2023-2024
Academic Year

Oak Point University

Graduate Student Companion

The Oak Point University Graduate Student Companion includes additional information, policies, and procedures for the graduate programs, in addition to the University Catalog, that will guide and govern the graduate programs, assist with academic progression, and resources for the graduate programs at Oak Point University.

OAK POINT
UNIVERSITY

Dean of the College of Nursing

Dr. Melissa Murphey, DNP, APRN-FPA, FNP-C

Dear Graduate Nursing Student,

As Dean of the College of Nursing at Oak Point University, I congratulate you on your acceptance and share in your excitement as you make your next step in the transformational profession of Nursing. For over 100 years, Oak Point University has been serving the greater Chicago community by educating healthcare professionals in a variety of fields. Our program has successfully matriculated students in Bachelors of Science in Nursing (BSN), RN to BSN, RN to Masters of Science in Nursing (MSN), and MSN with tracks in Family Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner, Nurse Educator, and Doctor of Nursing Practice. In 2022, we added MSN tracks in Psychiatric Mental Health Nurse Practitioner and Acute Care Adult Gerontology Nurse Practitioner with corresponding certificate tracks in aforementioned focus areas. Our dedicated faculty are thoroughly versed in the latest technology and academic literature and are solely focused on giving you every opportunity to be successful.

If you are new to our program, please be sure to explore the many resources and experiences that can assist in shaping your graduate experience. I encourage you to build a relationship with your advisor as you craft the clinical experience that will guide your academic progress and engage in interprofessional education with our undergraduate, graduate, and school of radiography students. We are committed to developing well-rounded graduates and leaders in the healthcare profession.

Oak Point University faculty, staff, and administrative team will assist and support you towards every aspect of your degree completion.

Sincerely,

Melissa Murphey

Dean, College of Nursing

Professor, College of Nursing

melissa.murphey@oakpoint.edu

630-537-9781

Assistant Dean of Graduate Programs

Dr. Christopher Galloway, DNP, APRN-FPA, FNP-BC, PMHNP-BC, MOT, CME

Welcome Graduate Students,

Welcome to the College of Nursing Graduate Programs at Oak Point University. Congratulations on starting and continuing your academic education in the profession of nursing. We are committed to your success and professional development as nurses, leaders, change agents, and health care professionals.

My name is Dr. Christopher Galloway, DNP, APRN-FPA, FNP-BC, PMHNP-BC, MOT, CME. I am honored to be the Assistant Dean of Graduate Programs in the College of Nursing at Oak Point University and the Program Chair of FNP and Program Chair of Nurse Educator programs.
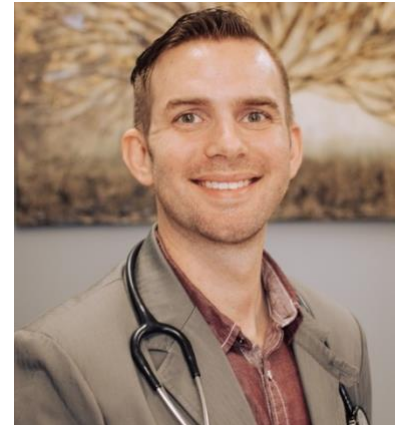
The purpose of this Graduate Student Companion is to provide the graduate student additional information specific to the Master of Science in Nursing (MSN), Post-Graduate Certifications, and Doctor of Nursing Practice (DNP) programs at Oak Point University. Nothing in this Graduate Companion is meant to replace or override the Oak Point University Catalog and is only to be used as an additional resource for the graduate programs at Oak Point University. The graduate companion may provide additional information to the content included in the University Catalog that focuses on the graduate student. Access the Oak Point University Catalog HERE for university rules, policies, and procedures. Please take time to review the University Catalog as well as this graduate companion for valuable information that will guide you on your journey.

We trust this graduate companion will provide you with vital information needed as you navigate the graduate programs at Oak Point University. As you navigate your studies, you may have questions that arise that you are not able to find the answer to. If this should occur, please contact your faculty advisor or enrollment ambassador as appropriate. We trust that you made the right decision selecting Oak Point University's graduate programs for your professional education. As you may know, professional advanced practice registered nurses are well respected and are changing the face of healthcare, and Oak Point University will more than prepare you to uphold the standard the profession has come to develop. We believe in you and are proud to welcome you to the Oak Point University community as a graduate student in the college of nursing.

Dr. Christopher Galloway, DNP, APRN-FPA, FNP-BC, PMHNP-BC, MOT, CME
Assistant Dean, Graduate Programs, College of Nursing
Associate Professor, College of Nursing
christopher.galloway@oakpoint.edu
630-537-9804

Chair of DNP Program

Dr. Lisa Biancalana-Marsh, DNP, APRN-FPA, FNP-BC, TNS

Greetings Students,

My name is Dr Lisa Biancalana-Marsh, and I am elated to serve in the role of DNP Department Chair and Program Director. I am passionate about helping our students reach their fullest academic potential and invite you to partake in a life changing scholastic experience within our DNP program. It is an intimate journey that will leave you well prepared for the role of leadership and equipped to handle the most difficult clinical challenges so that you can truly be the change you want to see in the world. Our hope is that this companion guide will answer a lot of the preliminary questions you may have as you start your program and will serve you as a valuable resource as you progress. In addition, we are always here to answer any questions you may have. Together with Dr Galloway, we serve as your MSN/DNP leadership. I invite you to read more about my background and look forward to guiding you alongside our talented faculty.

Dr. Lisa Biancalana-Marsh, DNP, APRN-FPA, FNP-BC, TNS
Department Head of DNP, College of Nursing
Associate Professor, College of Nursing
lisa.biancalana-marsh@oakpoint.edu
630-537-9795

Endowed Chair of Interprofessional Education

Dr. Reem Azhari, PhD, APRN, CNOR

What is Interprofessional Education?
According to the World Health Organization, 2010, "Interprofessional education occurs when two or more professionals learn about, from and with each other to enable effective collaboration to improve health outcomes." At Oak Point, we offer an opportunity for students from each undergraduate program to participate in an IPE Scholar Program created to give them a marketable advantage post-graduation.

Why do we need Interprofessional Education?
Patient needs are becoming more complex, multi-faceted and challenging so we want to prepare our healthcare students with the skills and necessary attributes for collaborative practice in the real world.

Graduate Nursing Program Chairs

Chair of Adult Gerontology Acute Care Nurse Practitioner (AGACNP) Program

**Dr. Georgianne Summer, DNP, APRN, AGACNP-BC**
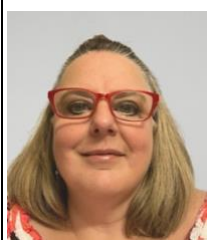
Welcome to the Adult-Gerontology Acute Care Nurse Practitioner Program at Oak Point University. Congratulations on advancing your nursing profession and choosing acute care as your focus area.
With our healthcare system ever evolving, the role of the AGACNP is being called upon to manage adult and geriatric patients who require frequent monitoring and intervention in the hospital setting. Not only do we manage acute complex and critically ill patients, the ACNP also works to promote health, educate patients and families, and is a vital part of the healthcare team. The areas open to the ACNP are increasing regularly go beyond the hospital, to include specialty areas and even outpatient procedures. This program will encourage you to become a leader in the interprofessional team, and to educate other healthcare team members. I look forward to sharing my knowledge and experience with you. I am committed to your success and professional development as you transition into your new role as an acute care nurse practitioner.

Chair of Psychiatric Mental Health Nurse Practitioner (PMHNP) Program

Dr. Nicole Walters, DNP, APRN, PMHNP-BC, WHNP-BC, CNE
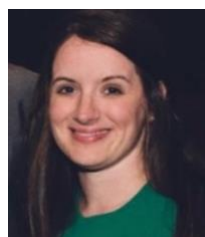
Welcome to the Psychiatric Mental Health Nurse Practitioner program here at Oak Point. The program is designed to build on your content as a RN and continue this process from one term to the next with goals of highlighting the clinical decision-making process as you transition from RN to APRN. Our hope is that you form close friendships and professional relationships with those in your cohort that will last a lifetime for encouragement and collegial advocacy.

Our world has an unprecedented high prevalence of mental health crisis and disorders occurring currently. There are many factors, as we will explore in the program, that are contributing such as environmental changes, economic status, culture shifts, genetics, etc. The role of the PMHNP is to walk a journey toward healing with our patients and clients. The faculty in the program will also walk this journey with you so you can gain new knowledge while also reflecting and building resilience within yourself to be best prepared to face the situations that are part of the daily workflow of the PMHNP role. We look forward to working with you as you seek to advance your knowledge and professional career in nursing.

TABLE OF CONTENTS

University Information

Mission & Philosophy

Oak Point Provides Real-World Nursing and Radiography Education. We are committed to helping students gain the healthcare education they need to build successful nursing and radiography careers. It's a commitment that started over 100 years ago.

Our Purpose: Creating a healthy tomorrow.

Our Mission: Oak Point University inspires, educates, and forms life-long learners who meet the world's changing needs with curiosity, ingenuity, and grace.

Our Value Statement: As a student-focused University, we value human dignity, diversity and expanding personal potential to its fullest capacity. In all our work and encounters, we demonstrate personal, professional, and academic excellence.

Our Vision: Inspiring and leading a learning community that thinks critically, embraces change, and explores new ways of delivering higher education by:
- discovering knowledge and developing skills that exceed the demands of dynamic learners and the ever-changing world around us.
- revolutionizing learning through the delivery of education and student services that stand out from the rest; and
- transforming the lives of our students, peers, and our community.

All members of our community must embody these values, hold each other accountable for them, and not tolerate behaviors that disregard them.

University Catalog

The Oak Point University Academic Catalog includes academic programs with university wide policies and procedures are in effect for all members of the Oak Point University Community. All information is subject to change. The following topics will be addressed in the University Catalog as outlined below and can be accessed by visiting the complete University Catalog:

Access the University Catalog here: Oak Point University Catalog

Faculty Advisor

The duties of CON faculty advisors in the MSN and DNP programs are determined by the Office of the Chief Learning Officer. The student's advisor may be identified through the student portal.

- Faculty advisors are to be a mentor and professional role model to their advisees
- Students are expected to meet with their faculty advisor once per semester and as needed.
- Faculty advisors develop an individualized plan of study in collaboration with the student and program chair.
- Communicate any changes in circumstances that may impede ability to complete individual coursework to the course faculty and program chair.
- Communicate any changes in circumstances that may impede ability to continue in the program to the faculty advisor and current course faculty as required.
- Students may initiate a change of advisor assignment by contacting the office of the Chief Learning Officer.

Enrollment Ambassador

The duties of CON enrollment ambassadors in the MSN and DNP programs are determined by the Office of Admissions. The student's enrollment ambassador may be identified through the student portal.

- Enrollment Ambassadors are the student's liaison between non-academic departments within the university to include the Registrar, Financial Aid, and Student Services. For these services students should contact their enrollment ambassador.

Student Disputes and Grievances

Students are required to follow the policies and procedures within the University catalog that pertain to student disputes and grievances. The faculty and student are expected to always maintain a professional code of conduct. Visit the University Catalog for additional information including policies and procedures.

Academic Misconduct

Academic misconduct is defined and described in the Oak Point University Catalog. Plagiarism, a common form of academic misconduct, refers to copying or borrowing someone else's work and passing it off as your own. Additional forms of academic dishonesty include receipt or transmission of unauthorized aid on assignments or examinations, unauthorized use of exam materials, or other forms of dishonesty. Inaccuracies in health care documentation of practicum activities are clinically related forms of academic misconduct. Academic misconduct may result in a failure for the assignment or course and will adjudicate according to the Oak Point University academic misconduct policies in the University Catalog.

Disability Resources

Any student whose disabilities fall within the Americans with Disabilities Act must inform the University Disabilities Coordinator and Course Faculty prior to the beginning of the term of any special needs or equipment necessary to accomplish requirements of this course. Oak Point University makes every effort to provide reasonable accommodations for students with documented disabilities in compliance with the Act.

Computer Requirements

All students are required to have a personal laptop and functioning webcam while enrolled at Oak Point University. Consult the IT and Laptop Policy for specific technical requirements. Please note that:
- Computers must be restarted 24 hours prior to any exam to ensure updates are installed.
- A computer owned by an employer is not recommended, since students must have administrative rights to their computers to install and update programs, browsers, etc.
- It is the student's responsibility that their computer meets the technical requirements and is exam ready.
- Information Technology is available for assistance.

Appropriate Use of Technology

Smart phones and other technology are wonderful resources, but not when they distract or disturb instructor/students. Unless specifically being used for a class activity, personal devices are to be set to "silent" and put away during university classes and functions. This guideline prevails, regardless of whether students are in a virtual or actual classroom environment.

Graduate Nursing Programs Information

The Graduate Nursing Programs at Oak Point University combine the challenge of strong academics with an experienced faculty whose goal is to bring out your full potential in a nurturing environment. We offer Master of Science in Nursing (MSN), Post-Graduate Certification, and Doctor of Nursing Practice (DNP) degrees that are tied to real-world career paths and an educational experience that is recognized and respected by healthcare leaders. As a student of one of our Graduate Nursing Programs, you'll be prepared for an in-demand career as an advanced generalist or specialist who will care for patients throughout the full spectrum of the healthcare delivery settings and across various stages of health and wellness.

Since 1914, Oak Point University has prepared students for successful careers as nurses and nursing leaders. Oak Point University started as West Suburban Hospital School for Nurses in 1914, and in 1953 became West Suburban School for Nursing. In 1985 the school began an affiliation with Concordia University and the name was changed to Concordia-West Suburban College of Nursing with the name later reverting to West Suburban College of Nursing in 2003. In 2004 the College was purchased by Resurrection Healthcare and the college was renamed Resurrection University in 2010. In 2018 the university became independent and was formally renamed to Oak Point University in 2021.

When you earn your MSN, post-master certificate, or DNP at Oak Point you join a family that is as passionate and committed to nursing excellence as you are and continue a proud tradition of nursing education excellence that dates back more than a century.

Oak Point University offers five master's degrees, two post-graduate certifications, and one doctoral degree in nursing. Four of the Master of Science in Nursing (MSN) degrees have a nurse practitioner focus on adult gerontology primary care, adult gerontology acute care, psychiatric mental health, or family with one additional Master of Science in Nursing degree as a nurse educator. The post-graduate certifications have a nurse practitioner focus on adult gerontology acute care or psychiatric mental health. Our Doctor of Nursing Practice (DNP) focuses on urban health and policy. Oak Point University also offers a Registered Nurse (RN-MSN) degree whereby students complete all bachelors level courses and degree specific masters level courses and earn a Master of Science in Nursing (MSN) degree upon successful completion of all courses.

Program	RN-MSN	MSN	Post-Graduate Certificate	DNP
Adult Gerontology Acute Care Nurse Practitioner (AGACNP)	X	X	X	
Adult Gerontology Primary Care Nurse Practitioner (AGPCNP)	X	X		
Family Nurse Practitioner (FNP)	X	X		

Psychiatric Mental Health Nurse Practitioner (PMHNP)	X	X	X	
Nurse Educator	X	X		
Urban Health & Policy, Doctor of Nursing Practice (DNP)				X

All graduate coursework builds on previously learned knowledge and requires mastery of previous coursework to ensure success in future coursework, which includes knowledge and skills obtained at the baccalaureate level for MSN degrees and baccalaureate and master's level for post-graduate certification programs and the DNP. Graduates of our nursing programs are eligible to sit for their chosen specialty population certification exams through the American Association of Colleges of Nursing (AACN) and the American Association of Nurse Practitioners (AANP).

The MSN programs of study are guided by the AACN MSN Essentials and the National Organization of Nurse Practitioner Faculties (NONPF) National Task Force on Quality Nurse Practitioner Education (NTF). The DNP program of study is guided by the AACN DNP essentials and the NONPF, NTF.

Our MSN program allows for cutting-edge classroom and clinical experiences. The hybrid and weekend learning formats allow students the flexibility to maintain their work hours while they are in school. Our MSN programs range from 37 to 48 semester hours and may be completed in approximately two to three years or 6 to 9 semesters.

The MSN programs start in the Fall and in the Spring.
- Fall application deadline is July 15th or until all seats are filled.
- Spring Priority application deadline is November 15th, and the application deadline is December 17th or until all seats are filled.

Oak Point University is proud to offer the Doctor of Nursing Practice (DNP) program, which will allow nurses to advance to the highest level of nursing practice. This program will help graduates transform the evolving healthcare system locally, regionally, nationally, and internationally. The focus of the DNP program is Urban Health/Policy. This will allow students to learn and practice in diverse areas of Chicago. The DNP program is 32 semester hours in length and may be completed in approximately two to three years or 6 to 9 semesters. The program is completely online with asynchronous coursework and a biweekly synchronous support forum.

The DNP program starts in the Fall
- Fall application deadline is June 15th or until all seats are filled.

Graduate Programs Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, and doctor of nursing practice at Oak Point University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

Oak Point University is accredited by the Higher Learning Commission, 800-263-0456, 230 North LaSalle Street, Suite 7-500, Chicago, IL 60604, www.hlcommision.org

Oak Point University is approved by the Illinois Board of Higher Education for degree-granting and operating authority.

Graduate Student Professional Standards

Students who do not adhere to the University Student Standards and the standards for professional practice as discussed below, will be reported to university administration for violation of the code of conduct.

In addition to the University Student Standards, the graduate programs utilize the American Nurses Association (ANA) Scope of Practice for Advanced Practice Registered Nurses as standards for professional practice. The ANA Scope of Practice can be found at the following link: ANA Scope of Practice

Additionally, the nurse practitioner programs also utilize the American Association of Nurse Practitioners (AANP) Scope of Practice for Nurse Practitioners as standards for professional practice. The AANP Scope of Practice can be found at the following link: AANP Scope of Practice

Program Learning Outcomes

Program Learning Outcomes (PLO) align with the University Outcomes and Accreditation Outcomes. Each program specialty track has focused Student Learning Outcomes (SLO) that are provided under each detailed program section below.

