencies align with the courses and are timed to allow students to apply what they have learned and practice their skills. Residencies contribute to students’ academic and professional success by focusing on research and scholarship.

**Residency 1: Socialization**
- Timing: Enroll within the first two quarters of the program
- Goals: Socialization into Walden, community building, and introductory skills
- Components: Orientation, colloquia on professional identity, team building, and scholarly writing

**Residency 2: Research Methods (available as a virtual residency or face-to-face)**
- Timing: Attend after completing RSCH 8110
- Goals: Introduction to research skills, self-assessment, skills development, develop initial ideas for dissertation
- Components: Dissertation and research skills, professional development activities

**Residency 3: Prospectus and Proposal**
- Timing: After completing RSCH 8110, RSCH 8210, and RSCH 8310
- Goals: Prospectus completion and proposal development
• Components: Prospectus writing and dissertation processes

**Residency 4: Scholar-Practitioner (available as a virtual residency or face-to-face)**
- Timing: After an approved prospectus
- Goals: Presentation of research and dissertation publishing
- Components: Advanced dissertation skills

**Residency Learning Outcomes**
1. Use critical-thinking skills expected of doctoral students.
2. Engage faculty and peers in discourse that contributes to the collective advancement of scholarship in their discipline.
3. Use university support services to contribute to the successful completion of the dissertation and doctoral degree.
4. Analyze research ideas through engagement with faculty members and student colleagues to formulate appropriate research questions to be pursued in the doctoral dissertation.
5. Conceptualize, design, and execute dissertation research studies that reflect doctoral-level thinking and have the potential to contribute to positive social change.
6. Conduct peer review to receive and provide critical feedback to shape the dissertation proposal and results that follow from the data analysis.
7. Demonstrate proficiency in quantitative and qualitative data collection and analysis approaches to support what is learned in research courses and what is required for the dissertation.
8. Articulate and demonstrate competency in professional practice skills required by student’s discipline.
9. Write a plan for research dissemination (e.g., peer-reviewed journal article, conference presentation, book, workplace settings, or other venues).
10. Identify strategies for continued professional development as scholar-practitioners.

**Course Descriptions**

PhD course descriptions can be found within the *Walden University Catalog* at [https://catalog.waldenu.edu/](https://catalog.waldenu.edu/).

**Writing Assessment for PhD Program Students**

Students who start their doctoral program at Walden University in 2016 or later will complete the university’s required doctoral writing assessment. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university’s expectations for writing at the doctoral level: [https://catalog.waldenu.edu/content.php?catoid=165&navoid=57127](https://catalog.waldenu.edu/content.php?catoid=165&navoid=57127).
Dissertation for PhD Program

Overview

The dissertation is the unifying capstone of every doctoral student’s learning experience at Walden. Students will have the opportunity to address a real-world problem, bring new information to light, and make an original contribution to the field.

Since students’ interest and courses of study vary, the nature of Walden dissertations also varies.

The dissertation builds on students’ own interests and expertise, as opposed to that of faculty. As students work toward completing their dissertation, they will demonstrate their knowledge of research design and their ability to interpret research findings. Through the practical application of unique research and insights, students can contribute to improving the caliber of professional practice.

Required Activities

The dissertation process comprises the following steps:

1. Nominate or request to be assigned a two-person supervisory committee.
2. Prepare a prospectus.
4. Present a proposal defense.
5. Conduct a research study/data collection.
6. Report the study results in a five-chapter dissertation:
   a. Chapter 1—The research problem
   b. Chapter 2—Literature review
   c. Chapter 3—Research method(s)
   d. Chapter 4—Findings
   e. Chapter 5—Summary, conclusions, and implications.

Students will be supported throughout the dissertation process by a range of services and resources dedicated to student success, including the following:

- Support for fundamental skills
- Enrollment and Student Success Advising
- PhD residencies
- The Center for Research Quality
- Writing Center
- Walden Library
SECTION 7. PROFESSIONAL STANDARDS AND CERTIFICATION

Professional Standards

Walden’s SON faculty has identified selected professional standards and guidelines that incorporate external influences on nursing practice and the profession.

At the undergraduate level, the SON uses the following guidelines and standards:

- *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008);
- *Public Health: Recommended Baccalaureate Competencies and Curricular Guidelines for Public Health Nursing* (AACN, 2013);
- *Guide to the Code of Ethics for Nurses with Interpretative Statements* (ANA, 2015);
- *Nursing: Scope and Standards of Practice* (ANA, 2015); and

At the graduate level, the SON uses the following guidelines and standards:

- For BSN—*Public Health: Recommended Baccalaureate Competencies and Curricular Guidelines for Public Health Nursing* (2013)
- For MSN—*The Essentials of Master’s Education in Nursing* (AACN, 2011); *The Scope of Practice for Academic Nurse Educators* (NLN, 2012); *Nursing Professional Development: Scope and Standards of Practice*, 3rd ed. (ANPD, 2016); *Nurse Executive Competencies* (AONE, 2015); *Nursing Informatics: Scope and Standards of Practice*, 2nd ed. (ANA, 2014); *Public Health Nursing: Scope and Standards of Practice* (ANA, 2013); and *Core Competencies of Public Health Professionals* (The Council on Linkages Between Academia and Public Health Practice, 2014).
- For DNP—*The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006); *Nursing Administration: Scope and Standards of Practice* (ANA, 2009); and *Nursing Informatics: Scope and Standards of Practice* (ANA, 2014)

Board Certification

Walden’s nursing programs help to prepare students for various specialty certification exams. Those certifications are briefly described in the text and in Table 15. For additional information, students may visit the nursing associations’ websites via the links provided in this section.
National League for Nursing

The National League for Nursing (NLN) is a professional association for nurse faculty members and leaders in nursing education. NLN members include nurse educators, education agencies, healthcare agencies, and interested members of the public. NLN offers certification for academic nurse educators.

Certified Nurse Educator\textsuperscript{CM} (CNE)

Certification in any field is a mark of professionalism. For academic nurse educators, it establishes nursing education as a specialty area of practice and creates a means for faculty members to demonstrate their expertise in this role. It communicates to students, peers, and the academic and healthcare communities that the highest standards of excellence are being met. By becoming credentialed as a Certified Nurse Educator (CNE), nurses serve as leaders and role models.

American Nurses Credentialing Center

The American Nurses Credentialing Center (ANCC) is the largest nurse credentialing organization in the United States. ANCC is a subsidiary of the American Nurses Association (ANA) and offers certification in many specialty areas. Seven certification areas are related to Walden’s MSN program:

- Adult Gerontology Nurse Acute Care Nurse Practitioner
- Adult Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Nurse Executive
- Nurse Executive, Advanced
- Informatics Nurse
- Psychiatric Mental Health Nurse Practitioner

Nurse Executive (NE-BC)

Credential awarded: Nurse Executive—Board Certified (NE-BC)

Certification as a Nurse Executive indicates specialized knowledge and skill in administrative roles at the nurse manager or nurse executive level in a healthcare organization.

Nurse Executive, Advanced

Credential awarded: Nurse Executive, Advanced—Board Certified (NEA-BC)

The Nurse Executive, Advanced board certification reflects the practice of graduate-education-prepared nurses who are responsible for managing organized nursing services and who are accountable for the setting in which clinical nursing is practiced.
Informatics Nursing
Credential awarded: Registered Nurse—Board Certified (RN-BC)

ANCC also offers certification in Informatics Nursing. The informatics nurse is involved in activities that focus on the methods and technologies of information handling in nursing. Informatics nursing practice includes the development, support, and evaluation of applications, tools, processes, and structures that help nurses to manage data in direct care of patients and clients.

Note: Walden offers Nursing Informatics specialization students the option of earning 200 hours of faculty-supervised practicum in informatics, instead of the mandatory minimum of 125 hours. This option meets the ANCC practice requirement for eligibility of candidates for this certification.

Nursing Professional Development
Credential awarded: Registered Nurse—Board Certified (RN-BC)

The Nursing Professional Development board certification is for the nurse educator who is involved in activities that focus on the sciences of nursing, technology, research and evidence-based practice, practice-based evidence, change, communication, leadership, and education.

American Organization of Nurse Executives (AONE)

A subsidiary of the American Hospital Association, the American Organization of Nurse Executives (AONE) is a national organization of nurses who design, facilitate, and manage care. AONE provides leadership, professional development, advocacy, and research to advance nursing practice and patient care, promote nursing leadership excellence, and shape public policy for healthcare.

Certified in Executive Nursing Practice (CENP)
The Certified in Executive Nursing Practice credential is geared to nurse leaders who are engaged in executive nursing practice.

Nurse Practitioner Certification Programs

The purpose of national certification for Nurse Practitioners is to provide a valid and reliable program for entry-level nurse practitioners to recognize their education, knowledge, and professional expertise as well as a process for validation of an advanced practice nurse’s qualifications and knowledge for practice as a nurse practitioner.

There are three national certification options available for Nurse Practitioner graduates of Walden University for the three Nurse Practitioner specialties that are offered.
**Adult Gerontology Acute Care Nurse Practitioner**

The American Nurses Credentialing Center (ANCC) offers the Adult Gerontology Acute Care Nurse Practitioner Certification Examination. The credential received upon successful completion is AGACNP-BC, Adult Gerontology Acute Care Nurse Practitioner, Board Certified.

The American Association of Critical Care Nurses (AACN) offers the Acute Care Nurse Practitioner (Adult Gerontology) Certification Examination. The Credential received upon successful completion is ACNPC-AG, Acute Care Nurse Practitioner Certified-Adult Gerontology.

**Adult Gerontology Primary Care Nurse Practitioner**

The American Academy of Nurse Practitioners Certification Program (AANPCP) for Nurse Practitioners offers the Adult Gerontology Primary Care Nurse Practitioner Certification Examination. The credential received upon successful completion is NP-C, Nurse Practitioner, Certified.

The American Nurses Credentialing Center (ANCC) offers the Adult Gerontology Primary Care Nurse Practitioner Certification Examination. The credential received upon successful completion is AGPCNP-BC-, Adult Gerontology Primary Care Nurse Practitioner, Board Certified.

**Family Nurse Practitioner**

The American Academy of Nurse Practitioners Certification Program (AANPCP) for Nurse Practitioners offers the Family Nurse Practitioner Certification Examination. The credential received upon successful completion is NP-C, Nurse Practitioner, Certified.

The American Nurses Credentialing Center (ANCC) offers the Family Nurse Practitioner Certification Examination. The credential received upon successful completion is FNP-BC, Family Nurse Practitioner, Board Certified.