Master of Science in Nursing Program Learning Outcomes

1. Exemplify effective verbal, nonverbal, and written communication strategies for advanced nursing practice and scholarship.
2. Integrate critical thinking in advanced nursing practice.
3. Engage in inter-professional, collaborative healthcare teams.
4. Facilitate evidence-based and translational science practices for patient outcomes.
5. Exemplify ethical behavior according to professional and regulatory guidelines.

6. Formulate innovative strategies for quality outcomes in healthcare populations.
7. Model leadership in the nursing profession.
8. Contribute to healthcare policy and advocacy efforts.

Nurse Practitioner Program Learning Outcomes

1. Synthesize and apply theories and conceptual models from nursing and other related disciplines to facilitate clinical practice decision making.
2. Integrate the use of communication skills, information systems and standardized languages in relation to clinical outcomes and continuous performance measures.
3. Develop collaborative, interdisciplinary relationships that improve the delivery of healthcare to selected populations.
4. Interpret and apply evidenced-based data to assess cohort risk, implement interventional strategies and evaluate outcomes as part of an interdisciplinary healthcare team.
5. Design, implement and evaluate innovative individual or population-based programs of care to achieve quality outcomes.
6. Pursue continuous quality improvement through the NP role.
7. Serve as a primary care provider and critical member of an interdisciplinary team managing the health of the selected population.
8. Model Interprofessional education through communication, teamwork, values and ethics and roles and responsibilities

Nurse Educator Program Learning Outcomes

1. Synthesize and apply theories, conceptual models, and principles from nursing and other related disciplines to facilitate decision making related to nursing education.
2. Integrate the use of communication skills, information systems, and technology in relation to nursing education.
3. Develop and maintain collaborative relationships required in the delivery of effective nursing education programs.
4. Interpret and apply evidenced-based data to assess cohort risk, implement interventional strategies and evaluate outcomes as part of an educational team.
5. Design, implement and evaluate innovative teaching, learning and evaluation strategies used in educational programs to achieve quality outcomes.
6. Pursue continuous quality improvement through the nurse educator role.
7. Serve as a leader, consultant, mentor or change agent to advance nursing education and facilitate learner development and socialization.
8. Participate in innovative curriculum design and evaluation of program outcomes.
9. Create a capstone project for oral and written presentation on a nursing education topic.
10. Model Interprofessional education through communication, teamwork, values and ethics and roles and responsibilities

Doctor of Nursing Practice Program Learning Outcomes

1. Model an ethical framework for healthcare practice.
2. Initiate critical thinking for the highest level of advanced nursing practice and accountability in the management of healthcare.
3. Practice in an inter-professional manner for modeling collaborative healthcare.
4. Lead teams with effective professional behaviors within advanced nursing practice.
5. Interpret the determinants of health and their application to healthcare in urban settings.
6. Integrate clinical expertise for healthcare practice on multiple platforms.
7. Incorporate emerging healthcare technologies and innovation across healthcare settings.
8. Disseminate newly created, quality scholarship to support evidence-based nursing practice.

MSN Degree Requirements

- Completion of all required courses with an earned grade of 3.0 (B average) or higher
- Satisfactory completion of a master's level scholarly project
- Completion of the required residency hours for the chosen concentration of study

Post Graduate Certificate Requirements

- Completion of all required courses with an earned grade of 3.0 (B average) or higher
- The concentration specific program chair will conduct a gap analysis to determine the required courses for each student

Nurse Practitioner Certification

Completion of an MSN or Post Graduate Certificate degrees qualifies students to sit for the applicable American Nurses Credentialing Center (ANCC) certification **OR** American Academy of Nurse Practitioners (AANP) in the studied concentration area.

DNP Degree Requirements

- Completion of all required courses with an earned grade of 3.0 (B average) or higher
- Satisfactory completion of a DNP scholarly project including dissemination and defense.
- Completion of a minimum of 1,000 residency hours

Graduate Student Academic Standards

The standards found in this section are in addition to the academic standards found in the [University Catalog](#) and do not replace what is stated in the University Catalog.

Graduate Academic Progression

A 3.0 (B average) cumulative GPA and successful completion of all graduate courses taken at Oak Point University are required and must be maintained to continue the program trajectory. If the GPA falls below a 3.0 (B average), Academic Dismissal will commence as outlined in the University Catalog.

- Graduate students who are unsuccessful in a nursing course after two attempts of that course (that is, those who withdraw from the course or are assigned a grade below B including a WF) will be dismissed from the program.
- If a graduate student receives a grade below B, including a WF, in two separate courses, he or she will be dismissed.
- Administrative and medical withdrawals are handled separately from academic dismissals and are outlined in the University Catalog.

Individual course grades will reflect fulfillment of the course objectives. All requirements must be completed to receive a passing grade. Students must receive a passing grade in every component of a course to receive a passing grade in the course. That means, to pass the course, the student must receive the following:

- 84% or higher cumulative course grade on graded items that contribute to the course grade. Failure to achieve an 84% or higher in the course results in an unsuccessful attempt, and the course must be repeated.
- Grades will be posted in the LMS/Brightspace online course gradebook.
- If you fall below an 84% average at any time during your course, you will receive an electronic Academic Development Referral Notice (ADRN) from faculty. Instructions on how to proceed will be included on the form. An electronic copy will also be sent to the Assistant Dean, Program Chair, the Academic Center for Excellence (ACE), and to the student's advisor. Course faculty and advisors will document the outcomes of any meetings and communications with students in faculty portal. Only one (1) ADRN will be sent per course, and additional ADRNs will not be sent out each time you fall below an 84% unless identified as needed by the course faculty.

Graduate Grading Policy

The following grading scale is used for all graduate courses within the college of nursing:

%	Letter Grade	Grade Points
100 – 92	A	4.0
91 – 84	B	3.0
83 – 75	C	2.0
74 – 67	D	1.0
Below 67	F	0.0

Assignments are to be posted or uploaded to the appropriate area of the LMS/Brightspace shell no later than 11:59pm CST on the day that they are due. Point deductions for late assignments are as follows:

Due date – 24 hours late: 10%	24 –48 hours late: 20%	48 – 72 hours late: 30%	72 – 96 hours late: 40%	96 –120 hours late: 50%

Because timely submission of assignments is crucial to successful completion of the course, assignments will not be accepted for credit if submitted more than 120 hours late unless the student has obtained prior approval from the course professor.

Students are encouraged to track personal progress so that performance status is known throughout the term. All grades are posted in the learning management system gradebook to allow ongoing feedback of performance. The final course grade will be calculated from the raw scores, which are posted to the tenth of a degree (i.e.: 90.3). Only the final sum employs the rounding policy, which is explained in the Oak Point University Catalog.

No extra credit will be awarded for individual assignments or for any activity within a graduate nursing course.

Graduate Communication

Transmit all university communication through Oak Point University email (@oakpoint.edu) as noted in the University Catalog. The following expectations are crucial to the success of the graduate student at Oak Point University.

- Checking your Oak Point University Email Account
  - NOTE that email sent to students by faculty and staff will arrive through the university email account
  - Students should be checking their university email every 2 days during actively enrolled courses.
  - A reply to faculty and staff emails (if requested in the email) is required within 2 days.
  - Failure to reply within this timeframe may result in a penalty of points taken off for the current course, which will affect the final course grade

Transfer Credits

A transfer credit evaluation at the graduate level of study is very limited and awarded on a case-by-case basis. A petition with the relevant documentation must be submitted to the Assistant Dean. A maximum of six (6)

semester hours may be transferred from regionally accredited colleges or universities for the MSN and DNP programs except NRG5910 and DNP project credits. These courses must be completed at Oak Point University. A case-by-case gap analysis will be conducted by the Graduate Admissions Committee for Post Graduate Certificate students to identify the courses required to successfully complete the program. Graduate and Post-Graduate Certificate students may receive more than six (6) semester hours based on the case-by-case gap analysis and must be approved by the Dean and/or Assistant Dean as appropriate.

Courses considered for credit at the graduate level of study requires:
- Students must submit the course syllabi and an official transcript for review when requesting credit for transfer courses completed at another institution.
- Students requesting the transfer of pathophysiology or pharmacology courses are required to take a competency exam and achieve an 84% or higher to be considered for transfer credit.
- If the student is requesting the transfer of residency semester hours, a letter outlining the number of hours completed, the area of focus for that residency, residency site, and successful completion statement is required from the Dean/Assistant Dean/Program Chair/Program Director from the institution where residencies were completed.

Incomplete Coursework

Students who are not able to complete all the required coursework during the semester may request an incomplete from the course faculty. Requirements and reasons allowed for an incomplete is outline in the University Catalog. Additionally, coursework to fulfill the incomplete must be submitted within the timeframe outlined in the university catalog. An incomplete grade request is not automatically approved in every case and is determined by the course faculty on a case-by-case basis.

1. A grade of "Incomplete" will only be given only in extenuating circumstances. If granted a grade of "Incomplete", the student must complete all course requirements by the due date noted in the University Catalog.
2. To earn a grade of "Incomplete", the student must have:
   a. Completed all written assignments up to the time of request for an "Incomplete".
   b. Discussed the request for a grade of "Incomplete" with the Course Professor prior to the date given in the University Academic Calendar.

Special considerations:
- Students who receive an incomplete for a didactic course must resolve the incomplete prior to starting future didactic courses.
- Students who receive an incomplete for a residency course must resolve the incomplete prior to starting future residency courses.

Student Leave of Absence

Students needing to take a leave of absence must do so as outline in the University Catalog. Please note that the leave of absence may not be longer than one calendar year. Upon return, the student must submit the

appropriate return from leave documentation as stated in the University Catalog, and a new program plan of study should be developed by the Program Chair and Faculty Advisor in collaboration with the Assistant Dean. The decision to approve/disapprove leave requests is at the discretion of the Chief Learning Officer in collaboration with the Dean of Nursing and the Assistant Dean of Graduate Programs. Reinstatement in the program is also based on availability of space in the remaining required courses and the student may be required to complete one or more competency exams with a passing score of 84%.

Special considerations:
- If a student withdraws from the program and subsequently returns after two (2) or more years may be required to take an individual competency examination or other competency assessment for some, or all the courses previously taken. The student must achieve an 84% or higher on the competency assessment. If the student does not achieve an 84% on the competency exam, the student will be required to audit the prior course work, take all exams, and pass the course as outlined in the grading policy to matriculate through the program.

Program Attendance

It is the expectation that graduate students are actively attending and participating during actively enrolled semesters. Students will attend each program course day (whether on-campus or virtual) and perform all activities per the Student Code of Conduct, Professional Practice Standards, Code of Ethics, and course expectations. The start and end dates for each semester can be found in the Academic Calendar. Holidays that correspond with a student's religious faith is recognized, and additional information can be found by reviewing the University Catalog.

On-Campus Classes/Skills Days

Attendance for on-campus skills days, presentations, and seminars is mandatory. Professional appearance standards will be maintained as stated in the Oak Point University Catalog and clinical site requirements.
A student who is unable to attend will:
- Notify the course faculty *before* the start of the class (see course syllabus for the faculty's preferred method of contact)
- Be responsible for acquisition of missed course content

Note: In the event of an emergency in transit to class, notify the course faculty by any means possible (text, call, notify a cohort member) when feasible.

Synchronous Virtual Classes

Attendance for virtual classes, presentations, and seminars is mandatory. Professional appearance standards will be maintained as stated in the Oak Point University Catalog and the student is expected to be present via audio and video correspondence through the platform provided by the course instructor.
A student who is unable to attend will:
- Notify the course faculty *before* the start of the class (see course syllabus for the faculty's preferred method of contact)

- Be responsible for acquisition of missed course content

Note: In the event of an emergency in transit to class, notify the course faculty by any means possible (text, call, notify a cohort member) when feasible.

Course Evaluations/Surveys

It is a professional expectation that all students complete the end of course evaluations honestly and without bias.

Exams

Not all graduate coursework contains exams. For those courses that have exams, the following applies to each exam.

1. Exams will cover content indicated in the Evaluation Methods of the tested course syllabus.
2. Although exams cover specific segments of course material, it will also include all previously learned content from the current course, previous program courses, and pre-requisite degrees.
3. All required exams must be taken and submitted for grading to receive a passing course grade.
4. All exams must be taken according to the timeline on the course calendar. These exams are to be completed through individual effort and without access to study materials or texts.
5. Exams should be taken at one sitting and only once. Once the student begins the exam, it must be completed and submitted for grading.
6. By taking the exam, the student agrees to follow university policy on Academic Dishonesty.
7. Exam Security
   a. Proctorio or other designated security software as required by the program must be used for all exams.
   b. Exams and exam feedback may NOT be printed, shared, discussed with others, or downloaded and/or saved as a file.
   c. Any circumvention of this policy will result in an automatic grade of "F" for the course and academic dismissal from the University.
8. The course professor may be available by phone to answer any urgent questions while the student is taking the exam. If the course professor is not available, please submit an IT support ticket.
9. Inability to access the exam may not be used as a reason for delaying taking the exam and may result in a reduction of points or a zero if not completed by the required date.
10. Online Exam Feedback: If a student has concerns about a question on an exam, the student should contact the Course Professor after submitting the exam for grading so that these concerns can be addressed.

Written Assignments

Graduate Student submissions will be reflective of graduate scholar, professional nursing student work. Oak Point University requires that students use the *Publication Manuel of the American Psychological Association* (APA) 7th edition for style and formatting of all written work. Additional assistance with APA format is available through the *Tutor Me* link on the homepage of the LMS/BrightSpace, as well as the Writing/APA

resources on <u>Oak Point's Library</u> page resources. Turnitin is used in many courses to assist with plagiarism detection and education.

References utilized in written assignments should be scholarly references that are evidence-based and peer reviewed. References should also be no older than five (5) years unless explicitly pertinent to the assignment.

Graduate Program Compliance Requirements

Health & Safety

All students must maintain a compliant status in CastleBranch to participate in residency. Highlights of the mandatory requirements are included below. Full descriptions of each requirement are included in CastleBranch. For additional information, please see page 71 and 72 of the Academic Catalog.

1. Registered Professional Nurse Licensure in Illinois
   - Students must immediately notify the Dean of Nursing of a change in licensure status including (but not limited to) censure, limitations to practice, suspension, and revocation. RN Licensure must be updated every 2 years, according to the student's expiration date.
2. Titers
   - Documentation of immune status per antibody titers is required for Rubella, Measles (Rubeola), Varicella (Chicken Pox), Mumps & Hepatitis B. If immunity is not indicated, the student must submit documentation of vaccination administered after date of titer.
3. Tetanus, Diphtheria, and Pertussis (TDaP) protection/diphtheria protection
   - Documentation of immune status per antibody titers is required for Rubella, Measles (Rubeola), Varicella Administered within last 10 years.
4. TB-free state - completed within the last year
   - The following TB tests are accepted:
     - 1-step PPD skin test
     - Blood Tests: QuantiFERON Gold or T-Spot
   - If TB test results are positive, submit positive TB test results ALONG WITH following documents:
     - Chest X-ray completed within 5 years with determination of no active tuberculosis
     - Positive Signs and Symptoms Form (available for download within CastleBranch), signed by healthcare provider
5. Influenza Vaccine - due annually by October 1st of each fall
   - Documentation must be submitted on Oak Point University Annual Influenza Vaccination Compliance Form, available for download within CastleBranch.
6. American Heart Association's (AHA) Basic Life Support (BLS) CPR for Healthcare Providers Recognition
   - Must be updated every 2 years, according to the student's expiration date. The following documents are accepted:

- Hard copy of card (both front and back required and card must be signed) OR Ecard

7. Health insurance
   - Renewal is only required if an expiration date is listed

It is the student's responsibility to maintain awareness of compliance due dates. All due dates are scheduled on the first of the month an item is indicated as due. Failure to meet these requirements will prevent initiation of the residency. Likewise, a lapse in compliance will cause immediate cessation of the residency.

Documentation of having successfully completed HIPAA and OSHA training is required.

HIPAA Policy

HEALTH INFORMATION PORTABILITY AND ACCOUNTABILITY ACT COMPLIANCE

Nursing faculty and students are committed to the protection of patients' health-related information in accordance with the Health Information Portability and Accountability Act (HIPAA). Therefore, Oak Point University and the College of Nursing have adopted the privacy practices outlined by HIPAA law and institutional/accreditation standards regarding patient health information (PHI). PHI means any health information that could be used to identify a specific individual.

All students will comply with the policies and procedures governing the use and disclosure of individually identifiable health information under federal law 45 CFR parts 160 and 164 HIPAA. All students are required to de-identify individually identifiable health information in the records produced and retained by them.

Each person accessing PHI will make every reasonable effort to limit the use and disclosure of that information as necessary to accomplish the intended purpose or job. A "minimum necessary" standard will be employed. Students and faculty may share PHI with other health care providers to provide, coordinate or manage a patient's healthcare and related services. During treatment, a patient's PHI may be disclosed to indirect healthcare providers (e.g., radiologists, pathologists, consulting Primary Care Providers). Similarly, PHI may be used as an educational activity related to assessment, diagnosis, management, and evaluation of high-quality, cost-effective care. When PHI is used, information that identifies an individual must be removed.

This policy was drawn from the following Health Information Privacy and Accountability documents:
Public Law #104-941 (also known as the Kennedy-Kasselbaum Act) dated Aug. 26, 1996
Transaction Rule dated Aug. 17, 2000
Privacy Rules dated Dec. 28, 2000
Adopted April 2009

Opportunities for Graduate Student Involvement

The standing committees at Oak Point University and the College of Nursing with graduate student representation are:

- Faculty Organization Committee
- Graduate Council
- DNP Task Force
- Student Government Organization
- Oak Point-United Nations Association (UNA)
- Nursing Honor Society

Graduate student involvement is welcomed and encouraged. Please reach out to the Assistant Dean, Program Chair, or Student Services should you be interested in joining as a graduate student representative.

Student Government Organization (SGO)

Just by being an Oak Point student you're automatically a member of the SGO.

The purpose of the SGO is:

- To coordinate and encourage all student activities within the scope of the SGO.
- To enable and encourage participation with the administration in all matters affecting the welfare of the student body.
- To establish reasonable standards for recognition of all organizations on campus.
- To encourage and promote a closer relationship between students and faculty.
- To stimulate and develop citizenship and democracy among students.
- To encourage social development through participation in group activities. (See the SGO Bylaws.)

The function of the SGO includes the following:

- Discuss issues affecting the student body. Communicating the concerns of the student body to other Oak Point committees and to the Oak Point Student Government Advisor through appropriate channels.
- Assisting in the development of the budget by providing input and feedback on the allocations throughout the semester.
- Reviewing/approving applications for new student organizations, and recommending organizations for final approval from the Director of Student Services
- Planning, reviewing, and sponsoring, in conjunction with student committees, social activities and events for the benefit of the student body.
- Promoting relations between Oak Point and the community.
- Planning and implementing goals deemed appropriate by SGO which benefit the student body as a whole.

Oak Point-United Nations Association (UNA)

Oak Point-UNA is an official a chapter of the United Nations Association (UNA), an opportunity only given to two other schools in the Chicagoland area. Oak Point-UNA will help students understand their role in global health and prepare them with the skills and knowledge to advocate for global health issues. For more information, please email UNA@oakpoint.edu.

Nursing Honor Society

Oak Point University is proud to have a chapter of Sigma Theta Tau International (STTI) Honor Society of Nursing. In March 2017, Oak Point became the Psi Lambda chapter of STTI. The mission of STTI is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. Members include faculty, students and community nursing leaders who are committed to the ideals and purposes of the nursing profession. Undergraduate and graduate students who have demonstrated superior academic achievement and high professional standards are invited to become members faculty and community nursing leaders must demonstrate those characteristics as well as exemplary leadership qualities. New members are inducted twice a year. One of the most important things a nurse can do is connect to a community of professionals who work and engage in scholarship to keep nursing practice informed, relevant and evidence based. Our community of Honor Society members are committed to making a difference in the lives and practices of our students and graduate nurses and to making a difference in the health of our patients worldwide. STTI is committed to building a global community which is focused on the creation and application of knowledge and leadership to make a difference for others.

For more information on Sigma Theta Tau International Honor Society of Nursing, please visit their website www.stti.org. For Psi Lambda chapter information, please visit thecircle.nursingsociety.org/psilambdachapter/home.

Professional Organization Involvement

Graduate students are encouraged to be a member of one or more professional nursing organizations. Below is a list of professional organizations to consider:
- Illinois Society for Advanced Practice Nurses (ISAPN)
- American Association of Nurse Practitioners (AANP)
- American Psychiatric Nurses Association (APNA)
- Gerontological Advanced Practice Nurses Association (GAPNA)
- American Holistic Nurses Association (AHNA)
- Doctor of Nursing Practice, Inc.

Completion of Graduate Programs

Graduate program studies must be completed within five (5) years from the beginning of the first enrollment in which credit is earned toward the degree. If a student is unable to complete the degree within the five-year time limit, he/she may submit a request for a time extension from the Assistant Dean and Program Chair. Submitted extension requests should not be viewed as guaranteed re-enrollment. A one-time, one-year extension is the maximum time that may be granted.

Outcomes

MSN and DNP program learning outcomes, as well as degree specific student learning outcomes are provided in the Graduate Program section of this companion.

Exit Surveys

Exit surveys are provided to all graduating graduate students. The survey data is used to collect information regarding educational experiences and professional plans after graduation. This information is used to improve curricula and guide the development of graduate study initiatives.

The identity of all respondents will be kept confidential and only aggregate (group) information will be made available to faculty and administrators. An email reminder will be sent from the Office of the Chief Learning Officer prior to completion of the program. The survey will take approximately 15-20 minutes to complete.

Alumni Association

Every graduate of Oak Point University automatically becomes a member of the Oak Point University Alumni Association. For more than a century, the people of Oak Point University have been making a difference. It's not just what we do, it's who we are. We encourage our alumni and friends to play an active role in the University. Share your thinking. Show your support. Sponsor and mentor, a student. The future of healthcare is in your hands. Oak Point belongs to you. The Oak Point University Alumni Association's mission is to serve and engage the Oak Point University Community by fostering lifelong relationships between the University and its alumni. The purpose of the Oak Point University Alumni Association is to serve in an advisory capacity to the Oak Point community and provide leadership and direction to the Alumni Association by fostering lifelong relationships between the University and its alumni.

If you are interested in getting involved with the Alumni Association or becoming a member of the Alumni Association board of Directors please contact Vickie Thornley, Director of Development and Alumni Relations, at vickie.thornley@oakpoint.edu or 630.537.9773 to learn more.

Master of Science in Nursing (MSN) Programs

Adult Gerontology Acute Care Nurse Practitioner (AGACNP), MSN

Gain the knowledge and skills to become an advanced practice nurse who specializes in working in complex patient situations across the adult lifespan from young adults to geriatric patients. As an Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) you'll provide comprehensive care to acutely and critically ill adults and older adults through the assessment, diagnosis, treatment, and management of complex disorders to stabilize the patient's condition, prevent complications, restore health, and provide palliative care. It's a critical calling with a critical need and requires a Master of Science in Nursing (MSN) to become a nurse practitioner (NP) and certification by one of two nursing organizations. Oak Point University is your answer to get the qualifications, skills, and confidence that you need for success as an AGACNP. This program prepares advanced practice nurses to participate in the development of appropriate policy and evidence-based practice. The ability to function as an educator, leader, consultant, advocate, and change agent is essential to the development of clinical expertise in this role.

The AGACNP, MSN curriculum consists of 48 credit hours which includes 540 residency hours. The program features some of the most advanced technologies in healthcare education through simulation, real-life experiences, and virtual case studies through world-renowned healthcare educational platforms.

AGACNP, MSN Student Learning Outcomes

1. Demonstrate advanced level of understanding of nursing and relevant sciences by integrating this knowledge into practice.
2. Collaborate with the patient and other health care team members for the purpose of ensuring high-quality acute care services.
3. Demonstrate the role of a nurse practitioner as an educator and coach to individuals, communities, and using a wide range of skills.
4. Ensure commitment to the implementation, preservation, and evolution of the acute care nurse practitioner role.
5. Use communication strategies and patient-care technologies to integrate, coordinate, deliver and enhance care.
6. Engage in caring and collaborative relationships with patients/clients for shared decision- making.
7. Demonstrate cultural competence by providing sensitive care in a holistic manner that is responsive to the client's cultural and spiritual beliefs.

AGACNP, MSN Required Courses

Adult Gerontology Acute Care Nurse Practitioner (AGACNP), Master of Science in Nursing		
Master of Science in Nursing Required Core Courses (11 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG5000	Theoretical Foundations of Nursing Practice	3
NRG5002	Health Care Delivery	3
NRG5005	Evidence Based Practice for the Advanced Nursing Role	3
NRG5910	Leadership Roles in Healthcare Organizations	2
Master of Science in Nursing Required Core Residency Courses (11 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG5101	Advanced Health & Physical Assessment	3
NRG5102	Advanced Pathophysiology	3
NRG5103	Advanced Pharmacology	3
NRG5105	Advanced Health & Physical Assessment Lab with APN Skills	2
AGACNP Specialty Courses (26 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG5804	Advanced Acute Care Adult Gerontology II	3
NRG5804R	Advanced Acute Care Adult Gerontology II Residency	3
NRG5806	Acute Care Pharmacotherapeutics	3
NRG5807	Advanced Acute Care Adult Gerontology III	3
NRG5807R	Advanced Acute Care Adult Gerontology III Residency	4
NRG5811	Acute Care Adult Gerontology	3
NRG5811R	Acute Care Adult Gerontology I Residency	2
NRG5813	Wounds & Infections	2
NRG5815	Diagnostics & Procedures	3

AGACNP, MSN Program Trajectory, Full Time

AGACNP, MSN Program Trajectory, Full Time (6 Semesters)		
Semester 1 (Fall or Spring)	Semester 2 (Spring or Summer)	Semester 3 (Summer or Fall)
• NRG5000 • NRG5005	• NRG5101 • NRG5103	• NRG5002 • NRG5910

• NRG5102	• NRG5105	
Semester 4 (Fall or Spring)	**Semester 5 (Spring or Summer)**	**Semester 6 (Summer or Fall)**
• NRG5806 • NRG5811 • NRG5811R • NRG5813	• NRG5804 • NRG5804R • NRG5815	• NRG5807 • NRG5807R

AGACNP, MSN Program Trajectory, Part Time (Fall Start)

AGACNP, MSN Program Trajectory, Part Time (9 Semesters) (Fall Start)		
Semester 1 (Fall)	**Semester 2 (Spring)**	**Semester 3 (Summer)**
• NRG5000 • NRG5102	• NRG5005 • NRG5103	• NRG5101 • NRG5105
Semester 4 (Fall)	**Semester 5 (Spring)**	**Semester 6 (Summer)**
• NRG5806 • NRG5813	• NRG5811 • NRG5811R	• NRG5815 • NRG5910
Semester 7 (Fall)	**Semester 8 (Spring)**	**Semester 9 (Summer)**
• NRG5002	• NRG5804 • NRG5804R	• NRG5807 • NRG5807R

*** Please note that a part-time trajectory may impact your ability to receive financial aid. Please contact the financial aid office to see how the part time trajectory may impact you.

AGACNP, MSN Program Trajectory, Part Time (Spring Start)

AGACNP, MSN Program Trajectory, Part Time (9 Semesters) (Spring Start)		
Semester 1 (Spring)	**Semester 2 (Summer)**	**Semester 3 (Fall)**
• NRG5000 • NRG5102	• NRG5005 • NRG5103	• NRG5806 • NRG5910
Semester 4 (Spring)	**Semester 5 (Summer)**	**Semester 6 (Fall)**
• NRG5101 • NRG5105	• NRG5002	• NRG5811 • NRG5811R
Semester 7 (Spring)	**Semester 8 (Summer)**	**Semester 9 (Fall)**
• NRG5813 • NRG5815	• NRG5804 • NRG5804R	• NRG5807 • NRG5807R

*** Please note that a part-time trajectory may impact your ability to receive financial aid. Please contact the financial aid office to see how the part time trajectory may impact you.

AGACNP, MSN Residency Requirements

Adult Geriatric Acute Care Nurse Practitioner (AGACNP) Residency Requirements			
Course	Clinical Focus	Ideal Clinical Site	Preceptors Allowed
NRG5811R (120 hours)	• Focused History: interviewing skills	• Hospital Groups • Hospitalist **Pulmonology	Providers must have Hospital privileges • Adult Gerontology Acute Care Nurse Practitioners

	• Physical exam: appropriate and good techniques • Communication skills • Indications for tests and procedures • Formulating differential diagnoses • Developing evidence-based management plan • Provider notes	**Cardiology **Nephrology **Neurology ** No clinic hours will count toward the 540 hours, only Hospital patient hours	• Residents (2nd/3rd yr.) • Fellows • **Attending Physicians (MD/DO) • **Must be physically present to observe and instruct • (PA/NP (non-psych certified) working strictly in adult/geriatric acute care ** requires graduate degree and supervising physician license information **This will only be approved in special situations where the PA or NP has additional training in adult/geriatric acute care)
NRG5804R (180 hours)	• Management of acute and complex chronic disorders • Ordering appropriate diagnostic tests and procedures • Analysis of diagnostic data • Narrowing differentials into working diagnosis • Thorough evidence-based management plan • Provider notes: comprehensive and Accurate • Oral Patient Presentation (patient rounds) • Collaboration and Consultation	• Hospital Groups • Hospitalist **Pulmonology **Cardiology **Nephrology **Neurology ** No clinic hours will count toward the 540 hours, only Hospital patient hours ** Must rotate to new group, cannot repeat same group	
NRG5807R (240 hours)	***Transition to entry level practice as an AGACNP Must demonstrate competency in the management of the acutely ill and complex chronic patients ages 18-120.	• Hospital Groups (with ICU coverage) • Hospitalist • Intensivist **Pulmonology **Cardiology **Nephrology **Neurology **Trauma ** No clinic hours will count toward the 540 hours, only Hospital/ICU patient hours. ** **This final residency is Intensive Care based**	

- A Minimum of 150 of the total clinical hours should be with a Nurse Practitioner
- A Total of 540 hours for the program
  - All 540 hours are in the Acute inpatient setting
  - All hours must be hospital based, no surgery, no ER, no urgent care clinics, no specialty areas like IR, Cath lab etc. (these can count toward your experience but not you 540 hours)
- Number of patient clinical encounters will vary in the hospital setting, however, a minimum of one clinical encounter (these are your managed patients) per two-three clinical hours obtained is expected.
- Goals for minimum clinical hours in each course:

- 5811R- manages 2-4 patients per day (starting with 2 working up to 4 by terms end) and co-manage (or observe) with the preceptor on all the preceptor's patients
- 5804R- manages 5-8 floor patients per day with some assistance from preceptor
- 5807R- manages complete ICU load for a Nurse Practitioner (this will vary on level of illness, state laws, and hospital) consults preceptor when necessary
- In addition to the minimum managed patient encounters, you will need to input the observed, rounded, and shared patient encounters in typhon as well.
- *Exceptions must be discussed and approved prior to clinical start or change

Adult Gerontology Primary Care Nurse Practitioner (AGPCNP), MSN

Providing long-term, holistic primary care for patients ages 13 and older, as an Adult-Gerontology Nurse Practitioner you'll learn to diagnose and treat common ailments of the adolescent, adult, and aging populations. As a Nurse Practitioner with a concentration in Adult-Gerontology, you can chart your own course for a bright and rewarding future in nursing. All core courses of the AGPCNP program are offered online, with the remainder of the program in a hybrid format, featuring synchronous and asynchronous virtual components and in-person skills intensives throughout the program.

The AGPCNP, MSN curriculum consists of 48 credit hours which includes 670 residency hours. The program features some of the most advanced technologies in healthcare education through simulation, real-life experiences, and virtual case studies through world-renowned healthcare educational platforms.

AGPCNP, MSN Student Learning Outcomes

1. Apply effective modes of communication in the provision of care to patients (adolescent and older) and aggregates.
2. Meet professional writing standards for usage, structure, format, content, stylistic criteria, and audience.
3. Synthesize critical thinking processes used to make logical decisions in advanced nursing practice.
4. Participate in and lead, when appropriate, collaborative teams to improve healthcare delivery and outcomes of patients that are adolescent and older.
5. Demonstrate inclusion of evidence based and translational science practices in efforts to guide professional activities and improve patient and institutional practices.
6. Demonstrate professional behavior within practice settings and to the public that is consistent with standards, regulatory and ethical codes in the profession and community.
7. Demonstrate leadership roles within the profession and community.
8. Design, implement and evaluate innovative individual or population-based programs of care/administration/education to achieve quality outcomes for adolescent and older patients.
9. Participate in the development, implementation of, and advocate for policies that improve the profession of nursing and health of the public.
10. Model Interprofessional education through communication, teamwork, values and ethics and roles and responsibilities.

AGPCNP, MSN Required Courses

Adult Gerontology Primary Care Nurse Practitioner (AGPCNP), Master of Science in Nursing		
Master of Science in Nursing Required Core Courses (11 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG5000	Theoretical Foundations of Nursing Practice	3
NRG5002	Health Care Delivery	3
NRG5005	Evidence Based Practice for the Advanced Nursing Role	3
NRG5910	Leadership Roles in Healthcare Organizations	2
Master of Science in Nursing Required Core Residency Courses (11 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG5101	Advanced Health & Physical Assessment	3
NRG5102	Advanced Pathophysiology	3
NRG5103	Advanced Pharmacology	3
NRG5105	Advanced Health & Physical Assessment Lab with APN Skills	2
AGPCNP Specialty Courses (26 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG5704	APN Management of Women's Health	3
NRG5704R	APN Management of Women's Health Residency (120 hrs.)	2
NRG5706	APN Management of the Geriatric Population	3
NRG5706R	APN Management of the Geriatric Population Residency (120 hrs.)	2
NRG5709	APN Management of Adult Health	6
NRG5709R	APN Management of Adult Health Residency (180 hrs.)	3
NRG5710	APN Role Transition	3
NRG5720	Intensive APN Residency (250 hrs.)	4

AGPCNP, MSN Program Trajectory, Full Time

AGPCNP, MSN Program Trajectory, Full Time (6 Semesters)		
Semester 1 (Fall or Spring)	Semester 2 (Spring or Summer)	Semester 3 (Summer or Fall)
• NRG5000 • NRG5005 • NRG5102	• NRG5101 • NRG5103 • NRG5105	• NRG5709 • NRG5709R

Semester 4 (Fall or Spring)	Semester 5 (Spring or Summer)	Semester 6 (Summer or Fall)
• NRG5002 • NRG5706 • NRG5706R	• NRG5704 • NRG5704R • NRG5910	• NRG5710 • NRG5720

AGPCNP, MSN Program Trajectory, Part Time (Fall Start)

AGPCNP, MSN Program Trajectory, Part Time (9 Semesters) (Fall Start)		
Semester 1 (Fall)	Semester 2 (Spring)	Semester 3 (Summer)
• NRG5000 • NRG5102	• NRG5005 • NRG5103	• NRG5101 • NRG5105
Semester 4 (Fall)	Semester 5 (Spring)	Semester 6 (Summer)
• NRG5709	• NRG5709R	• NRG5704 • NRG5704R
Semester 5 (Fall)	Semester 6 (Spring)	Semester 7 (Summer)
• NRG5706 • NRG5706R	• NRG5002 • NRG5910	• NRG5710 • NRG5720

*** Please note that a part-time trajectory may impact your ability to receive financial aid. Please contact the financial aid office to see how the part time trajectory may impact you.

AGPCNP, MSN Program Trajectory, Part Time (Spring Start)

AGPCNP, MSN Program Trajectory, Part Time (9 Semesters) (Spring Start)		
Semester 1 (Spring)	Semester 2 (Summer)	Semester 3 (Fall)
• NRG5000 • NRG5102	• NRG5005 • NRG5103	• NRG5002 • NRG5910
Semester 4 (Spring)	Semester 5 (Summer)	Semester 6 (Fall)
• NRG5101 • NRG5105	• NRG5709	• NRG5709R
Semester 7 (Spring)	Semester 8 (Summer)	Semester 9 (Fall)
• NRG5706 • NRG5706R	• NRG5704 • NRG5704R	• NRG5710 • NRG5720

*** Please note that a part-time trajectory may impact your ability to receive financial aid. Please contact the financial aid office to see how the part time trajectory may impact you.