For more information, contact each of the national certification programs:

- American Academy of Nurse Practitioners at aanpcert.org
- American Association of Critical Care Nurses at aacn.org
- American Nurses Credentialing Center at nursingworld.org
Table 15. National Board-Certification Exam Eligibility After Walden MSN Program Completion

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Certification</th>
<th>Examination Eligibility Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Education</td>
<td>CNE</td>
<td>The Certified Nurse Educator (CNE) examination is designed to recognize excellence in the advanced specialty role of the academic nurse educator. To be eligible for this certification, the candidate must:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- hold a current, active RN license in a state or territory of the United States or the professional, legally recognized equivalent in another country;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- have a master’s or doctoral degree in nursing with a major emphasis in nursing education and 9 or more credit hours of graduate-level education courses (e.g., curriculum development and evaluation, instructional design, principles of adult learning, assessment/measurement and evaluation, principles of teaching and learning, instructional technology); and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- have completed at least 2 years of full-time employment in an academic faculty role within the past 5 years.</td>
</tr>
<tr>
<td></td>
<td>RN-BC</td>
<td>The Nursing Professional Development board certification (RN-BC) is for the nurse educator who is involved in activities that focus on the sciences of nursing, technology, research and evidence-based practice, practice-based evidence, change, communication, leadership, and education. To be eligible for this certification, the candidate must:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- hold a current, active RN license in a state or territory of the United States or the professional, legally recognized equivalent in another country;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- have a bachelor’s degree or higher in nursing;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- have completed the equivalent of at least 2 years of full-time practice as a registered nurse;</td>
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<tr>
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<td></td>
<td>- have completed a minimum of 4,000 hours of clinical practice in nursing professional development within the last 5 years; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- have completed 30 hours of continuing education (CE) in nursing professional development within the last 3 years.</td>
</tr>
<tr>
<td>Specialization</td>
<td>Certification</td>
<td>Examination Eligibility Requirements</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Nurse Executive      | NE-BC offered by the American Nurses Credentialing Center (ANCC) | The Nurse Executive board certification (NE-BC) is for nurse leaders in nursing administration. To be eligible for this certification, the candidate must  
  • hold a current, active RN license in a state or territory of the United States or the professional, legally recognized equivalent in another country;  
  • hold a bachelor’s degree in nursing or higher degree;  
  • have served in an administrative position at the nurse executive level or a faculty position teaching nursing administration to graduate students or a nursing management or executive consultation position, for at least 24 months as a full-time equivalent in the last 5 years; and  
  • have completed 30 hours of continuing education (CE) in nursing administration within the last 3 years. (This CE requirement is waived with an accredited master’s degree in nursing administration.) |
<p>| Nurse Practitioners  | American Academy of Nurse Practitioners            | Applicants may begin the application process as early as 6 months before graduating. Candidates are encouraged to establish an online profile and account with AANPCB on their website at <a href="https://www.aanpcert.org/index">https://www.aanpcert.org/index</a>.                                                                                                                                                                                                                                                                  |</p>
<table>
<thead>
<tr>
<th>Specialization</th>
<th>Certification</th>
<th>Examination Eligibility Requirements</th>
</tr>
</thead>
</table>
| Family Nurse Practitioner (FNP), Adult Gerontology Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner | FNP-BC or AGPCNP-BC or PMHNP-BC offered by American Nurses Credentialing Center (ANCC)                                                                                   | The ANCC National Certification Examinations, just as the AANP exams noted above, are entry-level, competency-based examinations for nurse practitioners reflective of nurse practitioner knowledge and expertise for the three specialties: adult gerontologic acute care, adult gerontologic, and family nurse practitioner. Requirements include:  
• a current, active RN license in a state or territory of the United States or the professional, legally recognized equivalent in another country;  
• a master’s, post-graduate, or doctoral degree from a family nurse practitioner program accredited by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing Accrediting Commission (NLNAC). A minimum of 500 faculty-supervised clinical hours must be included in the family nurse practitioner program. The FNP graduate program must include coursework across the lifespan and include three separate courses in  
  ▪ advanced physical/health assessment,  
  ▪ advanced pharmacology, and  
  ▪ advanced pathophysiology  
and content in  
  ▪ health promotion and disease prevention, and  
  ▪ differential diagnosis and disease management.  
For further information visit: https://www.nursingworld.org/ancc/.
<table>
<thead>
<tr>
<th>Specialization</th>
<th>Certification</th>
<th>Examination Eligibility Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Care Nurse Practitioner</td>
<td>ACNPC-AG</td>
<td>The AACN National Certification Examinations, as the exams noted above, are entry-level, competency-based examinations for nurse practitioners that reflect a nurse practitioner’s knowledge and expertise as an acute care nurse practitioner.</td>
</tr>
<tr>
<td></td>
<td>offered by American Association of Critical Care Nursing (AACN)</td>
<td>Requirements include</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a current, active RN license in a state or territory of the United States or the professional, legally recognized equivalent in another country;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a master’s, post-graduate, or doctoral degree from a family nurse practitioner program accredited by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing Accrediting Commission (NLNAC). A minimum of 500 faculty-supervised clinical hours must be included in the family nurse practitioner program. The FNP graduate program must include coursework across the lifespan and include three separate courses in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ advanced physical/health assessment,</td>
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<td></td>
<td></td>
<td>▪ advanced pharmacology, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ advanced pathophysiology</td>
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<tr>
<td></td>
<td></td>
<td>and content in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ health promotion and disease prevention, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ differential diagnosis and disease management of acutely ill patients.</td>
</tr>
</tbody>
</table>
SECTION 8. POLICIES AND PROCEDURES

Important note: All Walden students agree to abide by all university policies and procedures as a condition of acceptance and continued enrollment. The student handbook should be consulted for complete university policies and procedures—this handbook is a supplement only.

An Important Message to All Walden Nursing Students

Walden University and the School of Nursing consider academic integrity to be a vital component of our students’ educational journey. Upholding the highest ethical standards is our priority, and it is expected that each of our students will conduct themselves ethically in the classroom and the field, complying with both the Walden Code of Conduct and the American Nurses Association (ANA) Code of Ethics. The recent designation of an Academic Integrity Analyst has allowed us to comprehensively monitor and address dishonest and unethical behavior. We appreciate the positive feedback received from students regarding our efforts and encourage continued collaboration in creating an environment focused on integrity. Unfortunately, despite our efforts some students have continued to violate the Academic Integrity policy and that has led to sanctions including course failures and Code of Conduct dismissals.

Walden University does not tolerate cheating, plagiarism, or falsification both in the classroom and in the field. This includes the falsification of SOAP notes; misrepresentation of clinical hours or patient records; use of cheating websites for quizzes, tests, and assignments; use of private social media groups to share answers; and copying other students’ work. All students are responsible for adhering to our strict Code of Conduct policy and you will be held accountable for engaging in actions including but not limited to:

- Purchasing papers, journals, SOAP notes, tests and quiz answers
- Borrowing or exchanging papers, journals, SOAP notes, tests and quiz answers
- Collaborating on an individual assignment
- Re-using your own work
- Logging inaccurate or unverified practicum hours

Any student who is found in violation of our academic integrity policies for cheating, falsification, or plagiarism may face sanctions up to and including academic dismissal from Walden.

The ANA Code of Ethics expects all nurses—including nursing students—to act in an ethical manner at all times. Your decisions and your conduct now will create a foundation for your decisions and actions in your career and with your patients.

You can review your responsibilities as a Walden student by visiting our university Code of Conduct.

Sincerely,

Andrea Lindell, PhD, RN, ANEF
Vice-Provost, College of Health Sciences
Dean, School of Nursing
Student Conduct and Responsibilities

Refer to Section 3 of the student handbook, “Student Conduct and Responsibilities” (https://catalog.waldenu.edu/content.php?catoid=165&navoid=56689), for detailed policy information including the Code of Conduct.

Professional Competence

Refer to Section 3 of the student handbook for the Student Professional Competence Policy, https://catalog.waldenu.edu/content.php?catoid=165&navoid=56736, reflecting academic standing, problem behaviors, inappropriate and/or unprofessional conduct, and critical behaviors.

Nondiscrimination and Sexual Harassment Policies


All practice experience sites are required to provide a copy of their nondiscrimination and nonharassment policies. If no such written policy exists, then the Walden policies must be adopted by the site.

Student-Initiated Requests

The SON follows the university definitions of student-initiated requests and the university policies and procedures for addressing those requests. Student-initiated requests include petitions, academic appeals, grade appeals, grievances, and complaints. The SON has the philosophy of mitigating formal written appeals through a strong student-centered approach of working directly with concerned students to resolve issues preemptively. Walden communicates the formal process for filing and resolving complaints to faculty and students through the Code of Conduct section of the student handbook.

Ombudsperson

Walden has appointed a university ombudsperson to act as a resource for student concerns and policy issues, as well as to assist in the academic appeals process. The ombudsperson serves as an objective party for the university, advocating for fairness. The job of the ombudsperson is to aid in the timely and impartial resolution of problems in a nonadversarial, nonlitigious manner. Students are encouraged to consult the ombudsperson as a first resort when they are attempting to resolve issues informally or do not know where to address a problem or how to approach the appropriate person or committee. Students can contact the university ombudsperson by e-mailing ombuds@mail.waldenu.edu.
Academic Progress Requirements

There is a minimum GPA requirement throughout students’ enrollment in the nursing degree programs and specialization certificates for students to progress and graduate:

- Bachelor of Science in Nursing (BSN) Completion Program:
  - RN-BSN: 2.0 GPA
- RN-BSN-MSN: AIM program requirements
- Master of Science in Nursing (MSN) program: 3.0 GPA
- Post-master’s certificates: 3.0 GPA
- Doctor of Nursing Practice (DNP) program: 3.0 GPA
- PhD in Nursing program: 3.0 GPA

Students with GPAs lower than the minimum required are contacted by a student success advisor, informing them that they have been placed on academic warning. Students who are placed on academic warning must regain positive academic standing or progress (as instructed by the advisor), including meeting the required GPA within two terms.

In addition, students who fail a required course twice are dismissed from the program.

The Academic Progress section of the student handbook (Section 6) provides more information about enrollment and academic progress requirements.

Onboarding Requirement Policy

All MSN and DNP students in the School of Nursing who participate in practicum courses on or after November 27, 2017, are required to complete specific onboarding requirements in order to be approved to complete field experience. Some of these onboarding requirements* must be obtained or completed through Walden’s designated provider, CastleBranch. Information about CastleBranch can be found at https://academicguides.waldenu.edu/fieldexperience/son/applicationprocess.