AGPCNP, MSN Residency Requirements

Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) Residency Requirements			
Course	Clinical Focus	Ideal Clinical Site	Preceptors Allowed
NRG5709R (180 hours)	• Area of focus must be on Adult Health (adolescent and older) • Informed Consent, Interviewing Skills, Assessment, Screening, Documentation, Health Promotion & Wellness, Diagnosis & Prevention, Planning, AGPCNP role, Primary Care Management, both Pharmacological and Non-pharmacological interventions, Legal & Ethical issues in the AGPCNP Role. (All with guidance from preceptor)	• Outpatient facilities • Primary care facilities • Ambulatory Care Centers • VA Medical Center • Community Health Centers • FQHC	• FNP • AGPCNP • A-GNP • MD/DO • (PA/NP (non-psych certified) working strictly in geriatrics/internal medicine** requires graduate degree and supervising physician license information **This will only be approved in special situations where the PA or NP has additional training in geriatrics/internal medicine)
NRG5706R (120 hours)	• Area of focus must be on Geriatric Health (65 years old +) • Informed Consent, Interviewing Skills, Assessment, Screening, Documentation, Health Promotion & Wellness, Diagnosis & Prevention, Planning, AGPCNP role, Primary Care Management, both Pharmacological and Non-pharmacological interventions, Legal & Ethical issues in the AGPCNP Role. (All with guidance from preceptor)		• FNP • A-GNP • MD/DO • (PA/NP (non-psych certified) working strictly in gerontology** requires graduate degree and supervising physician license information **This will only be approved in special situations where the PA or NP has additional training in gerontology)
NRG5704R (120 hours)	• Area of focus must be on Women's Health (females adolescent and older) • Informed Consent, Interviewing Skills, Assessment, Screening, Documentation, Health Promotion & Wellness, Diagnosis & Prevention, Planning, AGPCNP role, Primary Care Management, both Pharmacological and Non-pharmacological interventions, Legal & Ethical issues in the AGPCNP Role. (All with guidance from preceptor)		• FNP • WHNP • AGPCNP • A-GNP • MD/DO • (PA/NP (non-psych certified) working strictly in women's health** requires graduate degree and supervising physician license information **This will only be approved in special situations where the PA or NP has additional training in women's health)
NRG5720 (250 hours)	***Transition to entry level practice as an AGPCNP		• FNP • AGPCNP • A-GNP • MD/DO • (PA/NP (non-psych certified) working strictly in

			geriatrics/internal medicine** requires graduate degree and supervising physician license information **This will only be approved in special situations where the PA or NP has additional training in geriatrics/internal medicine)
- A Minimum of 250 of the total clinical hours should be with a Nurse Practitioner - A Total of 670 hours for the program - Number of patient clinical encounters should equal hours obtained, minimum of one clinical encounter per clinical hour obtained - Minimum clinical hours in each population: 180 Adults 18-64 120 Women's Health Adolescent and older 120 Geriatrics 65+ 250 Adult/Gerontology - Minimum of 400 hours in the outpatient setting.			

Family Nurse Practitioner (FNP), MSN

As a Family Nurse Practitioner, you will work with patients of all ages, often as primary care providers throughout their lifespan, promoting healthy lifestyles and disease prevention. All core courses of the FNP program are offered online, with the remainder of the program in a hybrid format, featuring synchronous and asynchronous virtual components and in-person skills intensives throughout the program.

The FNP, MSN curriculum consists of 48 credit hours which includes 670 residency hours. The program features some of the most advanced technologies in healthcare education through simulation, real-life experiences, and virtual case studies through world-renowned healthcare educational platforms.

FNP, MSN Student Learning Outcomes

1. Apply effective modes of communication in the provision of care to patients across the lifespan and aggregates.
2. Meet professional writing standards for usage, structure, format, content, stylistic criteria, and audience.
3. Synthesize critical thinking processes used to make logical decisions in advanced nursing practice.
4. Participate in and lead, when appropriate, collaborative teams to improve healthcare delivery and outcomes of patients across the lifespan.
5. Demonstrate inclusion of evidence based and translational science practices in efforts to guide professional activities and improve patient and institutional practices.
6. Demonstrate professional behavior within practice settings and to the public that is consistent with standards, regulatory and ethical codes in the profession and community.
7. Demonstrate leadership roles within the profession and community.
8. Design, implement and evaluate innovative individual or population-based programs of care/administration/education to achieve quality outcomes for patients across the lifespan.
9. Participate in the development, implementation of, and advocate for policies that improve the profession of nursing and health of the public.
10. Model Interprofessional education through communication, teamwork, values and ethics and roles and responsibilities

FNP, MSN Required Courses

Family Nurse Practitioner (FNP), Master of Science in Nursing		
Master of Science in Nursing Required Core Courses (11 Credits)		
Course Number	Course Title	Credit Hours
NRG5000	Theoretical Foundations of Nursing Practice	3

Course Number	Course Title	Credit Hours
NRG5002	Health Care Delivery	3
NRG5005	Evidence Based Practice for the Advanced Nursing Role	3
NRG5910	Leadership Roles in Healthcare Organizations	2
Master of Science in Nursing Required Core Residency Courses (11 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG5101	Advanced Health & Physical Assessment	3
NRG5102	Advanced Pathophysiology	3
NRG5103	Advanced Pharmacology	3
NRG5105	Advanced Health & Physical Assessment Lab with APN Skills	2
FNP Specialty Courses (26 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG5704	APN Management of Women's Health	3
NRG5704R	APN Management of Women's Health Residency (120 hrs.)	2
NRG5705	APN Management of Pediatric & Adolescent Health	3
NRG5705R	APN Management of Ped. & Adolescent Health Residency (120 hrs.)	2
NRG5709	APN Management of Adult Health	6
NRG5709R	APN Management of Adult Health Residency (180 hrs.)	3
NRG5710	APN Role Transition	3
NRG5720	Intensive APN Residency (250 hrs.)	4

FNP, MSN Program Trajectory, Full Time

FNP, MSN Program Trajectory, Full Time (6 Semesters)		
Semester 1 (Fall or Spring)	Semester 2 (Spring or Summer)	Semester 3 (Summer or Fall)
• NRG5000 • NRG5005 • NRG5102	• NRG5101 • NRG5103 • NRG5105	• NRG5709 • NRG5709R
Semester 4 (Fall or Spring)	Semester 5 (Spring or Summer)	Semester 6 (Summer or Fall)
• NRG5002 • NRG5705 • NRG5705R	• NRG5704 • NRG5704R • NRG5910	• NRG5710 • NRG5720

FNP, MSN Program Trajectory, Part Time (Fall Start)

FNP, MSN Program Trajectory, Part Time (9 Semesters) (Fall Start)		
Semester 1 (Fall)	Semester 2 (Spring)	Semester 3 (Summer)
• NRG5000 • NRG5102	• NRG5005 • NRG5103	• NRG5101 • NRG5105
Semester 4 (Fall)	Semester 5 (Spring)	Semester 6 (Summer)
• NRG5709	• NRG5709R	• NRG5704 • NRG5704R
Semester 7 (Fall)	Semester 8 (Spring)	Semester 9 (Summer)
• NRG5705 • NRG5705R	• NRG5002 • NRG5910	• NRG5710 • NRG5720

*** Please note that a part-time trajectory may impact your ability to receive financial aid. Please contact the financial aid office to see how the part time trajectory may impact you.

FNP, MSN Program Trajectory, Part Time (Spring Start)

FNP, MSN Program Trajectory, Part Time (9 Semesters) (Spring Start)		
Semester 1 (Spring)	Semester 2 (Summer)	Semester 3 (Fall)
• NRG5000 • NRG5102	• NRG5005 • NRG5103	• NRG5002 • NRG5910
Semester 4 (Spring)	Semester 5 (Summer)	Semester 6 (Fall)
• NRG5101 • NRG5105	• NRG5709	• NRG5709R
Semester 7 (Spring)	Semester 8 (Summer)	Semester 9 (Fall)
• NRG5705 • NRG5705R	• NRG5704 • NRG5704R	• NRG5710 • NRG5720

*** Please note that a part-time trajectory may impact your ability to receive financial aid. Please contact the financial aid office to see how the part time trajectory may impact you.

FNP, MSN Residency Requirements

Family Nurse Practitioner (FNP) Residency Requirements			
Course	Clinical Focus	Ideal Clinical Site	Preceptors Allowed
NRG5709R (180 hours)	• Area of focus must be on Adult Health (adolescent and older) • Informed Consent, Interviewing Skills, Assessment, Screening, Documentation, Health Promotion & Wellness, Diagnosis & Prevention, Planning, FNP role, Primary Care Management, both Pharmacological and Non-pharmacological interventions, Legal & Ethical issues in the FNP Role. (All with guidance from preceptor)	• Outpatient facilities • Primary care facilities • Ambulatory Care Centers • VA Medical Center • Community Health Centers • FQHC	• FNP • AGPCNP • MD/DO (Primary Care/Internal Medicine) • (PA/NP (non-psych certified) working strictly in family practice/internal medicine** requires graduate degree and supervising physician license information **This will only be approved in special

Course	Requirements		Approved Preceptors
			situations where the PA or NP has additional training in family practice/internal medicine)
NRG5705R (120 hours)	• Area of focus must be on Pediatric Health (Newborn to 17 years old) • Informed Consent, Interviewing Skills, Assessment, Screening, Documentation, Health Promotion & Wellness, Diagnosis & Prevention, Planning, FNP role, Primary Care Management, both Pharmacological and Non-pharmacological interventions, Legal & Ethical issues in the FNP Role. (All with guidance from preceptor)		• FNP • PNP • MD/DO (Pediatric and Adolescent focus) • (PA/NP (non-psych certified) working strictly in pediatrics** requires graduate degree and supervising physician license information **This will only be approved in special situations where the PA or NP has additional training in pediatrics)
NRG5704R (120 hours)	• Area of focus must be on Women's Health (females adolescent and older) • Informed Consent, Interviewing Skills, Assessment, Screening, Documentation, Health Promotion & Wellness, Diagnosis & Prevention, Planning, FNP role, Primary Care Management, both Pharmacological and Non-pharmacological interventions, Legal & Ethical issues in the FNP Role. (All with guidance from preceptor)		• FNP • WHNP • MD/DO (Women's Health focus) • (PA/NP (non-psych certified) working strictly in women's health** requires graduate degree and supervising physician license information **This will only be approved in special situations where the PA or NP has additional training in women's health)
NRG5720 (250 hours)	***Transition to entry level practice as an FNP		• FNP • MD/DO • (PA/NP (non-psych certified) working strictly in family practice/internal medicine** requires graduate degree and supervising physician license information **This will only be approved in special situations where the PA or NP has additional training in family practice/internal medicine)

- A Minimum of 250 of the total clinical hours should be with a Nurse Practitioner
- A Total of 670 hours for the program
- Number of patient clinical encounters should equal hours obtained, minimum of one clinical encounter per clinical hour obtained
- Minimum clinical hours in each population:
  - 180 Adults 18-64
  - 120 Pediatric and Adolescents 0-17
  - 120 Women's Health Adolescent and older

- 120 Geriatrics 65+
- 130 Primary Care/Family Practice
- Minimum of 400 hours in the outpatient setting.

Psychiatric Mental Health Nurse Practitioner (PMHNP), MSN

The Psychiatric-Mental Health Nurse Practitioner (PMHNP) program prepares graduates for advanced specialty practice with a dual emphasis on intervention through psychotherapy and psychopharmacology. PMHNPs intervene with vulnerable populations and promote mental health across the lifespan. Mental health is a critical calling, and the world needs providers now more than ever. Earning your PMHNP requires a Master of Science in Nursing (MSN) to become a certified nurse practitioner (CNP) and certification by the American Nurses Credentialing Center (ANCC). The primary focus of the program is to prepare the graduate to promote, maintain, supervise, and restore mental health, identify health risks, and assess, diagnose, and manage mental health issues. This program prepares advanced practice nurses to manage psychiatric mental health disorders, medical organic brain disorders, substance abuse problems, and complex co-occurring disease processes and disorders across the lifespan to deliver primary and preventive care, and to participate in the development of appropriate policy and evidence-based practice. The ability to function as an educator, leader, consultant, advocate, and change agent is essential to the development of clinical expertise in this role.

The PMHNP, MSN curriculum consists of 46.5 credit hours which includes 510 residency hours. The program features some of the most advanced technologies in healthcare education through simulation, real-life experiences, and virtual case studies through world-renowned healthcare educational platforms.

PMHNP, MSN Student Learning Outcomes

1. Demonstrate safe, effective practice of psychiatric mental health through management of both health and illness states.
2. Model Interprofessional education through communication, teamwork, values and ethics and roles and responsibilities
3. Collaborate with the patient and other health care team members for the purpose of ensuring high-quality, holistic psychiatric mental health care services.
4. Demonstrate the role of a nurse practitioner as an educator and coach to individuals, communities, and family members using a wide range of skills.
5. Ensure commitment to the implementation, preservation, and evolution of the psychiatric mental health nurse practitioner role.
6. Incorporate critical thinking, collaboration, and interdisciplinary relationships into client care to achieve optimal outcomes.
7. Serve as an advocate for the client as he or she interfaces with the health care system.
8. Provide culturally sensitive care in a holistic manner that is responsive to the client's cultural and spiritual beliefs.

OAK POINT UNIVERSITY

PMHNP, MSN Required Courses

Psychiatric Mental Health Nurse Practitioner (PMHNP), Master of Science in Nursing		
Master of Science in Nursing Required Core Courses (11 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG5000	Theoretical Foundations of Nursing Practice	3
NRG5002	Health Care Delivery	3
NRG5005	Evidence Based Practice for the Advanced Nursing Role	3
NRG5910	Leadership Roles in Healthcare Organizations	2
Master of Science in Nursing Required Core Residency Courses (11 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG5101	Advanced Health & Physical Assessment	3
NRG5102	Advanced Pathophysiology	3
NRG5103	Advanced Pharmacology	3
NRG5105	Advanced Health & Physical Assessment Lab with APN Skills	2
PMHNP Specialty Courses (24.5 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG5313	Neuroscience and Psychopharmacology	4
NRG5314	PMHNP Psychopathological Disorders & Psychotherapy	3
NRG5315	PMHNP Psychotherapy for Individuals, Groups, & Families Residency	2
NRG5316	PMHNP Diagnosis and Management Across the Lifespan I	3
NRG5316R	PMHNP Diagnosis and Management Across the Lifespan I Residency	2
NRG5317	PMHNP Diagnosis and Management Across the Lifespan II	3
NRG5317R	PMHNP Diagnosis and Management Across the Lifespan II Residency	2
NRG5318	PMHNP Diagnosis and Management Across the Lifespan III	3
NRG5318R	PMHNP Diagnosis and Management Across the Lifespan III Residency	2.5

PMHNP, MSN Program Trajectory, Full Time

PMHNP, MSN Program Trajectory, Full Time (6 Semesters)		
Semester 1 (Fall or Spring)	**Semester 2 (Spring or Summer)**	**Semester 3 (Summer or Fall)**
• NRG5000 • NRG5005 • NRG5102	• NRG5101 • NRG5103 • NRG5105	• NRG5002 • NRG5910

Semester 4 (Fall or Spring)	Semester 5 (Spring or Summer)	Semester 6 (Summer or Fall)
• NRG5313 • NRG5316 • NRG5316R	• NRG5314 • NRG5317 • NRG5317R	• NRG5315 • NRG5318 • NRG5318R

PMHNP, MSN Program Trajectory, Part Time (Fall Start)

PMHNP, MSN Program Trajectory, Part Time (9 Semesters) (Fall Start)		
Semester 1 (Fall)	Semester 2 (Spring)	Semester 3 (Summer)
• NRG5000 • NRG5102	• NRG5005 • NRG5103	• NRG5101 • NRG5105
Semester 4 (Fall)	Semester 5 (Spring)	Semester 6 (Summer)
• NRG5313	• NRG5316 • NRG5316R	• NRG5314 • NRG5315
Semester 7 (Fall)	Semester 8 (Spring)	Semester 9 (Summer)
• NRG5317 • NRG5317R	• NRG5002 • NRG5910	• NRG5318 • NRG5318R

*** Please note that a part-time trajectory may impact your ability to receive financial aid. Please contact the financial aid office to see how the part time trajectory may impact you.

PMHNP, MSN Program Trajectory, Part Time (Spring Start)

PMHNP, MSN Program Trajectory, Part Time (9 Semesters) (Spring Start)		
Semester 1 (Spring)	Semester 2 (Summer)	Semester 3 (Fall)
• NRG5000 • NRG5102	• NRG5005 • NRG5103	• NRG5002 • NRG5910
Semester 4 (Spring)	Semester 5 (Summer)	Semester 6 (Fall)
• NRG5101 • NRG5105	• NRG5314 • NRG5315	• NRG5313
Semester 7 (Spring)	Semester 8 (Summer)	Semester 9 (Fall)
• NRG5316 • NRG5316R	• NRG5317 • NRG5317R	• NRG5318 • NRG5318R

*** Please note that a part-time trajectory may impact your ability to receive financial aid. Please contact the financial aid office to see how the part time trajectory may impact you.