Students who do not meet this requirement prior to term start will not be permitted to begin their field experience until the onboarding requirements have been met. In situations such as this, failure to meet the requirements prior to term start may result in students not being able to start field experience until the next term.

Details of the practicum application process can be found in the program practicum manual: https://academicguides.waldenu.edu/fieldexperience/son/formsanddocuments. Requirements completed through CastleBranch must be started prior to submitting a practicum application and completed prior to term start.

*Onboarding requirements defined: A specific set of prepracticum requirements established by Walden’s School of Nursing based on the most common field site requirements, which will enable students to potentially qualify for a wide range of field sites. These onboarding requirements vary from state to state; however, they generally include a background check, drug screening, health requirements, required training, and professional liability insurance and any additional onboarding requirements that may be required by the field site. If an approved field site requires
something in addition to what is required by Walden University, an additional package can be obtained through CastleBranch, at the request of the Office of Field Experience, to fulfill those requirements.

Walden University School of Nursing Technical Standards Policy

Technical Standards Necessary to the Successful Completion of School of Nursing Programs

Walden University’s School of Nursing programs are designed to educate nurses for today’s professional environment by developing the skills of reflection, independent learning, and enhanced critical thinking. These will enable students to graduate from Walden’s programs and better equip graduates to advance their careers, develop leadership skills, and stay current in their field throughout their career.

Students enrolled in Walden’s School of Nursing programs must establish professional relationships both within and outside of the university setting and may be required to work actively and physically both in the classroom and with other practitioners and patients in a professional setting during field experiences. Therefore, the following list of technical standards is provided to clearly establish the level of capability required to successfully complete School of Nursing programs of study and to encourage current and prospective students to self-assess their qualifications for the program.

The School of Nursing encourages any student who may not be able to meet these standards due to a disability to contact the Office of Disability Services to discuss reasonable accommodations. A reasonable accommodation is a modification or adjustment of to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the nursing program.

A student in the School of Nursing must meet technical standard requirements in the following areas (examples are not all-inclusive):

1. **Motor and Mobility Function**
2. **Behavioral/Emotional Function**
3. **Critical-Thinking and Cognition Skills**
4. **Interpersonal and Professional Skills**
5. **Communication Skills**

Students are advised that their success in their chosen program may be dependent on an ability to meet these technical standards.

1. **Motor and Mobility Function**
   Students must be able to perform the following functions:
   - Ability to observe patient condition and responses to health and illness;
   - Coordinate both gross and fine motor muscular movements, maintain equilibrium, and
functionally use the senses of touch and vision;

- Maintain stamina and physical ability required to participate in classes and activities that are part of the curriculum;
- Execute movements sufficient to communicate effectively in a written format;
- Obtain and interpret data from assessment techniques such as observation, palpation of anatomical structures, percussion, noting surface characteristics, assessment of tone, temperature, depth, and other diagnostic procedures; and
- Travel to clinical education sites.

2. Behavioral/Emotional Function
Students must be able to perform the following functions:

- Maintain mental acuity and professional demeanor in stressful environments or during impending deadlines; and
- Maintain mental acuity and professional demeanor sufficient to complete timed written and/or oral examinations and laboratory practical assessments within established time limits, especially when speed of performance or speed of decision making is a critical component.

3. Critical-Thinking and Cognition Skills
Students must be able to perform the following functions:

- Analyze and synthesize data from a variety of sources;
- Put research findings into practice;
- Exhibit a positive, interactive response to feedback;
- Use sound judgment and apply safety precautions as appropriate; and
- Demonstrate higher-level cognitive abilities, which include
  - Rational thought,
  - Measurement,
  - Calculation,
  - Conceptualization,
  - Analysis,
  - Synthesis,
  - Organization,
  - Memory,
  - Application,
  - Clinical reasoning,
  - Ethical reasoning, and
  - Sound judgment.

4. Interpersonal and Professional Skills
Students must be able to perform the following functions:

- Interact appropriately with individuals and groups from a variety of social, cultural, and intellectual backgrounds;
- Actively participate and contribute to group projects;
- Consistently display integrity, honesty, empathy, caring, fairness, respect for self and others, diligence, and dedication;
- Promptly complete all assignments and responsibilities;
• Develop mature, sensitive, and effective relationships, not only with patients but with all members of the university community and other healthcare teams;
• Tolerate emotionally and mentally demanding workloads;
• Identify potentially violent or abusive situations with patients in order to safely withdraw from the interaction;
• Function effectively under stress, and proactively make use of available resources to help maintain both physical and mental health;
• Adapt to changing environments, display flexibility, and be able to learn in the face of uncertainty; and
• Take responsibility for themselves and their behaviors.

5. Communication Skills
Students must be able to perform the following functions:
• Communicate effectively in verbal and written form in any applicable setting including communications with university faculty and staff, other students, and other healthcare professionals;
• Elicit, convey, and clarify information in a timely manner;
• Complete written work at a professional level in a timely manner;
• Document patient/client assessment/evaluation, intervention plans, and progress notations succinctly and in a timeframe similar to clinical constraints;
• Achieve basic technical competency required to function in the classroom and professional setting, including functionality in word processing, e-mail, and use of the Internet; and
• Effectively describe perceived changes and perceive nonverbal communication.

Walden University is committed to providing equal access to qualified students with disabilities. A qualified student is a student with a disability who, with or without reasonable accommodations, meets the technical standards requirements for the participation in SON programs and activities. School of Nursing applicants and students who need reasonable accommodations* to meet these requirements due to functional limitations caused by a disability, should contact disability@mail.waldenu.edu at the earliest opportunity to discuss available options. Students requesting disability accommodations must register with the Office of Disability Services prior to the start of their program, or as soon as possible if their personal situation changes and they are in need of disability accommodations.

*If students require an accommodation to complete any of the technical standards, it’s their responsibility to contact the Office of Disability Services (disability@mail.waldenu.edu, 612-312-1205 or 1-800-925-3368 x312-1205) to determine if reasonable accommodations can be made. There may be certain physical requirements and standards of performance that the School of Nursing programs cannot accommodate.
Frequently Asked Questions

**How do students register for courses?**
Quarter-based BSN students register for a prescribed sequence of courses every 6 weeks. Students typically take one course every 6 weeks and contact their advisor if they wish to take two classes at a time. RN-BSN-AIM students take three 11-week MSN core courses.

Semester-based MSN and post-master’s certificate students are automatically registered for courses, which follow a prescribed sequence. MSN students are registered for two courses each semester. (One course takes place the first 8 weeks of the semester, and the other occurs at the second 8 weeks of the semester.)

Quarter-based MSN, DNP, and post-master’s certificate students are automatically registered for 11-week courses each term and follow a prescribed sequence. Students are preregistered for full-time study (two courses at a time) but must contact their advisor if they wish to take a part-time plan of study each quarter. Students in the PhD in Nursing program self-register for courses each quarter.

The Office of Field Experience staff process course registrations for nursing practicum courses upon application approval for practicum. Students must receive application approval from the Office of Field Experience prior to being registered for practicum courses.

**How do students access their courses?**
Students access courses through their myWalden university portal. They should log in using the user name and password that was provided in their initial welcome e-mail.

Whom do students ask about their tuition or financial aid?
Students may contact the Office of the Bursar at 1-800-444-6795 for questions about tuition bills or financial aid status.

**Whom do students ask about their transfer of credit?**
Students may contact the Office of Admissions at 1-877-588-5595 for questions about transfer of credit.
SECTION 9. STUDENT RESOURCES

Advising

With a focus on providing an optimal student experience, Walden ensures that prospective students are given personalized attention from the initial point of contact through completion of the degree program as demonstrated in enrollment and the following services.

Enrollment Advising

The prospective students’ initial contact with enrollment advisors provides the opportunity to address and answer any open-ended questions that may arise. As the prospective students’ primary contact when they first inquire about Walden, enrollment advisors help prospective students with the information they need, whether it is explaining financial aid or having transfer credits evaluated. Enrollment advisors have a thorough understanding of the degree program and can answer prospective students’ specific questions to determine if the program will meet each prospective student’s educational and career goals. An enrollment advisor is designated for each prospective student to help maintain consistency throughout the inquiry process. When prospective students enroll, enrollment advisors facilitate the admission process and advocate for them.

Once prospective students have submitted all application materials, including transcripts, goal statements, and any supporting documentation, an admissions specialist assesses those materials and collaborates with program faculty to determine the admission decision. This decision is then relayed to prospective students by their enrollment advisor. Prospective students also receive a formal written notification of the admission decision. If admitted, prospective students are then given the opportunity to commit and thereby reserve their place for an upcoming term.

Student Success Advising

Walden’s student success advisors have a depth of program knowledge and work collaboratively with program faculty members to ensure that students receive accurate information throughout their program. Walden requires student success advisors to have a master’s degree. Most have degrees in counseling or psychology with relevant work experience, either in Student Success Advising or counseling, customer service, or education. The Student Success Advising team includes several student success advisors dedicated to the nursing students and faculty members; however, all student success advisors are able to support and assist the students and faculty members in the nursing programs.

Student success advisors assist students with informed academic planning decisions by discussing the students’ options, considering life circumstances as well as personal and
professional goals, and pointing out such specifics as university policies, program requirements, and guidelines.

Students can contact student success advisors by calling 1-800-WALDENU (1-800-925-3368). Advisors are available Monday through Friday, 7 a.m. to 7 p.m., Central time. Students can also e-mail advisors:

- BSN: studentsuccess@mail.waldenu.edu
- MSN: studentsuccess@mail.waldenu.edu
- Post-Master’s Certificates in Nursing: studentsuccess@mail.waldenu.edu
- DNP: studentsuccess@mail.waldenu.edu
- PhD: studentsuccess@mail.waldenu.edu

**Writing Center**

The Walden University Writing Center is dedicated to helping students become better writers by providing exemplary writing instruction, feedback, and resources for students and faculty, with the goal of increasing student retention and improving the quality of Walden research.

The center offers a staff of dissertation editors and writing tutors to help students better understand the academic writing process and to offer constructive and positive feedback to improve student writing. University faculty members also have access to the Writing Center’s resources, to help their students achieve progress as writers and researchers.

The Writing Center offers courses, tutoring, tutorials, handouts, residency presentations, editorial assistance, sample papers, and links to some of the best writing resources available on the Web. In addition, the Writing Center provides students with help regarding APA style and formatting. For more information, visit [https://academicguides.waldenu.edu/writingcenter/home](https://academicguides.waldenu.edu/writingcenter/home).

**Disability Services**

The Office of Disability Services is dedicated to providing barrier-free access to Walden’s educational services. The office works with students to be sure that all aspects of their academic programs are available, by performing such activities as the following:

- Advising students about assistive technology resources.
- Informing students about programs for funding, such assistive technology resources.
- Making arrangements for students to receive instructional material in an alternative format.
- Advocating with instructors for students with disabilities.

For more information or to request assistance, visit the [Office of Disability Services](https://academicguides.waldenu.edu/writingcenter/home).

**Office of Field Experience**

Field experience coordinators are Walden employees who help students understand the practicum policies and procedures. They answer questions about the practicum application and
preceptor approval process, review materials to ensure that students have completed all required application and documentation steps, and work collaboratively with the program director throughout the approval process. Once practicum applications have been approved, the field experience coordinators ensure that students are enrolled in their appropriate practicum course. Field experience coordinators are assigned to students by region and are available to students via e-mail, phone, or appointment. Students can find their field experience coordinator online at https://academicguides.waldenu.edu/fieldexperience/son/contactus.

Customer Care Team

Once students enroll in their first course, Walden’s Customer Care Team is available to help with basic technical support and administrative questions. Technical support includes questions related to the online learning environment as well as navigational and technical issues within the myWalden university portal. The Customer Care Team also serves as initial support for the bursar, registrar, and order processing and fulfillment of course materials.

The Customer Care Team is available 24 hours a day, 7 days a week. Students can reach the Customer Care Team via these four methods:

- Live chat: Click the “Support” tab of the myWalden university portal.
- Request form: Use the “Write Us” button on the “Support” tab of the myWalden university portal.
- Phone: Call 1-800-WALDENU (1-800-925-3368)*
- E-mail: support@mail.waldenu.edu

*Note: For international calls, students should visit the Contact Numbers page on the Walden website to see a list of international phone numbers.

Library

The Walden University Library is fully digital and houses electronic books, full-text journals, and more than 100 databases. Dedicated Walden librarians are available to assist students with their research needs. They help students develop search strategies, identify and evaluate resources, and obtain books and journal articles. The library supports students’ information literacy development through webinars, tutorials, and online guides.

Accessible through the https://academicguides.waldenu.edu/library and also through each student’s myWalden university portal, the library contains many tutorials and handouts to help students make the best use of the library and their time.

Students can reach librarians via these methods:

- E-mail via an online form: https://academicguides.waldenu.edu/library/ask
- Phone: 1-800-930-0914
**Student Assistance Program**

Challenges at home or work can affect the learning experience. Walden offers a Student Assistance Program to provide free and confidential support, resources, and information to students and everyone in their household to help better address many of life’s challenges.

**Confidential Counseling on Personal Concerns**

Students can receive confidential counseling from experienced clinicians via a toll-free, 24-hour phone line (1-866-465-8942; TDD 1-800-697-0353). A guidance consultant is available to listen to students’ needs and, if appropriate, refer them to resources in their community. Students may call any time with personal concerns, including the following:

- Relationships, including marital conflicts and problems with children
- Major life changes
- Stress, anxiety, or depression
- Grief and loss

All records are kept private and confidential by ComPsych, the program provider.

**Online Information, Tools, and Services**

Visit [www.guidanceresources.com](http://www.guidanceresources.com) for expert information about personal and family issues, legal and financial concerns, and more. Each time students return, they receive personalized, relevant information based on their individual life needs by

- Reviewing in-depth help sheets on a range of topics,
- Getting answers to specific questions,
- Searching for services and referrals, and
- Using helpful planning tools to organize and manage issues.

*Note:* Students should log on to their myWalden university portal and click the “Student Assistance Program” link on the “Academic” tab to locate Walden’s ID. Students must provide this ID number when they call or first log in to the Student Assistance Program website.

**Veteran’s and Military Benefits**

Walden works closely with the U.S. Department of Veteran Affairs (VA) and the Minnesota State Approving Agency to administer and certify Montgomery GI Bill benefits on behalf of qualified students. Walden’s programs are approved for the certification of enrollment of the Montgomery GI Bill (MGIB), the Post-9/11 GI Bill, Vocational Rehabilitation and Employment Program Service (VR&E), federal tuition assistance, and more.

Students are encouraged to contact Walden’s [Office of Military Services](mailto:military@mail.waldenu.edu) to obtain information pertaining to their certification or to ask general benefit questions. Students may contact Walden’s Office of Military Services at 1-800-925-3368, then select: Option 1, for English, Enter Student ID no., Option 5, Option 4 or military@mail.waldenu.edu.
Student Organizations

Walden University International Honor Society for Nursing

Founded in 2008, Walden’s Phi Nu chapter of Sigma Theta Tau International (STTI), the International Honor Society for Nursing, is the students’ connection to Walden nurse-colleagues around the world. Students, graduates, and faculty members are invited to join at any time during the year to accomplish the following objectives:

- Recognize superior achievement.
- Recognize the development of leadership qualities.
- Foster high professional nursing standards.
- Encourage creative work.
- Strengthen their commitment to the ideals and purposes of the nursing profession.

To ask questions, provide news of their own, and learn more about their nursing honor society, students are encouraged to visit the society’s website or send an e-mail to sigmanursing@mail.waldenu.edu.

Membership

Candidates are qualified for membership as long as eligibility requirements are met. These requirements include demonstration of superior academic achievement, academic integrity, and potential for professional leadership. To apply, candidates follow this membership process:

- Complete the proper form: (a) undergraduate nurse, (b) graduate nurse, or (c) nurse leader.
- Mail the completed form and membership fee to Walden University International Honor Society for Nursing, Walden University, 100 Washington Avenue South, Suite 900, Minneapolis, MN 55401.
- Send an electronic copy of the application to sigmanursing@mail.waldenu.edu.

A faculty advisor will verify the candidate’s GPA eligibility and report the findings to the membership committee. The candidate is then notified, usually by e-mail, of a successful or unsuccessful application or of any additional documentation needed, such as transcripts of academic records or letters of recommendation.

Walden University Alumni Association

The Walden University Alumni Association promotes lifelong relationships with alumni and students, supports excellence, and contributes professional resources to the college and its stakeholders. The alumni association is committed to the recruitment and retention of alumni mentors who will make a difference in the lives of all students and alumni members at Walden University.
**Student Representation**

Interested students can have a voice in the SON’s decision-making processes by representing their student peers as nonvoting members of the school’s Curriculum and Academic Policy (CAP) committee and Student Advisory Committee.

Students who meet the selection criteria (below) can self-nominate, or a SON faculty member can nominate them. Members of Walden’s SON student community receive an annual e-mail invitation for volunteers. There is one student representative for each nursing degree program with one alternate if appointed member cannot attend (PhD, DNP, MSN, and BSN Completion program).

**Selection Criteria**

To be eligible to participate as a member in the CAP committee, students must

- Be in good standing with the university (minimum of 2.5 GPA) with no Code of Conduct violations;
- Have completed at least one semester at Walden in the SON;
- Remain enrolled in at least one class during their CAP committee tenure and commit to a 1-year term;
- Be willing to commit to one monthly meeting, as well as additional assignments outside of meetings; and
- Submit their name and a short statement explaining why they would like to join the CAP committee to their program director.

Selections are based on feedback from CAP committee members, faculty members, and specialty coordinators. If students cannot uphold their commitment, they are asked to resign, and a new student representative is recruited. The program directors for each degree program post an in-course announcement each session informing students who their CAP student representative is, who the alternate is, and how those representatives may be contacted.
Table 16. Representatives to SON CAP Committee

<table>
<thead>
<tr>
<th>Communities of Interest</th>
<th>Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Health Sciences (CHS)</td>
<td>CHS vice president</td>
</tr>
<tr>
<td></td>
<td>CHS representative to the University Curriculum and Academic Policy Committee</td>
</tr>
<tr>
<td>SON Administration</td>
<td>SON dean</td>
</tr>
<tr>
<td>SON Faculty Leadership</td>
<td>Graduate core coordinator</td>
</tr>
<tr>
<td></td>
<td>BSN completion program director</td>
</tr>
<tr>
<td></td>
<td>Leadership and Management specialization coordinator</td>
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<tr>
<td></td>
<td>Nursing Education specialization coordinator</td>
</tr>
<tr>
<td></td>
<td>Nursing Informatics specialization coordinator DNP program director</td>
</tr>
<tr>
<td>SON Faculty</td>
<td>Specialty representatives from core and contributing faculty</td>
</tr>
<tr>
<td>SON Consumers</td>
<td>BSN Undergraduate student</td>
</tr>
<tr>
<td></td>
<td>MSN graduate student DNP graduate student</td>
</tr>
<tr>
<td></td>
<td>PhD graduate student</td>
</tr>
</tbody>
</table>

School of Nursing Community of Interest

The School of Nursing Community of Interest is composed of groups and individuals who have an interest in the SON and the effectiveness of the achieved mission, goals, and expected outcomes. The communities of interest include individuals who are internal to the SON, external to the SON but internal to the university, and external to the university, as outlined below:

- **Internal to the SON**: students, faculty members, administrators, program directors, students, and staff members.
- **External to the SON but internal to the university**: administration leadership, service providers, support staff, and faculty members.
- **External to the university**: alumni, employers, regulatory and accreditation bodies, professional organizations, community and healthcare leaders, and healthcare constituencies.
SECTION 10. HELPFUL HINTS

Getting Started

Students in the BSN, MSN, Post-Master’s Certificate, and DNP programs must order and purchase their course materials, including textbooks and DVDs. Course materials are sent to students a few weeks before the start of each course. Students are responsible for determining that all materials have arrived and are complete.

Note: Students do not automatically receive textbooks; they must purchase their textbooks. If students start their program at the beginning of a semester or a quarter, they receive course materials for both terms of the semester or quarter.

If students start their program in the second term of a semester or quarter, they receive materials only for that term.

Students also access articles online from the Walden Library.

For missing, incorrect, or damaged materials, students should call 1-800-339-0480 or send an e-mail to coursematerials@mail.laureate-inc.com. Students should include their name, student ID no., address, phone numbers, e-mail address, and the number and name of the course they are starting. Students need to work with the course materials team directly.

To be successful in the program, students must devote about the same time to each course as they would if they were taking the course on a physical campus. The amount of time they need to spend on their studies each week varies from person to person and assignment to assignment. On average, students should plan to spend a minimum of 15–20 hours each week, depending on weekly assignments.