PMHNP, MSN Residency Requirements

Psychiatric Mental Health Nurse Practitioner (PMHNP) Residency Requirements			
Course	Clinical Focus	Ideal Clinical Site	Preceptors Allowed
NRG5315 (120 hours)	• Interviewing Skills, Psychotherapy, Theories & Modalities, Therapeutic Communication, Empathy,	• Counseling Center • University Counseling Center • Community Center Counseling	• Provider must provide counseling/ psychotherapy services • Licensed Professional Counselor (LPC) • Marriage and Family Therapist (MFT)

	Legality, Ethical Considerations	• Psychotherapy Clinic	• Licensed Clinical Social Work (LCSW) -must work in counseling/psychotherapy not case management or social services • Psychologist (PsyD) • Licensed Mental Health Counselor (LMHC) Additional preceptors allowed with stipulations: *Must provide psychotherapy to majority of clients *Psychiatrist (MD/DO) *PMHNP *CNS-Psych
NRG5316R (120 hours) NRG5317R (120 hours)	• Informed Consent, Interviewing Skills, Assessment, Screening, Documentation, Health Promotion & Wellness, DSM5 Diagnosis, SI/HI assessments & safety planning, PMHNP role, Introduction to Psychiatric Medication Management, both Pharmacological and Non-pharmacological interventions, legal & Ethical issues, PMHNP Role. (All with guidance from preceptor)	• Inpatient psychiatric units • Outpatient psychiatric and rehab facilities • Primary care facilities (focus mental health) • Psychiatry clinics • VA Medical Center Psychiatric unit • Community Health Center (focus mental health) • FQHC (focus mental health)	• Psychiatrist (MD/DO) • PMHNP • CNS-Psych with Rx authority • (PA/NP (non-psych certified) working strictly in psychiatric mental health** requires graduate degree and supervising physician license information **This will only be approved in special situations where the PA or NP has additional training in psychiatric care)
NRG5318R (160 hours)	***Transition to entry level practice as a PMHNP		

- A Minimum of 150 of the total clinical hours should be with a Nurse Practitioner
- A Total of 510 hours for the program
- Number of patient clinical encounters should equal hours obtained, minimum of one clinical encounter per clinical hour obtained
- Minimum clinical hours in each population:
  - 100 Adults 18-64
  - 100 Geriatrics 65+
  - 100 Pediatrics/Adolescents 0-17
  - Minimum of 100 hours Acute inpatient psychiatric settings
  - Additional 110 hours in population of your choosing within mental health

Rev. 08/31/2023
Exp. 08/31/2024

Nurse Educator

If you want to teach and truly inspire nursing students, the MSN Nurse Educator Program at Oak Point University can prepare you for long-term success. The program was designed by experienced Nurse Educators to help you develop the skills you'll need in both classroom and practice settings. From how to prepare your nursing curriculum to creating dynamic lesson plans to developing engaging instructional techniques, the MSN Nurse Educator Program will take your abilities to the next level. Designed for the bachelor's prepared nurse who wants to mentor and teach the next generation of nurses. Working in the classroom and in the practice setting, you will prepare your nursing curriculum, create lesson plans, instruct, encourage, and inspire future nurses.

The Nurse Educator, MSN curriculum consists of 40 credit hours which includes 300 residency hours. The program features some of the most advanced technologies in healthcare education through simulation, real-life experiences, and virtual case studies through world-renowned healthcare educational platforms.

Nurse Educator, Student Learning Objectives

- Synthesize and apply theories, conceptual models, and principles from nursing and other related disciplines to facilitate decision making related to nursing education.
- Integrate the use of communication skills, information systems, and technology in relation to nursing education.
- Develop and maintain collaborative relationships required in the delivery of effective nursing education programs.
- Interpret & apply evidenced-based data to assess cohort risk, implement interventional strategies, & evaluate outcomes part of an educational team.
- Design, implement and evaluate innovative teaching, learning and evaluation strategies used in educational programs to achieve quality outcomes.
- Pursue continuous quality improvement through the nurse educator role.
- Serve as a leader, consultant, mentor or change agent to advance nursing education and facilitate learner development and socialization.
- Participate in innovative curriculum design and evaluation of program outcomes.
- Create a capstone project for oral and written presentation on a nursing education topic.
- Model Interprofessional education through communication, teamwork, values and ethics and roles and responsibilities

Nurse Educator, MSN Required Courses

Nurse Educator, Master of Science in Nursing		
Master of Science in Nursing Required Core Courses (11 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG5000	Theoretical Foundations of Nursing Practice	3
NRG5002	Health Care Delivery	3
NRG5005	Evidence Based Practice for the Advanced Nursing Role	3
NRG5910	Leadership Roles in Healthcare Organizations	2
Master of Science in Nursing Required Core Residency Courses (11 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG5101	Advanced Health & Physical Assessment	3
NRG5102	Advanced Pathophysiology	3
NRG5103	Advanced Pharmacology	3
NRG5105	Advanced Health & Physical Assessment Lab with APN Skills	2
Nurse Educator Specialty Courses (18 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG5601	Clinical Management for Nurse Educators	3
NRG5601R	Clinical Management for Nurse Educators Residency	1
NRG5602	Teaching/Learning in Nursing Education	3
NRG5602R	Teaching/Learning in Nursing Education Residency	0.5
NRG5603	Curriculum Development in Nursing Education	3
NRG5604	Evaluation & Testing in Nursing Education	3
NRG5606	Legal and Ethical Issues in Nursing Education	1
NRG5607R	Nurse Educator Residency I	1
NRG5608R	Nurse Educator Residency II	1
NRG5609R	Nurse Educator Residency III	1.5

Nurse Educator, MSN Program Trajectory, Full Time

Nurse Educator, MSN Program Trajectory, Full Time (6 Semesters)		
Semester 1 (Fall or Spring)	Semester 2 (Spring or Summer)	Semester 3 (Summer or Fall)
• NRG5000	• NRG5101	• NRG5601

• NRG5102	• NRG5103 • NRG5105	• NRG5601R • NRG5602 • NRG5602R
Semester 4 (Fall or Spring)	Semester 5 (Spring or Summer)	Semester 6 (Summer or Fall)
• NRG5005 • NRG5603 • NRG5607R	• NRG5002 • NRG5604 • NRG5608R	• NRG5606 • NRG5609R • NRG5910

Nurse Educator, MSN Program Trajectory, Part Time (Fall Start)

Nurse Educator, MSN Program Trajectory, Part Time (9 Semesters) (Fall Start)		
Semester 1 (Fall)	Semester 2 (Spring)	Semester 3 (Summer)
• NRG5000 • NRG5102	• NRG5005 • NRG5103	• NRG5101 • NRG5105
Semester 4 (Fall)	Semester 5 (Spring)	Semester 6 (Summer)
• NRG5601 • NRG5601R	• NRG5002 • NRG5910	• NRG5602 • NRG5602R
Semester 7 (Fall)	Semester 8 (Spring)	Semester 9 (Summer)
• NRG5603 • NRG5607R	• NRG5604 • NRG5608R	• NRG5606 • NRG5609R

*** Please note that a part-time trajectory may impact your ability to receive financial aid. Please contact the financial aid office to see how the part time trajectory may impact you.

Nurse Educator, MSN Program Trajectory, Part Time (Spring Start)

Nurse Educator, MSN Program Trajectory, Part Time (9 Semesters) (Spring Start)		
Semester 1 (Spring)	Semester 2 (Summer)	Semester 3 (Fall)
• NRG5000 • NRG5102	• NRG5005 • NRG5103	• NRG5002 • NRG5910
Semester 4 (Spring)	Semester 5 (Summer)	Semester 6 (Fall)
• NRG5101 • NRG5105	• NRG5601 • NRG5601R	• NRG5602 • NRG5602R
Semester 7 (Spring)	Semester 8 (Summer)	Semester 9 (Fall)
• NRG5603 • NRG5607R	• NRG5604 • NRG5608R	• NRG5606 • NRG5609R

*** Please note that a part-time trajectory may impact your ability to receive financial aid. Please contact the financial aid office to see how the part time trajectory may impact you.

Nurse Educator, MSN Residency Requirements

Nurse Educator (NEd) Residency Requirements			
Course	Clinical Focus	Ideal Clinical Site	Preceptors Allowed
NRG5601R (60 hours)	• Common acute and chronic health problems found throughout the body systems of adults. • Health promotion, health risk reduction, and health alteration management are integrated into the plan of care for individuals using critical thinking and clinical decision-making strategies.	• University Graduate/Undergraduate Nursing Program • Community College Nursing Program • Inpatient Health Education Department • Outpatient Clinic focused on Health Education • Community Health Department	• Nurse Educator
NRG5602R (30 hours)	• Focus is upon selected teaching and learning theories with application to nursing education. • Examination of adult learning concepts with teaching strategies and tools that facilitate adult learners' preferred learning styles occurs. • Innovative classroom and clinical teaching strategies, trends and issues in nursing education including technology and the role of the nurse educator.		
NRG5607R (60 hours) NRG5608R (60 hours) NRG5609R (90 hours)	• Nurse Educator Residency will provide students with classroom and clinical experiences for implementation of the role of a nurse educator. • Students will choose their clinical specialty area for the residency • •		
• A Total of 300 residency hours for the program • Number of patient clinical encounters should equal hours obtained, minimum of one clinical encounter per clinical hour obtained			

Post Graduate Certificate Programs

Adult Gerontology Acute Care Nurse Practitioner (AGACNP), Post Graduate Certificate

Gain the knowledge and skills to become an advanced practice nurse who specializes in working in complex patient situations across the adult lifespan from young adults to geriatric patients. As an Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) you'll provide comprehensive care to acutely and critically ill adults and older adults through the assessment, diagnosis, treatment, and management of complex disorders to stabilize the patient's condition, prevent complications, restore health, and provide palliative care. It's a critical calling with a critical need and requires a Master of Science in Nursing (MSN) to become a nurse practitioner (NP) and certification by one of two nursing organizations. Oak Point University is your answer to get the qualifications, skills, and confidence that you need for success as an AGACNP. This program prepares advanced practice nurses to participate in the development of appropriate policy and evidence-based practice. The ability to function as an educator, leader, consultant, advocate, and change agent is essential to the development of clinical expertise in this role.

The AGACNP, Post Graduate Certificate curriculum consists of 26 credit hours which includes 540 residency hours. The program features some of the most advanced technologies in healthcare education through simulation, real-life experiences, and virtual case studies through world-renowned healthcare educational platforms.

AGACNP, Post Graduate Certificate Student Learning Outcomes

1. Demonstrate advanced level of understanding of nursing and relevant sciences by integrating this knowledge into practice.
2. Collaborate with the patient and other health care team members for the purpose of ensuring high-quality acute care services.
3. Demonstrate the role of a nurse practitioner as an educator and coach to individuals, communities, and using a wide range of skills.
4. Ensure commitment to the implementation, preservation, and evolution of the acute care nurse practitioner role.
5. Use communication strategies and patient-care technologies to integrate, coordinate, deliver and enhance care.
6. Engage in caring and collaborative relationships with patients/clients for shared decision- making.
7. Demonstrate cultural competence by providing sensitive care in a holistic manner that is responsive to the client's cultural and spiritual beliefs.

AGACNP, Post Graduate Certificate Required Courses

Adult Gerontology Acute Care Nurse Practitioner (AGACNP), Post Graduate Certificate		
AGACNP Specialty Courses (26 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG5804	Advanced Acute Care Adult Gerontology II	3
NRG5804R	Advanced Acute Care Adult Gerontology II Residency	3
NRG5806	Acute Care Pharmacotherapeutics	3
NRG5807	Advanced Acute Care Adult Gerontology III	3
NRG5807R	Advanced Acute Care Adult Gerontology III Residency	4
NRG5811	Acute Care Adult Gerontology	3
NRG5811R	Acute Care Adult Gerontology I Residency	2
NRG5813	Wounds & Infections	2
NRG5815	Diagnostics & Procedures	3

AGACNP, Post Graduate Certificate Program Trajectory, Full Time

AGACNP, Post Graduate Certificate Program Trajectory, Full Time (3 Semesters)		
Semester 1 (Fall or Spring)	Semester 2 (Spring or Summer)	Semester 3 (Summer or Fall)
• NRG5806 • NRG5811 • NRG5811R • NRG5813	• NRG5804 • NRG5804R • NRG5815	• NRG5807 • NRG5807R

AGACNP, Post Graduate Certificate Residency Requirements

Adult Geriatric Acute Care Nurse Practitioner (AGACNP) Residency Requirements			
Course	Clinical Focus	Ideal Clinical Site	Preceptors Allowed
NRG5811R (120 hours)	• Focused History: interviewing skills • Physical exam: appropriate and good techniques • Communication skills • Indications for tests and procedures • Formulating differential diagnoses • Developing evidence-based management plan • Provider notes	• Hospital Groups • Hospitalist **Pulmonology **Cardiology **Nephrology **Neurology ** No clinic hours will count toward the 540 hours, only Hospital patient hours	Providers must have Hospital privileges • Adult Gerontology Acute Care Nurse Practitioners • Residents (2nd/3rd yr.) • Fellows • **Attending Physicians (MD/DO) • **Must be physically present to observe and instruct • (PA/NP (non-psych certified) working strictly in adult/geriatric acute care ** requires graduate degree and supervising physician license information **This will only be approved in

NRG5804R (180 hours)	• Management of acute and complex chronic disorders
	• Ordering appropriate diagnostic tests and procedures
	• Analysis of diagnostic data
	• Narrowing differentials into working diagnosis
	• Thorough evidence-based management plan
	• Provider notes: comprehensive and Accurate
	• Oral Patient Presentation (patient rounds)
	• Collaboration and Consultation
		• Hospital Groups
		• Hospitalist
		   **Pulmonology
		   **Cardiology
		   **Nephrology
		   **Neurology
		
		** No clinic hours will count toward the 540 hours, only Hospital patient hours
		
		** Must rotate to new group, cannot repeat same group
			special situations where the PA or NP has additional training in adult/geriatric acute care)

NRG5807R (240 hours)	***Transition to entry level practice as an AGACNP
	
	Must demonstrate competency in the management of the acutely ill and complex chronic patients ages 18-120.
		• Hospital Groups (with ICU coverage)
		• Hospitalist
		• Intensivist
		   **Pulmonology
		   **Cardiology
		   **Nephrology
		   **Neurology
		   **Trauma
		** No clinic hours will count toward the 540 hours, only Hospital/ICU patient hours.
		This final residency is Intensive Care based	

- A Minimum of 150 of the total clinical hours should be with a Nurse Practitioner
- A Total of 540 hours for the program
  - All 540 hours are in the Acute inpatient setting
  - All hours must be hospital based, no surgery, no ER, no urgent care clinics, no specialty areas like IR, Cath lab etc. (these can count toward your experience but not you 540 hours)
- Number of patient clinical encounters will vary in the hospital setting, however, a minimum of one clinical encounter (these are your managed patients) per two-three clinical hours obtained is expected.
- Goals for minimum clinical hours in each course:
  - 5811R- manages 2-4 patients per day (starting with 2 working up to 4 by terms end) and co-manage (or observe) with the preceptor on all the preceptor's patients
  - 5804R- manages 5-8 floor patients per day with some assistance from preceptor
  - 5807R- manages complete ICU load for a Nurse Practitioner (this will vary on level of illness, state laws, and hospital) consults preceptor when necessary
- In addition to the minimum managed patient encounters, you will need to input the observed, rounded, and shared patient encounters in typhon as well.
- *Exceptions must be discussed and approved prior to clinical start or change

Psychiatric Mental Health Nurse Practitioner (PMHNP), Post Graduate Certificate

The Psychiatric-Mental Health Nurse Practitioner (PMHNP) program prepares graduates for advanced specialty practice with a dual emphasis on intervention through psychotherapy and psychopharmacology. PMHNPs intervene with vulnerable populations and promote mental health across the lifespan. Mental health is a critical calling, and the world needs providers now more than ever. Earning your PMHNP requires a Master of Science in Nursing (MSN) to become a certified nurse practitioner (CNP) and certification by the American Nurses Credentialing Center (ANCC). The primary focus of the program is to prepare the graduate to promote, maintain, supervise, and restore mental health, identify health risks, and assess, diagnose, and manage mental health issues. This program prepares advanced practice nurses to manage psychiatric mental health disorders, medical organic brain disorders, substance abuse problems, and complex co-occurring disease processes and disorders across the lifespan to deliver primary and preventive care, and to participate in the development of appropriate policy and evidence-based practice. The ability to function as an educator, leader, consultant, advocate, and change agent is essential to the development of clinical expertise in this role.

The PMHNP, Post Graduate Certificate curriculum consists of 24.5 credit hours which includes 510 residency hours. The program features some of the most advanced technologies in healthcare education through simulation, real-life experiences, and virtual case studies through world-renowned healthcare educational platforms.

PMHNP, Post Graduate Certificate Student Learning Outcomes

1. Demonstrate safe, effective practice of psychiatric mental health through management of both health and illness states.
2. Model Interprofessional education through communication, teamwork, values and ethics and roles and responsibilities
3. Collaborate with the patient and other health care team members for the purpose of ensuring high-quality, holistic psychiatric mental health care services.
4. Demonstrate the role of a nurse practitioner as an educator and coach to individuals, communities, and family members using a wide range of skills.
5. Ensure commitment to the implementation, preservation, and evolution of the psychiatric mental health nurse practitioner role.
6. Incorporate critical thinking, collaboration, and interdisciplinary relationships into client care to achieve optimal outcomes.
7. Serve as an advocate for the client as he or she interfaces with the health care system.
8. Provide culturally sensitive care in a holistic manner that is responsive to the client's cultural and spiritual beliefs.