- The teaching/learning environment creates a partnership between students and instructors. Communication, analysis, discussion, and resolution are part of creating and maintaining a positive environment. Students need to work with their instructor, from the beginning, to ensure they are achieving their learning goals.
- Students should be aware that they may not receive some messages if their computer and/or Internet provider are set to block listserv messages, as some systems view these messages as spam. Students may need to have their settings changed so that they can receive these messages. Students may be able make these changes themselves, or they may need to contact their provider. (AOL is one provider that blocks such messages.)
- Students should go to their myWalden university portal and take some time to explore the information available there.
Beginning a New Class

At the start of each new class, students should perform the following activities:

- Thoroughly review the following sections of the course: Syllabus, Term Calendar, Course Schedule, Course Information, Student Support, Contact the Instructor, Announcements, and the Grade Center. Links to these sections are found on the left side of the course’s home page. Also review the material in the other links as soon as possible.

- Print the syllabus, schedule, grading information, instructor contact information, and course checklist—all found in the course’s Document Sharing (aka Doc Sharing) area. In doing this, students can refer to the information easily as they work on their assignments. Printing these items is also helpful for students if they have difficulty accessing the Walden site at any time and want to work on their assignments offline.

- Read the welcome and faculty information posted on the course’s home page.

- Get to know the instructor by reading everything the instructor writes.

- Go to the Class Café and post an introduction. This is one of the ways students get to know one another and form a scholarly community online. Posting an introduction is also one of the ways instructors can check that students are in the classroom. The Class Café link is found on the left side of the course’s home page.

- Check the Document Sharing area of the classroom for documents that are used for various assignments or that provide information intended to help students succeed in the class.

- Review the assignments that will be completed throughout the entire course. The Course Information provides grading and rubrics for assignments.

- Save information found when researching an assignment (in the library or on the Internet). This information may be useful for a learning experience scheduled for later in the course. Students may want to start a file for each week and begin to develop ideas about their experiences that relate to topics throughout the course, or they may start an outline and collect information for an assignment. In this way, students can “chunk” their work and increase their efficiency.

- Check the course syllabus and the Student Support link for whom to contact if problems or issues arise at the start of a class. For the most effective help, students should contact the person that they think is most likely to have the expertise needed to solve the problem.

Communicating Effectively

When communicating with instructors and colleagues, students should ensure the following:

- Sign first and last names when sending e-mail messages, so that the receiver is able to identify who is sending the message.

- Include the course and section number in the Subject line when sending e-mail messages to an instructor.

- Read the e-mails, Contact the Instructor, and the Announcements on a regular basis.

- Use colleagues’ names when communicating in Discussion Boards.

- Respond to questions or comments in the Discussion Boards, Contact the Instructor, and the Class Café.
• Be aware that the Class Café, not the Discussion Boards, is for sharing ideas and discussing items of interest.
• Also be aware that instructors may read anything posted in the Class Café, Discussion Boards, chat rooms, and other areas of the classroom.
• Check the Ask the Instructor area regularly; this is where students often ask general class questions and receive answers from instructors and other students; therefore, students can obtain useful information just by reading through the forum on a regular basis.
• Do not use or share information posted by classmates in the Discussion Board without first receiving permission; information posted in the Discussion Board is to be kept in that setting. Students should develop the practice of sharing their experiences without including identifying information. For example, refer to a practice setting or individuals in general rather than specific terms.
• Send any e-mail messages of a personal nature directly to the instructor rather than posting them in a community area.
• After submitting an assignment via the submission link and receiving a grade from the instructor on that assignment, send all future communication about that assignment via e-mail.
• Try different ways to make contact with the instructor if a timely response to an e-mail message is not received. (Some incoming e-mail messages are blocked because of filters and firewalls.) To ask if the e-mail was received, students can add a posting to the Contact the Instructor or call the instructor.

Succeeding in Courses

The following tips include general information to help students understand the design and delivery of courses at Walden as well as guidelines for being successful in a course:
• Students should focus on each course individually and avoid making comparisons between courses, instructor styles, and approaches to online instruction.
• Each instructor brings different areas of expertise and expectations to a course. For example, some instructors have higher expectations than others regarding student writing. When in doubt, ask about the instructor’s preferences. Carefully complete the work to meet the current course guidelines and meet the instructor’s expectations. If students do this for each course, they have a better chance of succeeding in the course.
• Grading rubrics guide instructors in evaluating assignments and assigning scores. These rubrics guide students as well, by informing them about content and format expectations for each learning activity. Course assignments and rubrics may vary between courses. Each course has grading rubrics for its discussions and assignments. Students should make sure they are familiar with the appropriate rubrics.
• Grading is done in whole numbers in the nursing programs. Instructors do not give partial points in the final score for a graded learning experience.
• To receive a final course grade, students must complete all the assignments for each course.
• Portfolio assignments are required for MSN students—with the exception of the Adult Gerontology Nurse Practitioner and Family Nurse Practitioner specializations—starting with the graduate core courses (NURS 6001). Students must save all of their portfolio...
assignments in an electronic format. In addition to saving the files on the hard drive, they should save a back-up copy.

- General overviews of the portfolio and practicum are posted in selected courses; however, the most current information is posted in the classroom the term before students begin the practicum. Students should not rely on previous information, as course information may be revised between terms or semesters.
- All syllabi include a detailed description of plagiarism. The university and the nursing faculty take all unethical behaviors, including violations of academic honesty, very seriously. University policies, as detailed in the student handbook, are strictly followed to address such situations.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment. Cheating includes using or attempting to use materials or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question. Students should be sure that they complete and submit their work independently, unless there is a team project. Some examples of cheating or plagiarism are
  - Allowing others to do an assignment or portion of an assignment,
  - Sharing work in assignments and submitting it as one’s own,
  - Using a commercial term paper service, and
  - Reusing work from previous courses.
- Faculty members and administrators do not see individual course evaluations. Students’ feedback, including their comments, is taken seriously as a way to help improve the course and the overall program. With the understanding that grades are not affected by responses to evaluations, students should provide as much feedback as they can.
- When an issue or concern arises in the classroom, the first action students should take is to e-mail their instructor and explain the situation. If there is not a resolution between students and instructors, they may contact the Student Success Advising team. Walden expects students and instructors to communicate clearly and consistently to address and resolve issues and concerns in a timely manner.

Following APA Style

The Publication Manual of the American Psychological Association (APA manual), 6th edition, is the final authority for all scholarly work in the BSN, MSN, and DNP programs and the post-master’s certificates, regarding formats, headings, citations, reference lists, and so on. The Pocket Guide to APA Style (pocket guide), 4th edition, by Robert Perrin is a more concise version of information in the 6th edition of the APA manual and is the resource used by BSN and MSN students.

Students should consider these tips and suggestions for learning and following APA style for coursework:
- Use the pocket guide, not other sources, to determine the format and style for papers. Following the pocket guide should eliminate confusion and variations in formatting citations in the text and reference list.
- Contact the instructor with any questions about APA.
- Consult the Walden Writing Center for in-depth material about writing and APA support.
- Consult the APA manual, 6th edition, for more information on any topic in the pocket.
guide.

- Understand that continued errors, after repeated comments by faculty members, will result in maximum points deducted from assignments. Learning to use APA style is essential for student success.
- One suggestion for learning APA style is to study the pocket guide or appropriate APA manual and to make a list of the types of sources used most frequently, noting formats for both in-text citations and the reference list. This will provide an easy way to check if the format is correct while working on an assignment. Update the list each week.
- If students have points deducted for APA errors and argue that someone told them the format was correct, those students will still lose the points. However, if students cite the source from the APA manual, and the citation is correct according to the source, they will not lose points.
- APA seems to generate many issues for students, but the ability to use this publication style is very important as students become leaders in nursing. APA is the most accepted and required manual of style in scholarly writing for nursing. Students need to know how to use APA correctly, especially for citing and referencing sources, when developing materials, making presentations, and publishing. While learning APA may be challenging, it is of great benefit to students and their future.
- If using an APA template, be sure the template is for the appropriate edition of the APA manual.
- Follow APA style for the title page and add the following:
  - Course number and section,
  - Student name, and
  - Date.
- Do not use abstracts for written assignments in the nursing programs.
- Use headings and subheadings for written assignments to organize the content. Using headings also helps to determine if all the criteria are addressed and if the flow and organization of the content is correctly reflected. Generally, two levels of headings are sufficient.
- Refer to the sample paper found in Doc Sharing.

**Participating in Course Discussions**

Before participating in discussions, students should read the learning resources for the week. Students should also read the syllabus to determine the number of discussion postings they are required to do each week. Guided by the course Discussion Criteria and Discussion Rubric, faculty members evaluate both the quantity and quality of student participation.

If students wish to earn the maximum points for a discussion, they need to have a plan for developing their postings. Here is an example of a suggested plan:

- Students should print the Discussion Rubrics, so they are available as a guide while writing any responses.
- Students should use the Discussion Rubrics to determine what is required to earn the maximum points.
- As students develop an initial response to the discussion, they should compare what they
are writing to what is required.

- Then, students should write the postings to include all the areas required in the rubrics.
- Students should write the initial posting in a Word document. Using Word allows students to format the posting correctly and to correct grammatical and spelling errors. When the text is ready, students can copy and paste the posting to the discussion.
- Students should review the posting and fix any errors, such as APA citations and references.
- Students should support discussion statements with references to the learning resources and any additional sources, such as journal articles or information from websites. Writing from personal experience alone is not sufficient. Personal opinions are acceptable only if those opinions are supported by scholarly sources.
- Students should keep in mind the following tips on due dates and timing of submissions:
  - Postings must be done during the current week (Monday through Sunday). Early postings are not allowed; points are deducted for early postings.
  - The initial discussion response must be posted no later than 11:59 p.m. (Mountain time) on Wednesday of each week. Students will lose points for late submissions.
  - Students may post additional responses to other students and the instructor at any time during the week. All postings must be in the classroom by Sunday, 11:59 p.m. (Mountain time) to count for the current week.
  - In the DNP program, unless otherwise noted, initial postings to discussions are due by Day 3 and response postings are due by Day 6. It is important to adhere to the weekly time frame to allow others ample time to respond to each posting. In addition, students are expected to respond to questions directed toward their own initial posting in a timely manner.

### Completing Written Assignments

Students should complete the following activities to successfully complete writing assignments:

- Read the learning resources for the week and any additional sources before completing the written assignments.
- Review the grading rubric for the assignments and make sure all criteria are covered.
- Adhere to the posted deadline for submitting written assignments. Students will lose points for late submissions.
- If students need additional time to finish course assignments and the term is over, an instructor may assign them an Incomplete (I) grade and give them more time to complete the work. An Incomplete may be given when a student has completed most of the assignments and participated in class throughout the term. Incompletes are reserved for situations when students have a major issue near the end of a course and need additional time. Each nursing course must be completed before starting the next, so there is little time to make up work between courses. Walden has strict requirements for allowing the assignment of Incomplete grades, and they are not granted often.
- Use correct grammar and spelling in all assignments. All assignments must use APA formatting for style, citations, and references. Points are deducted for grammar, spelling, and format errors. **Note:** Initially, instructors may deduct minimum points for APA and writing errors to give students the opportunity to improve; however, continuing to make
the same errors on subsequent assignments will result in the maximum number of points being deducted. The goal is for students to use APA format and style and to write correctly—not to lose points.

- Proofread all written work. Do not rely on spelling- and grammar-checking software programs. They are valuable but not perfect.
- Read assignments aloud or have someone else read the papers to check them for clarity.
- Consider purchasing a grammar textbook if unsure about grammar skills.
- Read—it is one of the best ways to learn to write.
- Use the Walden Writing Center’s services to help improve writing. Students’ instructors may also recommend other writing resources.
- Pay attention to feedback from instructors. Usually, instructors will not spend a great deal of time correcting grammar, writing, and APA format. Once the instructor provides feedback about what needs to improve, students are responsible for making those improvements. Instructors may require students to make corrections to an assignment before they will grade the assignment. When an instructor suggests that students use the Writing Center and/or other resources to improve their skills, students should pay attention to the advice.

**Doctoral Students**

Students who start their doctoral program at Walden University in 2016 will complete the university’s required doctoral writing assessment on a rolling basis. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university’s expectations for writing at the doctoral level ([https://catalog.waldenu.edu/content.php?catoid=165&navoid=57127](https://catalog.waldenu.edu/content.php?catoid=165&navoid=57127)).

**Organizational Tips**

Students should complete the following activities when organizing content in written assignments:

- Consult the grading criteria provided for each written assignment. These criteria assist in the organization of the assignment and help students ensure that they have included all the required information and addressed all the criteria.
- Begin the paper with an introduction that provides an overview of the topic, the purpose of the paper, and the topics that will be addressed. Add a conclusion at the end of the paper to present key insights or points presented in the assignment.
- Use APA-style headings within the paper to separate the different sections.
- Remember to remain within the page limits specified for each assignment.
- Cite the sources in the text of the assignment and include a References page at the end of the paper. (Use the appropriate edition of the APA manual or pocket guide to format the in-text citations and reference list. Students will lose points for improper formatting.)

**Solving Technical Problems**

- If the Walden server is down or if students have computer problems, students should e-mail their Discussion post and/or their Application assignments to the course instructor.
by the deadline. This proves that the students’ work is completed on time. Instructors deduct points when they do not receive assignments on time. However, once the server or their own computer is up and running again, students must still post their work to the appropriate forums in the classroom. The forums are the official record of students’ participation and completion of assignments.

- Students need to have a back-up system in place in case the computer or Internet service is not available. Students should plan a system before trouble happens. They may opt to go to a library, a friend’s house, or Internet café so that they can be in class and submit their work on time. Students should always inform their instructor when they encounter a significant problem that could impact their ability to meet due dates.

- If students cannot be in class for a period of time, they may need to drop the course and start again the next term. The university’s academic calendar indicates dates to withdraw from or drop a course. (From the catalog home page, choose the student handbook and then choose Section 4, “Academic Calendar and Registration Policies,” from the right navigation menu.) Students may also consult the Student Success Advising team with any questions.

Receiving Grade Reports

The Office of the Registrar no longer routinely mails unofficial grade reports to students. If students would like to request a copy of their grade report, they should e-mail reghelp@mail.waldenu.edu or call 1-800-925-3368, ext. 9045. In their request, students must include their full name, Walden ID number, and the grading term(s) for which they are requesting a grade report.

Students can also request an official transcript by mailing or faxing the request form to the university.

Graduation and Commencement

The students’ graduation date is also called their degree conferral date or validation date. Semester- and quarter-based students are eligible for validation or conferral of their degree at the end of the final academic term for which they were registered. Degrees are conferred on the last day of the academic term for both semester-based students and quarter-based students.

Application for Graduation

As students approach the completion of their program, they must submit a Graduation Application within the first week of their final academic term to confirm their eligibility to graduate and to help ensure that their diploma is accurate. Students can find the application on their myWalden university portal under the “Student Services” tab. The Graduation Application has all the information students need regarding degree conferral.

Once the application has been received, the Office of the Registrar confirms whether or not students have satisfied all the degree requirements. When all requirements are confirmed as being complete, the Office of the Registrar validates the degree. Once the degree has been
validated, students receive an e-mail at their Walden e-mail address confirming the degree validation. In that e-mail are instructions on requesting official transcripts and attending commencement. Diplomas or certificates are mailed to students at the address requested on the Graduation Application and are received approximately 2–4 weeks after the degree conferrals have been processed.

**Commencement Ceremonies**

The Walden community gathers to honor its graduates twice a year, at summer and winter commencement ceremonies. Walden encourages graduates to invite guests to share in the celebration of their accomplishments.

Students who graduate in the first half of the year (approximately January through June) are eligible to attend the summer ceremony. Students who graduate in the second half of the year (approximately July through December) are eligible to attend the winter ceremony. Students are responsible for ensuring that they meet the eligibility requirements to attend the commencement ceremony before making arrangements to attend.

Walden’s [Commencement website](mailto:commencement@mail.waldenu.edu) provides more information, including information on when details about the next ceremony will be posted. Each commencement is shared via a webcast. Previous recordings can be viewed at this site as well. Contact [commencement@mail.waldenu.edu](mailto:commencement@mail.waldenu.edu) with any questions.
SECTION 11. CONTACT INFORMATION

Students should begin their inquiry at the level at which their question is most likely to be answered. Delays in obtaining information may result if students inquire first from an administrator and must be referred to a more appropriate resource person.

Note: Students should be familiar with the information in the School of Nursing Handbook and any pertinent manual before contacting a SON faculty or staff member for help.

BSN Completion Program
RN-BSN and RN-BSN-AIM, and Tempo Tracks

BSN Program Director
Karen Ouzts, PhD, APHN-BC: karen.ouzts@mail.waldenu.edu

BSN Academic Coordinator (Courses)
Anita Korbe, DHSc, FNP, BC, CNE: anita.korbe@mail.waldenu.edu

BSN Academic Program Coordinator (Tempo)
Jamil Norman, PhD, RN, CNE: jamil.norman@mail.waldenu.edu

Office of Field Experience
Field Experience website: https://academicguides.waldenu.edu/fieldexperience/son
Field Experience staff: nursingfield@mail.waldenu.edu
Practicum Manuals: https://academicguides.waldenu.edu/fieldexperience/son/formsanddocuments

MSN Program

Office of Field Experience
Field Experience website: https://academicguides.waldenu.edu/fieldexperience/son
Field Experience staff: nursingfield@mail.waldenu.edu

MSN Specialization Coordinators

MSN Core
Bobbie Sue Whitworth, PhD, MSN, RNC: bobbie.whitworth@mail.waldenu.edu

Nurse Executive
Jeanne Morrison, PhD, RN: jeanne.morrison@mail.waldenu.edu

Nursing Education
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Nursing Informatics
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Public Health Nursing
Janet Gerken, DNP, RN: janet.gerken@mail.waldenu.edu

MSN SP Program Director
Vincent P. Hall, PhD, RN, CNE: vincent.hall@mail.waldenu.edu

MSN Program NP Specializations Program

Office of Field Experience
Field Experience website: https://academicguides.waldenu.edu/fieldexperience/son
Field Experience staff: nursingfield@mail.waldenu.edu
Practicum manuals:
https://academicguides.waldenu.edu/fieldexperience/son/formsanddocuments

NP Specialization Coordinators

Adult Gerontology Acute Care Nurse Practitioner AND Adult Gerontology Primary Care Nurse Practitioner
Salma Hernandez, DNP, ACNP-BC: salma.hernandez@mail.waldenu.edu

Family Nurse Practitioner
Phyllis D. Morgan, PhD, FNP-BC, CNE, FAANP: phyllis.morgan@mail.waldenu.edu
Stefanie Gatica, DNP, FNP-BC: stefanie.gatica@mail.waldenu.edu

Psychiatric-Mental Health Nurse Practitioner

MSN Nurse Practitioner Specializations Program Director
Linda Steele, PhD, ARNP, ANP-BC: linda.steele@mail.waldenu.edu

Doctoral Nursing Programs
DNP and PhD

DNP Coordinator
Cheryl McGinnis, DNP, ARNP-BC, CCTC: cheryl.mcginnis@mail.waldenu.edu

DNP Research Coordinator
Joan Hahn, GCNS, GNP, CNL, CDDN, PhD: joan.hahn@mail.waldenu.edu

PhD Academic Program and Residency Coordinator
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PhD Research Coordinator
Janice Long, RN, MSN, PhD: Janice.long@mail.waldenu.edu

DNP/PhD Program Director
Nancy Moss, FN, CNM, PhD: nancy.moss@mail.Waldenu.edu

Vice Provost, College of Health Sciences and Dean for the School of Nursing
Andrea Lindell, RN, PhD, ANEF: andrea.lindell@mail.waldenu.edu

Office of Field Experience
Field Experience website: https://academicguides.waldenu.edu/fieldexperience/son
Field Experience staff: nursingfield@mail.waldenu.edu
Practicum manuals:
https://academicguides.waldenu.edu/fieldexperience/son/formsanddocuments

Other Important Resources

Student Success Advising Team
Student success advisors are available at 1-800-WALDENU (1-800-925-3368), option 3, Monday through Friday, 7 a.m. to 7 p.m. Central time. Students can also e-mail advisors for the MSN program: studentsuccess@mail.waldenu.edu.

Office of Disability Services
The director of disability services can be reached by phone at 1-612-312-1205, or e-mail at disability@mail.waldenu.edu. For more information, visit the Office of Disability Services.