PMHNP, Post Graduate Certificate Required Courses

Psychiatric Mental Health Nurse Practitioner (PMHNP), Post Graduate Certificate		
PMHNP Specialty Courses (24.5 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG5313	Neuroscience and Psychopharmacology	4
NRG5314	PMHNP Psychopathological Disorders & Psychotherapy	3
NRG5315	PMHNP Psychotherapy for Individuals, Groups, & Families Residency	2
NRG5316	PMHNP Diagnosis and Management Across the Lifespan I	3
NRG5316R	PMHNP Diagnosis and Management Across the Lifespan I Residency	2
NRG5317	PMHNP Diagnosis and Management Across the Lifespan II	3
NRG5317R	PMHNP Diagnosis and Management Across the Lifespan II Residency	2
NRG5318	PMHNP Diagnosis and Management Across the Lifespan III	3
NRG5318R	PMHNP Diagnosis and Management Across the Lifespan III Residency	2.5

PMHNP, Post Graduate Certificate Program Trajectory, Full Time

PMHNP, MSN Program Trajectory, Full Time (6 Semesters)		
Semester 1 (Fall or Spring)	Semester 2 (Spring or Summer)	Semester 3 (Summer or Fall)
• NRG5313 • NRG5316 • NRG5316R	• NRG5314 • NRG5317 • NRG5317R	• NRG5315 • NRG5318 • NRG5318R

PMHNP, Post Graduate Residency Requirements

Psychiatric Mental Health Nurse Practitioner (PMHNP) Residency Requirements			
Course	Clinical Focus	Ideal Clinical Site	Preceptors Allowed
NRG5315 (120 hours)	• Interviewing Skills, Psychotherapy, Theories & Modalities, Therapeutic Communication, Empathy, Legality, Ethical Considerations	• Counseling Center • University Counseling Center • Community Center Counseling • Psychotherapy Clinic	• Provider must provide counseling/ psychotherapy services • Licensed Professional Counselor (LPC) • Marriage and Family Therapist (MFT) • Licensed Clinical Social Work (LCSW) -must work in counseling/psychotherapy not case management or social services • Psychologist (PsyD) • Licensed Mental Health Counselor (LMHC) Additional preceptors allowed with stipulations: *Must provide psychotherapy to majority of clients *Psychiatrist (MD/DO)

			*PMHNP *CNS-Psych
NRG5316R (120 hours) NRG5317R (120 hours)	• Informed Consent, Interviewing Skills, Assessment, Screening, Documentation, Health Promotion & Wellness, DSM5 Diagnosis, SI/HI assessments & safety planning, PMHNP role, Introduction to Psychiatric Medication Management, both Pharmacological and Non-pharmacological interventions, legal & Ethical issues, PMHNP Role. (All with guidance from preceptor)	• Inpatient psychiatric units • Outpatient psychiatric and rehab facilities • Primary care facilities (focus mental health) • Psychiatry clinics • VA Medical Center Psychiatric unit • Community Health Center (focus mental health) • FQHC (focus mental health)	• Psychiatrist (MD/DO) • PMHNP • CNS-Psych with Rx authority • (PA/NP (non-psych certified) working strictly in psychiatric mental health** requires graduate degree and supervising physician license information **This will only be approved in special situations where the PA or NP has additional training in psychiatric care)
NRG5318R (160 hours)	***Transition to entry level practice as a PMHNP		

- A Minimum of 150 of the total clinical hours should be with a Nurse Practitioner
- A Total of 510 hours for the program
- Number of patient clinical encounters should equal hours obtained, minimum of one clinical encounter per clinical hour obtained
- Minimum clinical hours in each population:
  - 100 Adults 18-64
  - 100 Geriatrics 65+
  - 100 Pediatrics/Adolescents 0-17
  - Minimum of 100 hours Acute inpatient psychiatric settings
  - Additional 110 hours in population of your choosing within mental health

MSN & Post Graduate Residency Experience Expectations

Residency Planning Experiences

When to Do Residency

Because residency is highly individualized, adequate advanced planning ensures that a student has met all prerequisites and is ready to obtain the fullest benefit from the experience. Residencies are credit courses that require significant time and energy. As with all courses, residency requires preparation time outside of the actual hours spent in the clinical area.

Residency is scheduled during specific periods within the semester. Student may engage in clinical practice during the academic term dates. Refer to the Oak Point University Catalog for start and end dates of the term.

Students may engage in residency only between the first and last date specified by the course faculty, program chair, assistant dean, and/or the clinical placement office.

Where to Do Residency

Students must apply for and receive approval for each term or semester of residency. Students are responsible for locating a setting to engage in residency learning opportunities. Chicago and the surrounding counties offer excellent resources for clinical growth and development.

Students who are not aware of an appropriate setting should seek assistance from the MSN Clinical Placement Office who can share knowledge of previous successful student placements. Residency must occur in settings that have appropriately prepared and credentialed professionals available to serve as preceptors. Requirements for residency placements include:

Location Requirements – All Programs
- In the State of Illinois. If outside Illinois, the student must have an active license for the state where the practice is located.
- Physically and Emotionally Safe.
- Appropriate Agency Approvals & Certification (verified by the clinical placement office)
- Separate and Distinct from Student's Facility of Employment.

Preceptor Requirements – All Programs
- Willingness to facilitate attainment of the program, student, and course objectives.

- Minimum degree and specialization at the level the student is pursuing a degree as outline under residency requirements under the individualized degree headings of this companion.

Program Specific residency requirements can be found under the specific Master of Science and post graduate certificate program sections of this companion.

Applying for Residency

The following protocol outlines the steps necessary for planning, proposing, and engaging in a residency practicum. This must be completed no later than the semester prior to the start of residency. Late submissions may result in a delay of your program trajectory.

Step One: Planning and Application Activities

1. Prepare for the initial contact.
   Review the course description and residency objectives required for the residency experience in which you will be applying. Initiate the conversation with an identified preceptor to request a residency experience. At this contact you must be prepared to address the following items:
   - Residency Focus
   - Course Specific Residency Objectives
   - Number of Residency Hours Required
   - Residency Time Frame

   For a complete list of current educational agreements please refer to MSN residency page. Please note that certain sites work exclusively with the Clinical Placement Office to place students and will not respond to individual student requests, please refer to MSN residency page

2. Gather, complete, and submit the following documents:
   - Updated Resume from the preceptor
   - Review and Update Health & Safety Compliance in CastleBranch. Students must be in compliance to engage in the residency experience.

3. Students submit completed residency applications, an online form made available by the Clinical Placement Office the semester prior to the start of residency via email at MSNClicnicalPlacement@oakpoint.edu

Please Note: It is the student's responsibility to ensure that all documents (listed above) are complete and accurate. For residency to be approved, all required documents must be completed appropriately. Partial documents and/or incomplete documents will not be reviewed for approval.

Please be aware of Residency application deadlines per site. Once your application is complete, it will be forwarded by the Clinical Placement Office to the Program Chair or Assistant Dean for approval. The Clinical Placement Office will notify the student and Oak Point University site visitor of the application acceptance or denial. If denied, continue to search for another residency placement. If approved, move to step two.

Step Two: Securing Approval to Engage in Residency

After your application for residency has been approved by the University, you will interact with the proposed residency site and preceptor to secure the Interagency Agreement. This is only required if the university does not already have an active Education Affiliation Agreement with the clinical partner. A list of partners with active agreements can be found on the MSN Residency page on the LMS/Brightspace.

1. Make appointments with personnel and/or preceptor at the proposed residency site to confirm residency request. At this meeting:
   - Review the Residency activities, outcomes, and expectations of the course residency focused patient population and degree.
   - Secure consents for the residency with the preceptor and the authorized agency personnel signatures. Signatures must be hand-written (not font-based) and can be executed using electronic signature applications.
   - The Interagency Agreement is unique to each student, site, course, and semester. If students arrange multiple residencies with the same site, they will need to complete an Interagency Agreement for each residency. If students are completing hours at two different sites, then an Interagency Agreement is needed for each site if no Education Affiliation Agreement is already in place).
   - Work with preceptor to develop a tentative schedule within the specified residency dates. Maximum length of clinical day is 12 hours/day.

2. Before the residency start date, submit the completed Interagency Agreement (with original signatures) in the following order:
   - Page 1 of Interagency Agreement, complete with Agency representative signature
   - Student/Preceptor/Faculty Responsibilities
   - Final page of Interagency Agreement with Preceptor and Student Signature.

3. Agreements should be forwarded to the Clinical Placement Office at MSNclinicalplacement@oakpoint.edu

- Student is to submit proposed schedule in Typhon and must be approved by the Oak Point University site visitor and receive approval from the MSN Clinical Placement Office prior to engaging in residency and completing the required site visit.

Proposing Successive Residencies

The protocol for successive residencies will require repetition of many steps listed above. Students are allowed to have two different sites during the same residency course. An Interagency Agreement is needed for each site if an Education Affiliation Agreement is not already in place. Specifically, students will:

1. Gather and complete the following documents:
   - Repeat the steps listed above in the initial practicum.
   - Submit application via the online form.
   - Verify health documents are up to date by assigned deadlines.
   - Proof of RN Licensure in Illinois (or practicing state) (if reissued since program start date).
   - Interagency Agreement, if needed, emailed to MSNClinicalPlacement@oakpoint.edu

Performance Expectations and Residency Assignments

Student Performance Expectations

Design the optimal residency experience.
- Review expectations of preceptor, site, self, and course.
- Review residency learning outcomes & activities with the preceptor.
- Request an orientation to the site, protocols, documentation system and related paperwork.
- Review expectations for documentation and billing.
- Negotiate a mutually acceptable schedule for residency. Review acceptable schedule based on provider availability.

Engage in pre-clinical preparation for each residency day.
- Review the standardized residency outcomes for this course.
- Set personal objectives for each residency day; articulate them to the residency advisor.
- Engage in pre-clinical review of resources for specific rotation

Demonstrate residency performance at level of education and level within the program.
- Performance matches that of the APRN and/or APRN student.
- Performance shows consistent progression through the semester & consecutive semesters.

- Case/end-of-day presentation to the preceptor occurs with each patient. This should demonstrate increasing sophistication as the semester progresses.
- Use of the appropriate signature (e.g., S. Day, BSN, Oak Point University Graduate Student or FNP Student) on all documents at the residency site.

Demonstrate an APRN and/or administrative persona.

- Wear appropriate professional dress (business casual, lab coat & Oak Point University ID).
- Conduct self as an advanced professional.
- Communication should reflect advanced professional standards (written, verbal, non-verbal).
- Fulfill all commitments and employ professional business (be on time to practice setting, review daily timeline with preceptor, manage direct and indirect time with patients).
- Adherence to negotiated residency schedule. If changes are necessary, they must be communicated in writing to the site preceptor within 24 hours of the change.
- Residency hours are cumulated only if the student is engaged in authentic direct & indirect patient encounters. Meal breaks may be included in the count time if more than 4 hours are spent on residency that day. Time waiting for preceptor or in library review, are not included.

Complete post-practicum activities.

- Communicate immediately with the faculty site preceptor about any concerns or issues, such as, difficulty communicating or working with preceptor/site or inappropriate patient contact.
- Enter data into the Typhon & Residency Time Log on a weekly basis.
- Engage in episodic performance review from preceptor and site visitor. Using the feedback, create a self-development plan for personal growth.

NP Residency Experience

Please refer to this document for residency rules, regulations, and expectations. Students may contact their residency faculty or program co-leaders with questions or concerns.

General

- Students are responsible for making sure their patient population is appropriate. If a site is found to be inappropriate, the student will be asked to repeat the rotation.
- Students may only care for patients for whom they have had didactic preparation and may only perform procedures/assessments which they have demonstrated previously. Procedures should be initially done with the guidance of the preceptor.
- All matters related to contracts/potential contracts are to be addressed through the Clinical Placement Office.
- A minimum of 1/3 of all residency hours must be completed with a nurse practitioner.

Residency Hours

- A signed contract must be on file before students begin hours
- Please note the residency start and end dates on the contract; ensure that hours remain within the contract dates.
- Students will forfeit hours they have completed, and the hours were not pre-approved.
- Students will communicate scheduled hours to their site visitor in a timely manner by entering their schedules in Typhon and the site visitor will approve or deny those hours in typhon. The student will advise the faculty member ahead of time if there is a change in schedule by updating the schedule in Typhon and sending an email to the site visitor.
- Students may work a maximum of 12 hours in any given clinical day.
- Students may not frontload hours and must complete hours in at least 90% of the weeks included in the residency time period.
- Prior approval must be obtained from the site visitor if the student needs additional time to complete residency hours. Incomplete hours must be completed along the time frame that follows the university catalog.

Site Visits

- The site visitor, who is an Oak Point University faculty member, will visit the student at least once during each residency experience either in person or virtually.
- The site visit should include a conversation between student, preceptor, and faculty regarding the student's goals, progress in meeting objectives, strengths of performance, and areas for opportunity. It is recommended that whenever possible, the faculty member directly observe the student during a patient encounter. Every effort should be made to ensure a patient interaction will be scheduled when the faculty member is present.
- The student should provide the faculty member with information/instructions on where to park and how to locate the student.

Patient Documentation (Lumina-Typhon)

- Typhon log-in information is provided prior to start of residency Tutorial on Typhon is shared with students and is available on MSN residency page.
- Students should keep the Typhon log up to date each week so that it reflects their current experiences. Encounters must be entered within 30 days of seeing the patient, and all encounters for the course must be submitted prior to the end of the course term or semester.
- Students should take care to categorize encounters correctly. Most patient encounters should be categorized as a shared visit since the preceptor will be reviewing the student's work and/or seeing the patient after the student.

- The residency faculty will review the student's Typhon account to ensure accurate and timely entries. Once reviewed, the residency faculty will approve or deny each individual encounter in typhon. If the encounter is denied, the student will need to see additional patients, and will not be allowed to count that time towards
- Evaluations for both preceptor and student are in Typhon.
- The site visitor will also complete an evaluation of the student in

SOAP Note instructions

- One (1) SOAP note is required for every 30 residency hours completed and are due at the end of the completed 30 hours. The specific number of SOAP notes will be determined based on the individual course and provided by the course faculty.
- Students submit SOAP notes directly into Lumina (Typhon). Once submitted, the residency faculty will grade the SOAP note and provide necessary feedback. If the student is unsuccessful with a SOAP note, the student will need to provide an additional SOAP note.

End of Residency Activities

Upon completion of residency hours (each semester), four (4) documents are required. These documents are submitted to Lumina (Typhon):

1. Preceptor's evaluation of you, which is initiated through Lumina (Typhon) by the student.
2. Signed time log, scanned (no pictures), and uploaded to external documents in Lumina (Typhon).
3. Student evaluation of site/preceptor, completed by student through Lumina (Typhon).
4. Oak Point University Site Visitor Evaluation, completed by site visitor through Lumina (Typhon).

Site and Preceptor Evaluation
The site and preceptor evaluation should be completed for each facility and/or preceptor utilized during a residency experience. The student can initiate and send the evaluation to the preceptor through Typhon. If a student secures more than one preceptor (for one residency period), each preceptor should complete a student performance evaluation.

Student Evaluation of Site and Preceptor
The student evaluations are specific to each residency course. The student evaluation will be in Typhon for the student to complete each semester. The student will evaluate the site and preceptor. If a student secures more than one preceptor (for one residency period), the student should fill out an evaluation for each site

Oak Point University Site Visitor Evaluation

The site visitor evaluation is specific to each residency course. This will be completed in Lumina (Typhon) for each student, each semester. The site visitor will evaluate the student's performance and verify that all required documentation is complete and uploaded to Lumina (Typhon). Once complete, the site visitor will enter final grades into faculty portal.

Doctor of Nursing Practice (DNP) Programs

Doctor of Nursing Practice, Urban Health & Policy

The focus of the DNP program is Urban Health/Policy. This will allow students to learn and practice in diverse areas of Chicago. The DNP program is 32 semester hours in length and may be completed in approximately two years. The program is completely online. The DNP program starts in the Fall semester. The DNP program at Oak Point is specifically designed for the working professional. The program is completely online so you don't have to give up your career to advance in the profession. Like all our programs, our DNP program features true personal attention from faculty who are leading experts in the fields of health policy, research, epidemiology, ethics, and more. We even assign a professor to each student to help guide them through their doctorate project – from generating an idea through publication.

The Doctor of Nursing Practice (DNP), Urban Health & Policy curriculum consists of 32 credit hours and requires a minimum of 1,000 residency hours (some hours may be awarded for prior education and will be determined upon admission).

DNP, Student Learning Objectives

- Use an ethical framework to guide the integration of nursing science, evidence-based practice, and population health to inform practice.
- Demonstrate critical thinking at the highest level of practice and accountability in the management of healthcare considering ethical, legal, cultural, and socially just patient-centered care.
- Institute a role within the healthcare delivery system that provides for interprofessional collaboration, interdependence, and a professional identity as an advanced nursing professional with specialized knowledge.
- Lead interprofessional teams by initiating and maintaining effective working relationships using mutually respectful communication and collaboration.
- Serve in the role of patient healthcare coordinator across health determinants and healthcare settings with an emphasis on urban environments.
- Integrate clinical expertise with political skills, systems thinking and business insight to transform the evolving healthcare system at local, regional, national, and international levels.
- Incorporate processes which support technology-enhanced and data-based healthcare across populations and systems.

DNP, Urban Health & Policy Required Courses

Doctor of Nursing Practice, Urban Health & Policy		
Doctor of Nursing Required Core Courses (32 Credits)		
Course Number	**Course Title**	**Credit Hours**
NRG7101	Foundations for Advanced Clinical Scholarship	3
NRG7103	Urban Health	3
NRG7105	DNP Practicum Independent Study (as needed)	0
NRG7202	Informatics	2
NRG7203	Epidemiology & Biostatistics	3
NRG7204	DNP Project II	0.5
NRG7205	DNP Practicum I	0.5
NRG7302	Population Health	2
NRG7303	Leadership, Economics and Finance	3
NRG7304	DNP Project II	1
NRG7401	Nursing Policy, Regulation and Public Protection	3
NRG7404	DNP Project III	1
NRG7502	Healthcare Innovations	1.5
NRG7503	Ethical Dimensions of the DNP Role	3
NRG7504	DNP Project IV	0.5
NRG7505	DNP Practicum II	1
NRG7602	Professional Communication	2
NRG7604	DNP Project V	0.5
NRG7605	DNP Practicum III	1.5

DNP, Urban Health & Policy Program Trajectory

Doctor of Nursing Practice, Urban Health & Policy Program Trajectory, Full Time (6 Semesters)		
Semester 1 (Fall)	Semester 2 (Spring)	Semester 3 (Summer)
• NRG7101 • NRG7103 • NRG7105 (as needed)	• NRG7202 • NRG7203 • NRG7204 • NRG7105 (as needed)	• NRG7302 • NRG7303 • NRG7304 • NRG7105 (as needed)
Semester 4 (Fall)	Semester 5 (Spring)	Semester 6 (Summer)

• NRG7401	• NRG7602	• NRG7502
• NRG7404	• NRG7503	• NRG7604
• NRG7205	• NRG7504	• NRG7605
	• NRG7505	

DNP, Urban Health & Policy Focus

DNP students with focus on Urban Health and Policy should consider completing practicum hours working with patients in an urban setting or consider completing practicum hours with organizational, state, or national policy leaders Some examples include:

*a hospital, outpatient clinic, long-term care facility, home care services or a student health clinic at a college or university

The site may be in the healthcare institution where the student is currently employed
The student must have an active, unrestricted registered nursing license in the state where practicum will be conducted.

DNP students who are requesting practicum hours to be transferred into the program must have current advanced practice nursing certification, licensure, or authority to practice as an advanced practice registered nurse in the state in which the practicum is conducted.

DNP Project Related Courses

DNP students are assisted in completing their DNP Project at the course level through the guidance of the course faculty in the following courses:

NRG 7105 DNP Practicum Independent Study: This is a required elective for students who enter the program with less than 500MSN Practicum hours. It includes self-directed analysis of extant knowledge, skills and competencies which is shared with the course facilitator and DNP Scholarly Advisor. The analysis serves as the basis for a personalized practice enhancement plan. Engagement of in 100 hours of the negotiated skill enhancement will occur.

NRG 7204 DNP Project I: will introduce the scholarly DNP project and guide the student in identification of a problem, concern, or phenomenon of interest within the relevant focus area of Healthcare Policy or Urban Health for their project.

NRG 7304 DNP Project II: students complete the literature search begun in NRG 7204 DNP Project I. The integrated review of literature will be completed, and the integrated literature report will be written during this semester. In addition, the DNP project proposal will be initiated, and students may submit for IRB review.

NRG 7404 DNP Project III: This course builds on NRG 7204 DNP Project I and NRG 7304 DNP Project II. The focus of this course includes project management and the activities associated with it. During this course, students will obtain approval of the IRB for their project proposal and may initiate implementation of the approved DNP project.

NRG 7504 DNP Project IV: This course builds on NRG 7204 DNP Project I, NRG 7304 DNP Project II, and NRG 7404 DNP Project III. DNP Project Implementation is ongoing, and the focus of this course includes project outcomes analysis and evaluation

NRG 7604 DNP Project V: This course builds on NRG 7204 DNP Project I, NRG 7304 DNP Project II, NRG 7404 DNP Project III, and NRG 7504 DNP Project IV. The focus of this course is on dissemination of scholarly work. During this course, students will prepare a manuscript for publication and an abstract and present their DNP project to the university community.

NRG 7205 DNP Practicum I: DNP Practicum I includes a self-directed analysis of extant knowledge, skills, and competencies which is shared with the practicum advisor. This analysis serves as the basis for a personalized practice enhancement plan. Engagement in 50 hours of the negotiated skill enhancement will occur.

NRG 7505 DNP Practicum II: The breadth and/or depth of clinical knowledge and skills in an area of expert nursing practice is expanded. Using the assessment completed in NRG 7205 of areas in which practice skills and competencies need development, the student selects and creates a personalized skill enhancement plan. Engagement in 100 hours of the negotiated skill enhancement will occur.

NRG 7605 DNP Practicum III: The DNP Practicum III course expands the breadth and/or depth of clinical knowledge and skills in an additional area of expert nursing practice in healthcare Policy/Urban Studies. Using the assessment completed in NRG 7205 of areas in which practice skills and competencies need development, the student selects and creates a personalized skill enhancement plan. Engagement in 150 hours of the negotiated skill enhancement will occur.

DNP Essentials

These Essentials define the curricular elements that must be present in Doctor of Nursing Practice (DNP) programs. Required by the Commission on Collegiate Nursing Education for schools seeking accreditation for DNP programs, these Essentials outline the foundational competencies that are core to all advanced nursing practice roles, including the four nationally recognized Advanced Practice Registered Nursing roles: nurse practitioners, clinical nurse specialists, nurse anesthetists, and nurse midwives.

The Essentials of Doctoral Education for Advanced Nursing Practice (2006)

I.   Scientific Underpinnings for Practice
   - Recognizes the philosophical and scientific underpinnings essential for the complexity of nursing practice at the doctoral level.

II.   Organizational and Systems Leadership for Quality Improvement and Systems Thinking
   - Recognizes the competencies essential for improving and sustaining clinical care and health outcomes, eliminating health disparities, and promoting patient safety and excellence in care.

III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
   - Recognizes competencies essential for translation of research into practice, evaluation of practice, practice improvement, and the development and utilization of evidence-based practice.

IV.   Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
   - Recognizes competencies essential to manage, evaluate, and utilize information and technology to support and improve patient care and systems.

V.   Health Care Policy for Advocacy in Health Care
   - Recognizes the responsibility nurses practicing at the highest level have to influence safety, quality, and efficacy of care, and the essential competencies required to fulfill this responsibility.

VI.   Collaboration for Improving Patient and Population Health Outcomes
   - Recognizes the critical role collaborative teams play in today's complex health care systems and the competencies essential for doctorally prepared nurses to play a central role on these teams.

VII. Clinical Prevention and Population Health for Improving the Nation's Health

- Recognizes nursing's long-standing focus on health promotion and disease prevention within the context of current national calls for all health educators to respond to the changing needs of the population and include this content in curricula

VIII. Advanced Nursing Practice
- Recognizes the essential competencies reflective of the distinct, in-depth knowledge and skills that form the basis for nursing practice at the highest level regardless of practice role.

DNP Orientation

Students are required to attend an on-campus orientation for program overview where they will meet their cohort and faculty and network on prospective DNP scholarly topics. In addition, students will learn of campus resources, university policy and procedures and overall DNP program objectives and identify student learning outcomes. Once a Scholarly Advisor is assigned, both advisor and DNP scholar will be required to attend an orientation on the roles and responsibilities of Scholarly Advising.

DNP Forum

Students are required to attend a synchronous bi-weekly session with the project course faculty. This allows for ongoing faculty support, real time access to faculty members for assignment clarification and questions. It also provides opportunities for additional learning through guest speakers and informational sessions to assist with student learning objectives and serves as a platform to bond with their peers and cohort.

DNP Evaluation

DNP Students, faculty and Scholarly Advisors will be evaluated at the end of each term to ensure that the role and responsibility of each party is being met and to allow for feedback on the progression of coursework, program objectives and or student learning needs or deficits.

DNP Scholarly Project

DNP Project Overview

The DNP Project embraces the synthesis of both coursework and practice application and focuses on quality improvement, evidence-based practice, and program evaluation with a focus on urban health and policy. The outcome of the project is the implementation of a change in practice or to improve outcomes within an area of inquiry as well as a deliverable product of one publishable DNP Project Manuscript reviewed and evaluated by the student's DNP Scholarly Advisor and program faculty. Project courses help facilitate this learning and assist with project formation, progression, and dissemination.

According to AACN (2006)

All DNP Projects should:

- Focus on a change that impacts healthcare outcomes either through direct or indirect care.
- Have systems (micro-, meso-, or macro- level) or population/aggregate focus.
- Demonstrate implementation in the appropriate arena or area of practice.
- Include a plan for sustainability (e.g., financial, systems or political realities, not only theoretical abstractions).
- Include an evaluation of processes and/or outcomes (formative or summative). DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.
- Provide a foundation for future practice scholarship

DNP Project Team

The DNP Project Team should consist of the Department Head of DNP, DNP student, Practicum Preceptor from the agency where the project is being implemented, Practicum Course Faculty, and a DNP Scholarly Advisor who is an Oak Point University faculty member with doctoral preparation. In some instances, additional experts/mentors/partners/facilitators can be formal or informal collaborators and/or consultants. These individuals may provide intermittent or limited support throughout the project as needed.

DNP Scholar: Role and Responsibilities

The student of the DNP Program works closely with the DNP Scholarly advisor as they begin to manifest the direction of the evidence-based project alongside project faculty. The DNP scholar initiates topics and ideas of practice change and seeks supportive evidence within the literature review after needs assessment analysis. The advisor and student will work together as the IRB proposal is initiated and during the implement and evaluation of the DNP Project. The student serves as the project manager during implementation consulting with the clinical mentor. The student is responsible to seek feedback and guidance throughout the development of the DNP Project manuscript and obtain signatures as they progress through the program in the DNP Project outline. The DNP scholar should plan with the DNP advisor on how they will communicate throughout the program and obtain timely feedback for ongoing revision.

DNP Scholarly Advisor: Role and Responsibilities

The DNP Scholarly Advisor is an integral ongoing support and resource for the successful Doctor of Nursing Practice student alongside the DNP program faculty. Upon entry into the program, this doctoral prepared

faculty member is assigned to the student throughout all terms. We will do our best to pair faculty who favorably has knowledge and expertise in the specialty area of inquiry of the student. The DNP Scholarly advisor should assist the student in topic development and strategies for successful implementation and evaluation of an evidenced based change effort. This includes a supervisory role in the preparation of the IRB proposal and in the manifestation of the DNP Project Manuscript. The Advisor is also responsible for signing off the DNP project outline each term so that the evolution of the evidenced based project is transparent to all related faculty. The student and advisor should work together to establish regular times for feedback and collaboration.

DNP Clinical Mentor: Role and Responsibilities

The DNP Clinical Mentor is the outside clinical consultant identified by the student who will assist with the implementation and evaluation of the evidenced based project and assure that it aligns with the strategic initiatives of the institution or clinical agency. The primary responsibility of this role is to serve as a resource within the practice site, provide clinical oversight and communicate with the DNP project faculty on student progress.

DNP Project Proposal

During Projects I, II and III in the DNP Program, the student will conduct a needs assessment and complete a thorough integrative review of the literature on the topic of choice. This literature review will guide the process of developing the IRB proposal for the DNP Project. The IRB proposal must include a description of the project with identified gaps, a review of the literature and the intended methods, data plan, and evaluation methods for the project. They will document this process in their scholarly work as they manifest the DNP Project Manuscript retrospectively.

The DNP Project proposal must be read and approved by the DNP Project Team prior to implementation. All projects will be submitted for Institutional Review Board (IRB) approval. The student will apply for IRB approval under the guidance of the DNP Scholarly Project Advisor.

Research Involving Human Subjects

Federal policy requires that all research involving human subjects be approved by an Institutional Review Board (IRB) to ensure that the rights and welfare of human subjects are properly protected. The Resurrection University Institutional Review Board must review all research dealing with human subjects conducted by Resurrection University faculty, staff, or students. The researcher is required to complete the Application for Initial Review of Research Using Human Subjects prior to any research being conducted. A copy of the approved application from the Committee must be submitted along with the draft of DNP Scholarly Project to the IRB.

DNP Project Manuscript

DNP scholars are required to disseminate about their study and subsequent findings. This research dissemination must be presented in the form of a scholarly manuscript, peer reviewed by their DNP scholarly advisor, course faculty and submitted for evaluation by editors. Students will be requested to submit for plagiarism evaluation and publishing opportunities. DNP scholars will adhere to the University template and begin writing sections within the project courses. The final document will be submitted to Oak Point University's electronic repository.

DNP Project Outline

An overview of the DNP Project will be captured in the DNP Project outline. This outline will serve as a transparent document between the Department Chair, Project Course Faculty, DNP Scholar, and Faculty Advisor. All parties sign off that they agree with the progression of the project throughout stages of the program.

DNP Poster Presentation

The DNP Scholar will be required to develop a scientific professional poster for disseminating the research findings of their evidenced based project. Each student will be asked to submit their poster for presentation and will engage in university platforms to present their scholarly work to their peers, colleagues, and the college community.

DNP Digital Defense

The Digital DNP Project Defense is the virtual, formal presentation of the DNP Project to the DNP council members, university faculty, advisors, peers, friends, and family. It occurs in the final project course prior to graduation, by which all areas of the project are presented and justified as well as the presentation of the results and discussion. The defense must be completed prior to the student's anticipated graduation date and approved by the DNP council and course faculty to matriculate. Successful defense will award the student their honorary doctoral title if there are no outstanding course requirements or unsatisfactory marks which would exclude them from graduation and be cause for remediation.

Time to Degree

All DNP students must complete all requirements within five (5) years from the date of matriculation into the degree program. The DNP is a practice doctorate, but the students may achieve candidacy in Project 4 after IRB and successful EBP implementation. Time to degree includes completion of all required course work,

DNP Project Implementation, completion of the DNP Project Outline, Manifestation of the DNP Project Manuscript, Dissemination of their DNP EBP Poster, and successful DNP Digital Defense.

DNP Practicum

The DNP Project and Residency provide an opportunity for students to engage in clinical scholarship and integrate new knowledge and skills into the practice setting to achieve advanced practice competencies and program outcomes delineated in the DNP Essentials. Students are required to meet the CCNE requirement of a minimum of 1,000 practice hours. Unlike traditional clinical graduate nursing hours, students can tailor their interest and career goals by meeting the residency objectives and becoming content experts. Advanced Practice Nurses who have achieved at least 500 post baccalaureate clinical practice hours can transfer into this cumulative total. Students who do not meet these criteria, can opt into an independent study course to gain hours at a minimum of 100 hours or more each term.

The DNP Practicum courses expand the breadth and/or depth of clinical knowledge and skills in an additional area of expert nursing practice in healthcare Policy/Urban studies. Completion of this course will guide students in clinical development and attainment of practice hours. Students will be required to log this time into Typhon for faculty evaluation.

Students need to take a proactive role in finding a practicum site that will ensure success. Students can begin the process by identifying course-specific learning goals for the project and practicum courses in collaboration with course faculty. After identifying these goals, students can initiate the process of selecting a site that provides the best opportunity to promote learning. Learning goals should be integrated and will help to achieve course outcomes and competencies noted in The Essentials of Doctoral Education for Advanced Nursing Practice (DNP Essentials) as published by the American Association of Colleges of Nursing.

- Location for Practicum experience
  - o Networks and working relationships in the field may be used to determine a location for completing the practicum.
  - o Practicum hours may be completed at the student's work setting and the student may not be paid for hours
  - o If a student identifies a learning goal that is outside of their network, assistance may be needed in finding a practicum site. DNP faculty, academic advisor, DNP director or DNP project advisor may assist the student in exploring opportunities in certain areas.
- Criteria for site selection
  - o The site must be a healthcare or nursing institution consistent with the learning needs of your practice specialty.

Practicum Site Requirements

The practicum site may have various requirements for students. It is the responsibility of the student to ensure all site requirements are understood and completed prior to starting at the practicum site.

This may include, but is not limited to liability insurance, background check, drug or urine screening, immunizations, proof of health insurance, evidence of HIPAA training, current CPR certification or other requirements.

Typhon

Students will be required to keep a log of their clinical practice hours in Typhon. Each entry must be substantiated to account for time requested approval and reflect how it incorporates the DNP Essentials. DNP scholars should aim on achieving a minimum of 100 hours per term or more if they are not advanced practice nurses. Students will be asked to upload PDF verification into the course shell each term and practicum faculty will sign off on hours earned.

DNP Focused Resources

It is never too early for the DNP Scholar to search for resources that will help a student be successful in the DNP program. While not mandated, it is advised that students seek a statistician and editor in advance to assist with the evaluation and final production of the publishable DNP Project Manuscript. Students should also consider investing in SPSS software for data analysis and familiarize themselves with the academic writing resources available within the university and utilize programs such as "Turn It in" and "Tutor Me". Robust library resources including assistance with literature review and acquisition are available including a repository of past scholarly projects, in depth research databases, and other valuable resources.

Graduate Nursing Faculty

Dr. Reem Azhari, PHD, APRN, CNOR

Endowed Chair of Interprofessional Education

Professor, College of Nursing
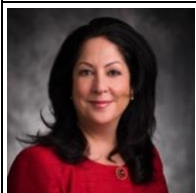
Dr. Azhari has been a nurse leader and educator for over twenty years, bringing a background in management, administration, and perioperative clinical practice to her position at Oak Point University. Her experience in team building informs her work as the Chair of Interprofessional Education, a position dedicated to graduating students ready to enter positions requiring multidisciplinary collaboration. Dr. Azhari is also committed to addressing the needs of vulnerable populations. In addition to her involvement in medical and peace missions in the West Bank, Gaza Strip, and the Philippines, she served two terms as Director of International Health for the United Nations Association-Greater Chicago Chapter, and currently acts as the faculty advisor for the Oak Point University-United Nations Association.

She has presented internationally at Sigma Theta Tau and IHIMA on the topics of United Nations Student Programs, workforce development and Interprofessional Education. Dr. Azhari has had her researched published on Interprofessional Education in the peer reviewed Journal of Hospital Administration. She has also been a presenter representing Oak Point University in Melbourne, Australia, Dubai, and Calgary. Her most recent research on COVID education for the Chicago workforce has been accepted at Sigma Theta Tau in Scotland. Dr. Azhari is slated to present on workforce development and the nursing shortage in the UK in 2023.

While working at Resurrection Medical Center, Dr. Azhari created a program to educate OR nurses—an effort that resulted in her transitioning into her current position as Oak Point University's first endowed chair of Interprofessional Education. Dr. Azhari aims not only to build the school's IPE scholars program, which graduates nursing and allied health students ready to enter the workforce in situations demanding collaborative practice; she also seeks to weave interprofessional education throughout the curriculum as a whole, from the bachelor's through the doctoral level.

Dr. Azhari holds an MS in Nursing from Saint Xavier University and a PhD in Business Psychology with a focus on Organizational Leadership from the Chicago School of Professional Psychology. She holds international certification in the operating room (CNOR). Dr. Azhari is certified in teaching online pedagogy and has received her Association of College and University Educators (ACUE) certification.

Dr. Azhari began her healthcare career as an operating room nurse. But as she gained experience building teams of different medical professionals, she found herself pulled into more managerial, administrative, and executive roles. Dr. Azhari says that her administrative experience, particularly her interest in leadership and development, led naturally to teaching. In addition to her commitment to interprofessional education, Dr. Azhari is dedicated to educating students about and meeting the needs of vulnerable populations. Part of this interest has involved serving two terms as Director of International Health for the United Nations Association-Greater Chicago Chapter, as well as her current role as the faculty advisor for the Oak Point University-United Nations Association. She has also been involved with medical and peace missions in the West Bank, Gaza Strip, and the Philippines.

Dr. Lisa Biancalana Marsh, DNP, APRN-FPA, FNP-BC, TNS

Chair of DNP Program, College of Nursing

Associate Professor, College of Nursing

Lisa Biancalana-marsh DNP, APRN-FPA, FNP-BC, TNS is an educator, mentor, entrepreneur, and leader in the nursing community. She is a doctoral prepared, full practice authority, nurse practitioner with a strong clinical and academic background who proudly serves in the role of DNP Department Chair and Program Director at Oak Point University.