Professional Associations
Many professional and fraternal associations offer health insurance to their members.
- ANA: https://www.nursingworld.org/membership/member-benefits/personal-benefits/.
## APPENDICES

### Appendix A: School of Nursing Quality Improvement Plan (SONQIP) for Program Effectiveness

<table>
<thead>
<tr>
<th>Accountability Indicator</th>
<th>Operational Definition</th>
<th>Data Designate</th>
<th>Source, Cycle of Interest</th>
<th>Community of Interest</th>
<th>Score/% Benchmark</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Evaluations</td>
<td>Course characteristics: Classroom Characteristics Scale (13–65) Course Balance Scale 3–15</td>
<td>OIRA/SON</td>
<td>Students and faculty, at course end; aggregate data reported quarterly</td>
<td>SON, students</td>
<td>Classroom Characteristics Scale (52–65) Course Balance Scale (9)</td>
<td>Met</td>
</tr>
<tr>
<td>Selected Course Artifacts aligned with student outcomes <em>(LORbook)</em></td>
<td>Aggregate, summative evaluation of student academic performance of a selection of assignments across the curriculum</td>
<td>OIRA/SON</td>
<td>Students, annually</td>
<td>SON, students</td>
<td>80% (university benchmark)</td>
<td>Met</td>
</tr>
<tr>
<td>Selected Academic Dashboard Metrics</td>
<td>Student Success Advising; Admissions; Career Services; Library; Disability Services; Writing Center; Ombudsperson Cases</td>
<td>OIRA</td>
<td>Institutional resources, reported quarterly and/or annually</td>
<td>SON, CHS, Walden University</td>
<td>Varies by unit</td>
<td>Met</td>
</tr>
<tr>
<td>Aggregate Faculty Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>IQR score of 60 (of a possible 70) or higher each quarter (5-point scale on each of the 14 quality items; monitoring/mentoring tool)</td>
<td>OIRA/SON</td>
<td>Students and SON, at course end</td>
<td>SON, faculty</td>
<td>90%</td>
<td>Met</td>
</tr>
<tr>
<td>Practice</td>
<td>Attend a conference within the last 3 years to improve teaching or practice</td>
<td>OIRA</td>
<td>Faculty Satisfaction Survey annually each winter</td>
<td>Faculty</td>
<td>80%</td>
<td>Met</td>
</tr>
<tr>
<td>Accountability Indicator</td>
<td>Operational Definition</td>
<td>Data Designate</td>
<td>Source, Cycle of Interest</td>
<td>Community of Interest</td>
<td>Score/% Benchmark</td>
<td>Outcome</td>
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<tr>
<td>Service Profession</td>
<td>Provide service to the profession, e.g., through membership in professional organizations, serving on boards</td>
<td>OIRA</td>
<td>Faculty Satisfaction Survey annually each winter</td>
<td>Faculty</td>
<td>80%</td>
<td>Met</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Participate in scholarly activities</td>
<td>OIRA</td>
<td>Faculty Satisfaction Survey annually each winter</td>
<td>Faculty</td>
<td>50%</td>
<td>Met</td>
</tr>
<tr>
<td>Service to Community</td>
<td>Provide service to the community</td>
<td>OIRA</td>
<td>Faculty Satisfaction Survey annually each winter</td>
<td>Faculty</td>
<td>80%</td>
<td>Met</td>
</tr>
<tr>
<td>Faculty Satisfaction Survey</td>
<td>Overall satisfaction; satisfaction in areas of job, technology, services, institutional identity, faculty governance, committee assignments</td>
<td>OIRA</td>
<td>Faculty Satisfaction Survey annually each winter</td>
<td>Faculty</td>
<td>80%</td>
<td>Met</td>
</tr>
</tbody>
</table>

**Program Accountability**

<table>
<thead>
<tr>
<th>Accountability Indicator</th>
<th>Operational Definition</th>
<th>Data Designate</th>
<th>Source, Cycle of Interest</th>
<th>Community of Interest</th>
<th>Score/% Benchmark</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Satisfaction Survey</td>
<td>Employment—industry and occupation; overall satisfaction; reported publications, presentations, professional activities/memberships; recommendations for improvement (open-ended question)</td>
<td>OIRA</td>
<td>Graduates from the previous 3 years</td>
<td>SON, alumni</td>
<td>80%</td>
<td>Met</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>Employment—industry and occupation; overall satisfaction; recommendations for improvement (open-ended question)</td>
<td>OIRA</td>
<td>Employers, each spring</td>
<td>SON, employers</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Accountability Indicator</td>
<td>Operational Definition</td>
<td>Data Designate</td>
<td>Source, Cycle of Interest</td>
<td>Community of Interest</td>
<td>Score/% Benchmark</td>
<td>Outcome</td>
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</tr>
<tr>
<td>Graduation Survey</td>
<td>Employment—employment; industry and occupation; overall satisfaction; recommendations for improvement (open-ended question); professional plans</td>
<td>OIRA</td>
<td>Graduates, at program end</td>
<td>SON, graduates</td>
<td>80%</td>
<td>Met</td>
</tr>
<tr>
<td>Employment—Student Satisfaction Survey</td>
<td>Overall satisfaction; recommendations for improvement (open-ended question); satisfaction with instruction, curricula, technology, services</td>
<td>OIRA</td>
<td>Students, annually each fall</td>
<td>SON, students</td>
<td>80%</td>
<td>Met</td>
</tr>
<tr>
<td>Selected Academic Dashboard Metrics Graduation</td>
<td>Average class size, graduation rate</td>
<td>OIRA</td>
<td>Institutional resources, annually</td>
<td>SON, CHS, Walden University</td>
<td>Class size ≤ 30 Graduation ≥ 70</td>
<td>Met</td>
</tr>
</tbody>
</table>

**Program Quality and Effectiveness**

| Performance Evaluations Completed | Individual faculty performance evaluation of engagement, pedagogy, feedback, assessment, scholarship and service, ethics and values | SON               | SON dean and coordinators, annually          | SON, faculty                | 100 %              | Met     |
| Program Quality and Effectiveness | Review of SON vision, mission, goals, structure, governance, resources, affinity, professional standards, curricular scope and sequence, benchmarks, structure, process, outcomes, and plan of action | SON               | SON Assessment Council; SON CAP, annual review; academic program review (APR), every 5 years | All                         | n/a                | Met     |
| LORbook                      | Aggregate student outcomes, SONQIP                                                                                                                              | OIRA/SON        | SON Assessment Council; SON CAP, annual review | All                         | n/a                | Met     |
## Appendix B: SON Learning Outcome Management (LOM) Matrix—BSN, MSN, DNP, and PhD

### BSN

**SON Goals:**

1. To empower the nursing professional through academic advancement that enhances personal growth, professional development, and academic achievement.
2. To create an educational environment where learners are able to build on their existing transformational and professional nursing knowledge, skills, and integrative abilities.
3. To educate the nursing professional with consideration for the complex needs of the diverse learner while upholding professional nursing standards.
4. To encourage learners to integrate biopsychosocial, nursing, and health theories; research; and evidence-based practice that exemplifies professional nursing standards.
5. To prepare professional nursing leaders who are empowered to promote social change for individuals, groups, and organizations locally, nationally, and globally.

### RN-BSN, RN-BSN-MSN, and RN-MSN Programs

<table>
<thead>
<tr>
<th>RN-BSN, RN-BSN-MSN, and RN-MSN Programs</th>
<th>BSN Program*</th>
<th>Graduate Characteristics</th>
<th>With Individual Student Learning Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PROFESSIONALS/ COLLABORATORS (BSN V, VI)</td>
<td>LO3 – Evaluate the implications of policy on issues of access, equity, affordability, and social justice in healthcare delivery including the health of vulnerable populations and healthcare disparities.</td>
<td>LIFELONG LEARNERS (BSN VIII, IX) LO6 – Exhibit accountability for personal and professional behaviors in accordance with standards of moral, ethical, and legal conduct with a commitment to continuous professional development.</td>
</tr>
<tr>
<td></td>
<td>LEADERS/ CHANGE AGENTS (BSN II, IV)</td>
<td>LO1 - Apply leadership and informatics concepts in decision making to promote patient safety and quality care.</td>
<td>EFFECTIVE COMMUNICATORS (BSN VI) LO4 - Demonstrate effective communication and collaboration skills to improve patient outcomes.</td>
</tr>
<tr>
<td></td>
<td>EFFECTIVE COMMUNICATORS (BSN VI)</td>
<td>LO4 - Demonstrate effective communication and collaboration skills to improve patient outcomes.</td>
<td>EDUCATORS/ CONSULTANTS (BSN VII, IX) LO5 - Implement individual and population-focused interventions to promote health and to prevent and manage disease and injuries.</td>
</tr>
<tr>
<td></td>
<td>HEALTHCARE PROVIDERS (BSN VII, IX)</td>
<td>LO7 - Provide patient-centered nursing care based on a comprehensive and focused health assessment, across the lifespan using sound clinical judgment as well as developmentally and culturally appropriate approaches.</td>
<td>SCHOLAR-/EVIDENCE-BASED PRACTITIONERS (BSN I, III) LO2 - Use evidence based on the sciences, humanities, and research to guide nursing practice across the health-illness continuum in a variety of healthcare settings. LIFELONG LEARNERS (BSN VIII, IX) LO6 – Exhibit accountability for personal and professional behaviors in accordance with standards of moral, ethical, and legal conduct with a commitment to continuous professional development.</td>
</tr>
<tr>
<td></td>
<td>LEADERS/ CHANGE AGENTS (BSN II, IV)</td>
<td>LO1 - Apply leadership and informatics concepts in decision making to promote patient safety and quality care.</td>
<td>PROFESSIONALS/ COLLABORATORS (BSN V, VI) LO3 – Evaluate the implications of policy on issues of access, equity, affordability, and social justice in healthcare delivery including the health of vulnerable populations and healthcare disparities.</td>
</tr>
<tr>
<td></td>
<td>SCHOLAR-/EVIDENCE-BASED PRACTITIONERS (BSN I, III)</td>
<td>LO2 - Use evidence based on the sciences, humanities, and research to guide nursing practice across the health-illness continuum in a variety of healthcare settings.</td>
<td>HEALTHCARE PROVIDERS (BSN VII, IX) LO7 - Provide patient-centered nursing care based on a comprehensive and focused health assessment, across the lifespan using sound clinical judgment as well as developmentally and culturally appropriate approaches.</td>
</tr>
</tbody>
</table>
### SON Goals

1. To empower the nursing professional through academic advancement that enhances personal growth, professional development, and academic achievement.

2. To create an educational environment where learners are able to build on their existing transformational and professional nursing knowledge, skills, and integrative abilities.

3. To educate the nursing professional with consideration for the complex needs of the diverse learner while upholding professional nursing standards.

4. To encourage learners to integrate biopsychosocial, nursing, and health theories; research; and evidence-based practice that exemplifies professional nursing standards.

5. To prepare professional nursing leaders who are empowered to promote social change for individuals, groups, and organizations locally, nationally, and globally.

### MSN Graduate Characteristics With Individual Student Learning Outcomes

<table>
<thead>
<tr>
<th>PROFESSIONALS/ COLLABORATORS LO 3</th>
<th>LEADERS/CHANGE AGENTS LO 1</th>
<th>EFFECTIVE COMMUNICATORS LO 4</th>
<th>SCHOLAR-/EVIDENCE-BASED PRACTITIONERS LO 2</th>
<th>LEADERS/CHANGE AGENTS LO 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integratively assess, diagnose, plan, implement, and evaluate cost-effective healthcare strategies that reduce health disparities by patient/population advocacy for access to specialist nursing care.</td>
<td>Synthesize organizational/systems leadership for cost-effective specialist nursing practice that contributes to high-quality healthcare delivery, advancement of the nursing profession, and social change.</td>
<td>Demonstrate ability to effectively communicate using audience-specific oral, written, and information technology methods for professional delivery of specialist nursing care.</td>
<td>Critique evidence-based literature drawing from diverse theoretical perspectives and pertinent research to guide decision making that demonstrates best practices for specialist nursing practice in a global society.</td>
<td>Synthesize organizational/systems leadership for cost-effective specialist nursing practice that contributes to high-quality healthcare delivery, advancement of the nursing profession, and social change.</td>
</tr>
<tr>
<td>LIFELONG LEARNERS LO 6</td>
<td>LEADERS/CHANGE AGENTS LO 1</td>
<td>EFFECTIVE COMMUNICATORS LO 4</td>
<td>SCHOLAR-/EVIDENCE-BASED PRACTITIONERS LO 2</td>
<td>LEADERS/CHANGE AGENTS LO 1</td>
</tr>
<tr>
<td>Exhibit ongoing commitment to professional development and value of nursing theories/ethical principles (altruism, autonomy, human dignity, integrity, social justice) in accordance with</td>
<td>Synthesize organizational/systems leadership for cost-effective specialist nursing practice that contributes to high-quality healthcare delivery, advancement of the nursing profession, and social change.</td>
<td>Demonstrate ability to effectively communicate using audience-specific oral, written, and information technology methods for professional delivery of specialist nursing care.</td>
<td>Critique evidence-based literature drawing from diverse theoretical perspectives and pertinent research to guide decision making that demonstrates best practices for specialist nursing practice in a global society.</td>
<td>Synthesize organizational/systems leadership for cost-effective specialist nursing practice that contributes to high-quality healthcare delivery, advancement of the nursing profession, and social change.</td>
</tr>
<tr>
<td>HEALTHCARE PROVIDERS LO 7</td>
<td>EFFECTIVE COMMUNICATORS LO 4</td>
<td>EDUCATORS/CONSULTANTS LO 5</td>
<td>LIFELONG LEARNERS LO 6</td>
<td>EFFECTIVE COMMUNICATORS LO 4</td>
</tr>
<tr>
<td>Implement</td>
<td>Demonstrate ability to effectively communicate using audience-specific oral, written, and information technology methods for professional delivery of specialist nursing care.</td>
<td>Evaluate health needs of diverse populations for necessary teaching/coaching functions based on specialist nursing knowledge to restore/promote health and prevent illness/injury.</td>
<td>Exhibit ongoing commitment to professional development and value of nursing theories/ethical principles (altruism, autonomy, human dignity, integrity, social justice) in accordance with</td>
<td>Demonstrate ability to effectively communicate using audience-specific oral, written, and information technology methods for professional delivery of specialist nursing care.</td>
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*School of Nursing Handbook (June 2019)*
| ethically responsible, legally accountable specialist nursing practice. | specialist nursing roles to promote quality improvement of patient-centered care in accordance with professional practice standards that transform health outcomes for diverse populations. | dignity, integrity, social justice) in accordance with ethically responsible, legally accountable specialist nursing practice. | HEALTHCARE PROVIDERS LO 7 - Implement specialist nursing roles to promote quality improvement of patient-centered care in accordance with professional practice standards that transform health outcomes for diverse populations. |
### SON Goals

1. **To empower the nursing professional through academic advancement that enhances personal growth, professional development, and academic achievement.**

2. **To create an educational environment where learners are able to build on their existing transformational and professional nursing knowledge, skills, and integrative abilities.**

3. **To educate the nursing professional with consideration for the complex needs of the diverse learner while upholding professional nursing standards.**

4. **To encourage learners to integrate biopsychosocial, nursing, and health theories; research; and evidence-based practice that exemplifies professional nursing standards.**

5. **To prepare professional nursing leaders who are empowered to promote social change for individuals, groups, and organizations locally, nationally, and globally.**

### DNP Graduate Characteristics With Individual Student Learning Outcomes

<table>
<thead>
<tr>
<th>Category</th>
<th>Professional/Collaborators</th>
<th>Effective Communicators</th>
<th>Professional/Collaborators</th>
<th>Scholar/Evidence-Based Practitioners</th>
<th>Effective Communicators</th>
</tr>
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<tbody>
<tr>
<td><strong>PROFESSIONALS/COLLABORATORS</strong></td>
<td>LO 4 - Advocate for the advancement of nursing and healthcare policy through sharing of science-based knowledge with healthcare policy makers.</td>
<td>LO 5 - Demonstrate leadership to facilitate collaborative teams for improving patient and population health outcomes.</td>
<td>LO 4 - Advocate for the advancement of nursing and healthcare policy through sharing of science-based knowledge with healthcare policy makers.</td>
<td>LO 1 - Translate research findings to direct evidence-based nursing practice.</td>
<td>LO 5 - Demonstrate leadership to facilitate collaborative teams for improving patient and population health outcomes.</td>
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<tr>
<td><strong>LIFELONG LEARNERS</strong></td>
<td>LO 7 - Establish a foundation for lifelong learning for continual elevation of contributions to the field of nursing through active involvement in professional organizations and/or other professional bodies.</td>
<td>LO 3 - Apply optimal utilization of healthcare information technology across healthcare settings.</td>
<td>LO 6 - Utilize advanced nursing practice knowledge to implement methodologies to improve population health outcomes.</td>
<td>LO 7 - Establish a foundation for lifelong learning for continual elevation of contributions to the field of nursing through active involvement in professional organizations and/or other professional bodies.</td>
<td>LO 4 - Advocate for the advancement of nursing and healthcare policy through sharing of science-based knowledge with healthcare policy makers.</td>
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<td><strong>CONSULTANTS</strong></td>
<td>LO 3 - Apply optimal utilization of healthcare information technology across healthcare settings.</td>
<td>LO 4 - Advocate for the advancement of nursing and healthcare policy through sharing of science-based knowledge with healthcare policy makers.</td>
<td>LO 2 - Develop organizational system changes for quality improvement in healthcare delivery in response to local and/or global community needs.</td>
<td>LO 6 - Utilize advanced nursing practice knowledge to implement methodologies to improve population health outcomes.</td>
<td>LO 4 - Advocate for the advancement of nursing and healthcare policy through sharing of science-based knowledge with healthcare policy makers.</td>
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<td><strong>LEADERS/CHANGE AGENTS</strong></td>
<td>LO 2 - Develop organizational system changes for quality improvement in healthcare delivery in response to local and/or global community needs.</td>
<td>LO 4 - Advocate for the advancement of nursing and healthcare policy through sharing of science-based knowledge with healthcare policy makers.</td>
<td>LO 7 - Establish a foundation for lifelong learning for continual elevation of contributions to the field of nursing through active involvement in professional organizations and/or other professional bodies.</td>
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<td><strong>SCHOLAR/EVIDENCE-BASED</strong></td>
<td>LO 1 - Translate research findings to direct evidence-based nursing practice.</td>
<td>LO 5 - Demonstrate leadership to facilitate collaborative teams for improving patient and population health outcomes.</td>
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<td>LO 6 - Utilize advanced nursing practice knowledge to implement methodologies to improve population health outcomes.</td>
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**PhD**

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<td>LO 6 - Utilize advanced nursing practice knowledge to implement methodologies to improve population health outcomes.</td>
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<td>2. To create an educational environment where learners are able to build on their existing transformational and professional nursing knowledge, skills, and integrative abilities.</td>
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<td>3. To educate the nursing professional with consideration for the complex needs of the diverse learner while upholding professional nursing standards.</td>
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<td>PROFESSIONALS/ COLLABORATORS</td>
<td>LO 8 - Advocate for policies and programs that improve health outcomes among culturally diverse populations.</td>
</tr>
<tr>
<td>LO 10-Demonstrate the ability to act as a role model and mentor to others who wish to pursue the profession (stewardship).</td>
<td></td>
</tr>
<tr>
<td>EDUCATORS/ CONSULTANTS</td>
<td>LO 2 - Demonstrate advanced competency in research design and methodology to address social problems and needs.</td>
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<tr>
<td>LO 5 - Demonstrate leadership to facilitate collaborative teams for improving patient and population health outcomes.</td>
<td></td>
</tr>
<tr>
<td>SCHOLAR/EVIDENCE-BASED PRACTITIONERS</td>
<td>LO 1 - Translate research findings to direct evidence-based nursing practice.</td>
</tr>
<tr>
<td>LEADERS/ CHANGE AGENTS</td>
<td>LO 3- Engage in scientific inquiry that advances the knowledge base of research and practice in the profession.</td>
</tr>
<tr>
<td>LO 4- Evaluate the role of research and scholarship in the field of nursing in relation to its role in improving health interventions and advancing the</td>
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<td>LO 9 Lead professional communication that supports the discipline and practice of nursing.</td>
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**PhD Graduate Characteristics With Individual Student Learning Outcomes**

| PROFESSIONALS/ COLLABORATORS | LO 8 - Advocate for policies and programs that improve health outcomes among culturally diverse populations. |
| LEADERS/ CHANGE AGENTS | LO 4- Evaluate the role of research and scholarship in the field of nursing in relation to its role in improving health interventions and advancing the |
| LO 2 | Demonstrate advanced competency in research design and methodology to address social problems and needs. |
| LO 4 | Engage in scientific inquiry that advances the knowledge base of research and practice in the profession. |
| LO 6 | Contribute to the science of nursing through social change and social policy initiatives. |
| LO 10 | Demonstrate the ability to act as a role model and mentor to others who wish to pursue the profession (stewardship). |

**HEALTHCARE PROVIDERS**

| LO 3 | Engage in scientific inquiry that advances the knowledge base of research and practice in the profession. |
| LO 9 | Lead professional communication that supports the discipline and practice of nursing. |

**LIFELONG LEARNERS**

| LO 2 | Demonstrate advanced competency in research design and methodology to address social problems and needs. |
| LO 4 | Engage in scientific inquiry that advances the knowledge base of research and practice in the profession. |
| LO 6 | Contribute to the science of nursing through social change and social policy initiatives. |
| LO 10 | Demonstrate the ability to act as a role model and mentor to others who wish to pursue the profession (stewardship). |
Appendix C: Professional Standards and References


Association for Nursing Professional Development. (2016). Nursing professional development: Scope and standards of practice (3rd ed.).