She graduated Magna Cum Laude with both her undergraduate and graduate studies as she pursued the role of family nurse practitioner at Olivet Nazarene University and graduated Summa Cum Laude when she obtained her Doctor of Nursing Practice (DNP) degree from Frontier Nursing University, a top tier institution. In addition, she has earned a Post-Master Certificate in Education from The University of Texas El Paso. She is also a graduate of the Rush Opioid Use Disorder Treatment Fellowship. Dr Biancalana-Marsh (fondly known as Dr LBM) is currently a post-doctoral student at Brandman University and is seeking double board certification in Psychiatric and Mental Health. She is passionate about wholistic care, mental wellness, and addiction medicine.

She brings over 25 years of experience in various areas of nursing and healthcare including trauma and emergency medicine, labor and delivery, women's health, post anesthesia care unit, neonatal and adult intensive care, surgical intensive care and then evolved into becoming a primary care provider within the division of General Medicine at Cook County hospital.

She has taught various courses at the graduate and doctoral level for different universities and has served in the role of Assistant Professor, Academic Advisor, Clinical Course Coordinator, Nurse Residency Coordinator, DNP project chair and Scholarly Advisor. Dr LBM was instrumental in the re-structuring of the DNP program at Oak Point University and chairs the DNP Council and DNP admission panel. Lisa is an active university faculty member and serves on multiple committees including the DNP Task Force, University Curriculum Committee, Assessment Committee, Graduate Council, Graduate Admissions Committee and the Care and Action Team.

Dr Biancalana-Marsh holds several specialty certifications in advanced life support and trauma services: BLS, PALS, ACLS, PHTLS, ATLS. She is a member of the Sigma Theta Tau Honor Society, American Academy for Nurse Practitioners and Illinois Society for Advanced Practice Nurses and has been asked to present on multiple platforms.

She is responsible for motivating countless nurses to reach their terminal degree inside and outside the university. She strives as the DNP Department Chair and Program Director, to continuously enhance the rigor and scholastic experience for our DNP Scholars.

Dr. Yolanda Coleman, DNP, RN

Ass Professor, College of Nursing

Dr. Yolanda A. Coleman is an influential leader in the healthcare industry. Currently, she serves as a Chief Nurse Executive at Weiss Memorial Hospital. She has served as a Vice President of Patient Care Services/ Chief Nursing Officer for Midwest Regional Healthcare/CTCA. She has also worked as an Assistant Chief Nursing Officer and Executive Director of Care Transformation at Sinai Healthcare System. is the Assistant Vice President of Nursing at Saint Anthony Hospital, as well as an Assistant Professor of Nursing for Resurrection University. She also previously served as the Director of Walter Payton Liver Center and Transplant/Surgical Services at UI Health and Administrative Director for Loyola Health. Dr. Coleman is not only a leader; she is a healthcare strategist, consultant, and researcher.

Dr. Coleman graduated from Marquette University in 1996 with a bachelor's degree in Medical Technology and a minor in Chemistry. She earned her Master's in Nursing from DePaul University where she has served as an Executive Board member for the Black Alumni Association. She is a founding board member for the Ezekiel Taylor Scholarship Foundation, and Bylaws Chair for the Illinois Nurse Leader Association. In 2012, Dr. Coleman received her Doctorate in Nursing from the University of Illinois at Chicago. Dr. Coleman focused on breast cancer research. Dr. Coleman is a volunteer for Susan G. Komen and a guest speaker in the community and for organizations. She is also a certified Nurse Executive and a member of the American College of Healthcare Executives (ACHE). She has served on the Regent Advisory Council for ACHE. Dr. Coleman was appointed to the American Nurses Association Expert Panel for Education. Dr. Coleman is currently the President of the University of Illinois at Chicago College of Nursing Alumni board. In 2018, Dr. Coleman was awarded the Illinois Nurse Leader Community Effort Award and Influential Leader nominee. In 2022, Dr. Coleman was nominated for a Women Who Inspires Award.

Dr. Yolanda Coleman uses her talents and skills to create life changing moments in people's lives. While maintaining a balance as a mom, professional nurse leader, and educator, Dr. Coleman continues to carry out her services to the community as she teaches students and serves as mentor for young girls and women. She is able to measure her success not only by the impact she has on others but by creating and generating something that gives not only her life meaning, purpose, and direction but others she comes in contact with. "Each day, I am thankful for my family, peers, and employees who keep me motivated to continue to pursue service and excellence," says Dr. Coleman. "Advanced education is something so worthwhile that I've invested my life within it.

Dr. Lou Curet, PHD, MSN, MBA, APRN, FNP-BC
Associate Professor, College of Nursing

Dr. Curet has a PhD in Information Systems from the University of London (London School of Economics, UK) for which he specialized in data mining and classification algorithms. He is also I.T.P. qualified from INSEAD. Dr. Curet gained an M.B.A. from the University of Nantes (France) and M.S.N. Family NP, Duquesne University. He has been the president of the World Curet Foundation for many years, and he has worked in many medical fields, including home health care, family medicine and cardiovascular medicine. He has been teaching a few courses, from RN/BSN all the way to PhD and DNP programs.

Dr. Claire DeCristofaro, MD

Adjunct Professor, Distance Educator, College of Nursing
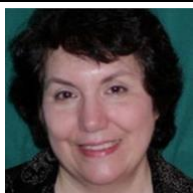
Claire DeCristofaro, MD is a graduate of Hunter College of CUNY in New York City, where she majored in Biology/Chemistry and minored in Math/Psychology as a Thomas Hunter Honors Scholar. She then attended Albert Einstein College of Medicine, in the Bronx, NY. Her family practice was in urban (inner city) New York City before moving to Tennessee in 1983 to start a rural practice. After moving to South Carolina in 1995, she continued her medical practice in both a rural HRSA clinic and the free-clinic setting.

Since 1981, she has been faculty at the graduate and/or undergraduate level in NY, SC, NC, IL, PA, and CA. In addition, she has served as clinical preceptor for medical, pharmacy (D.Ph.), FNP and PA students at her medical practice sites. She has taught graduate and undergraduate healthcare programs and behavioral health programs for many years. Currently, she is Professor Emeritus for the College of Arts & Sciences (Department of Behavioral Sciences, University of Arizona Global Campus), Clinical Assistant Professor (Medical University of South Carolina, DNP program), and Adjunct Assistant Professor (Oak Point University, MSN program, Chicago, IL). Her course responsibilities are within professional healthcare programs (advanced pathophysiology, advanced pharmacology, community health, clinical diagnostics, physical exam/health assessment), psychology programs (health psychology, physiological psychology, gerontology), as well as undergraduate BSN courses in pathophysiology and pharmacology. She has been active in developing Continuing Education for non-physician providers (APRNs, PAs) as well as pharmacists and nurses, most recently for Upstate AHEC in SC, with a focus on Controlled Substance Prescribing/SUD and other clinical topic updates.

She has been selected for several university teaching awards at Ashford University (Faculty Scholarship Award), at MUSC (Outstanding Teacher's Award, Distinguished Teaching Service Award), and WCU (Chancellor's Meritorious Engaged Teaching Award, J.M Robinson eTeaching Award). As an eLearning Faculty Fellow, she helped develop an Online Course Assessment Tool; she has presented this tool at various academic events including the Sloan-C International/OLC Conference. Her past and upcoming journal publications have included topics on educational strategies to support communication within the clinical multidisciplinary team, blending technology in the classroom (simulation and mobile devices), online resources for community adult education, interdisciplinary professional education, service learning to advance health equity, advance directives, clinical case studies and mobile technology, as well as clinical topic reviews (smoking cessation, diagnostics for HPV, anesthesia emergence agitation, childhood obesity, traumatic brain injury, sucrose analgesia, long-acting contraception, advance directives, patient decision aids). Selected authored continuing education courses have included controlled substance prescribing, pain management, diabetes, hypertension, irritable bowel syndrome, overactive bladder syndrome, dyslipidemia, onychomycosis, safe practice, and complementary/alternative medicine. Book chapters have included psychopharmacology for integrated behavioral health practice and use of mobile technology in nursing education. Education conference presentations include student engagement in the online discussion board, peer review of online teaching, assessment of online courses, online communities in graduate nursing education, online resources for adult arts education, the flipped classroom, service learning, health literacy, collegial collaboration, & mobile technology in teaching. She enjoys stressing the practical aspects of advances in basic science as they apply to clinical therapeutics.

Dr. Christopher Galloway, DNP, APRN-FPA, FNP-BC, PMHNP-BC, MOT, CME

Assistant Dean, Graduate Programs, College of Nursing

Associate Professor, College of Nursing

Dr. Christopher Galloway has fifteen plus years of experience as a professional registered nurse. He is a Doctor of Nursing practice and board-certified family nurse practitioner with strong academic and professional experience. He received his Bachelor of Science degree in nursing from University of Saint Francis in Joliet, IL. He pursued advanced degrees from Resurrection University in Chicago, IL, where he obtained his Master of Science in Nursing, Family Nurse Practitioner, in 2015 and his Doctor of Nursing Practice, Urban Health Focus, in 2019, and most recently pursued dual board certification by obtaining his Post Graduate Certification as a Psychiatric Mental Health Nurse Practitioner in 2022. He is the Assistant Dean of Graduate Programs for the College of Nursing at Oak Point University, provides community-based care as a Board-Certified Family Nurse Practitioner, and served in the United States Army Nurse Corps for 10 years. While at Resurrection University, Christopher obtained his Master Online Teacher certification from the University of Illinois, in 2016, which allows him to be an online education expert to teach and conduct course development and revision for both hybrid and online courses. He redeveloped the BSN for RN online curriculum for Resurrection University as well as other individual undergraduate and graduate courses. He has had the pleasure of being a member on several committees at Resurrection University including the online education AQIP committee, graduate committee, faculty organization, and DNP task force committee. He currently is a member of the Graduate Council, Faculty Organization, DNP Task force, Assessment Committee, and is the Chair of the Academic Appeals Committee at Oak Point University. He also supports his peers in the realm of online education to ensure that the online course offerings at Resurrection University meet and exceed credentialing requirements.

As a Board-Certified Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner, Christopher has eight years of expertise in performing physical examinations, acute care, chronic care, dermatology, addiction, and weight management. He also has become a pioneer in healthcare as being one of the first nurse practitioners to open a nurse practitioner owned and operated family health practice in Illinois. His dedication to nursing and his current clinical practice allows him to remain current with his skills to better educate nursing students at all levels of higher academia. He also uses the clinic platform to precept and educate nurse practitioner students and doctoral candidates. Prior to becoming a nurse practitioner, Christopher worked for more than eight years as a registered nurse, where he has worked in several areas of nursing, including being a house operations administrator of a 500+ bed hospital and assistant manager of more than 180 healthcare staff. He has also worked as a bedside nurse in the intensive care unit, emergency department, telemetry unit, and medical/surgical unit.

He served in the United States Army Nurse Corps Reserves for 10 years where he served part of his tenure as executive officer of the 801st combat support hospital, where he led more than 300 healthcare personnel. During his time in the nurse corps, he developed strong leadership and training capabilities. These skills have proved beneficial both in higher education and clinical practice.

His continued goals are to care for patients in an outpatient clinic setting, educate students and the community at large, collaborate with other healthcare professionals to develop evidence-based practice models, and provide interprofessional education to improve patient outcomes. His focus is on family practice and healthcare knowledge, but also has a passion for the outer person as well. His mission, vision, and values are unique in that they can follow him throughout his career path without having to change or compromise his beliefs.

Dr. Lisa Janeway, DNP, RN, BC-NI, CPHIMS, FHIMSS

Adjunct Professor, College of Nursing

Dr. Lisa M. Janeway DNP, RN, BC-NI, CPHIMS, FHIMSS holds the position of Nurse Informaticist at Northwestern Medicine Healthcare in the Health Informatics Department. She has been working in the informatics field for over 18 years. Lisa has extensive experience implementing electronic health records and information systems in academic and community-based settings. She has held various positions, including clinical application analyst, project manager, team lead, and manager. Lisa graduated with a bachelor's degree in Nursing and a minor in Psychology in 1886 from Lewis University. She completed her Master's Degree in Nursing in 2009 from Lewis University with a focus on Education. Lisa graduated with a Doctor of Nursing Practice in 2018 from Loyola University in Healthcare Informatics. She is board certified in Nursing Informatics by the American Nurse Credentialing Center and is a Certified Health Professional in Health Information Management Systems.

Lisa's clinical background is in Obstetrics and Gynecology, where she worked as a staff nurse and charge nurse for over 15 years. She is an experienced Neonatal Intensive Care, Labor and Delivery, and Postpartum Nurse. Also, she was the Practice Administrator for a sizeable Ob-Gyne Physician practice. Lisa is the former President of the Greater Illinois Healthcare Information Management Systems Society Chapter. She is a former board member of the Epsilon Upsilon Chapter of the National Honor Society of Nursing. Lisa is a member and former Co-Chair of the Big Data Science Work Group leading the mobile health workgroup from 2018- 2019. She is a current member of the International Honor Society of Nursing and the American Nursing Informatics Association. Dr. Janeway's Doctoral research was on the usability of the electronic health record. Her work included a training program for Nurse Analysts and the implementation of an electronic health record usability protocol to assess the effectiveness, efficiency, safety, and satisfaction of a new OB Hemorrhage Risk Assessment. Additionally, Lisa has published in scholarly journals, presented at international and local conferences, and was a co-author of a textbook chapter for Nursing Leaders.

Agatha Jefferson, MSN, APRN, FNP-C
Adjunct Professor, College of Nursing

Experienced professional with a demonstrated history of working in the hospital & health care industry. Skilled in English, Microsoft Excel, Customer Service, Microsoft Word, and Microsoft PowerPoint. Strong healthcare services professional with a Master of Science (MS) focused in APN from North Park University. Biography Coming Soon.

Dr. Melissa Murphey, DNP, APRN-FPA, FNP-BC

Dean, College of Nursing

Professor, College of Nursing

Dr. Melissa Murphey was named Dean of College of Nursing in February 2022. Prior to accepting the role of Dean, she served as Assistant Dean for Graduate Programs at Oak Point since 2016. During her tenure, she spearheaded our inaugural Doctor of Nursing Practice program and has worked with our graduate team at adding 2 additional nurse practitioner tracks in Acute Care Adult Gerontology and Psychiatric Mental Health. A doctor ally prepared family nurse practitioner, her clinical and teaching experiences before coming to Oak Point University (formerly Resurrection University) in 2015 include her role as Director of Nursing at the University of Illinois Health and Hospital System, Dr. Murphey has conducted research, published, and presented nationally and internationally on vulnerable populations, scholarly writing, obesity, bariatric surgery, and the detection of depression. She is currently involved in separate collaborations with Chicago Public Schools and Special Olympics, where graduate students provide physical exams to athletes and special needs students.

Dr. Murphey holds a Doctorate in Nursing Practice from the University of Illinois at Chicago, a Master of Science in Nursing from DePaul University, and a Bachelor of Science in Nursing from Lewis University. While at Lewis University, Dr. Murphey played NCAA collegiate basketball while completing her BSN degree.

Kimberly Pieczynski, MSN, APRN, PNP-BC

Adjunct Professor, College of Nursing

Biography Coming Soon

Dr. Kathy Roberts, DNP, APRN, FNP-C
Assistant Professor, College of Nursing

Dr Kathy Roberts is a board-certified family nurse practitioner holding a national certification through the American Nurse Credentialing Center (AANC). She attained her undergraduate and graduate degree at Olivet Nazarene University in 2013 and progressed to complete the Certified Nursing Education (CNE) program and achieved her doctoral degree from Valparaiso University in 2020.

She began her journey dedicating 14 years of service as a bedside nurse in various specialties; Pediatrics, Pediatric ICU, Neonatal ICU eventually transitioning to management for the Pediatric ICU. Before leaving the bedside, she worked in one of the largest emergency room trauma centers located in Chicago, IL, that is where she became a certified emergency communications nurse (ECRN).

Currently Dr Roberts works full time as a primary care provider who manages complex chronic and acute illnesses. She is Certified and lead provider in Cook County's General Medicine Medication Assistant Treatment (MAT) program. As she has dedicated her time and passion to her patients, she acquired certification in Motivational Interviewing.

Dr Roberts also works part time as a faculty professor for Oak Point University. She has experience with teaching in various programs, Bachelor of Nursing Science, Master of Nursing, Nurse Practitioner program and Doctoral of Nursing programs. Dr Roberts has recently become the course coordinator for Health Assessment.

On Dr Roberts leisure times she became certified in Botox and fillers. She volunteers at various health fairs for churches and has worked closely with National Nurses Organizing Committee (NNOC). She also enjoys traveling and spending time with family and friends.

Dr. Katherine Skurski, DNP, APRN-FPA, FNP-BC, PMHNP-BC

Assistant Professor, College of Nursing
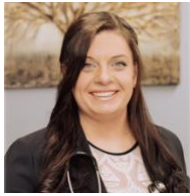
Dr. Katherine Skurski, DNP, APRN-FPA, FNP-BC, PMHNP is a dedicated healthcare professional who has served the nursing community as a Full Practice Authority Advanced Practice Registered Nurse, Board Certified Family Nurse Practitioner at Elemental Care Health & Wellness Center, Assistant Professor at Oak Point University, and Nursing Instructor at Morton College. Dr. Skurski has been a professional nurse for 7 years. She was awarded her Doctor of Nursing Practice, Urban Health focus, in 2021 from Resurrection University and Master of Science in Nursing, Family Nurse Practitioner focus, in 2018 from Resurrection University. She also obtained her Bachelor of Science in nursing degree in 2015 from Resurrection University. Before her career in healthcare, Dr. Skurski was a mathematics educator for five years and received her Bachelor of Mathematics from Lewis University, Romeoville, IL, in 2008. As an educator, Dr. Skurski has dedicated herself to being a role model for students by continuing her education as she is currently pursuing dual board certification as an advanced practice nurse practitioner by completing her Post Graduate Certificate program for Psychiatric and Mental Health Nurse Practitioner (PMHNP) certification.

She is a highly respected leader amongst her peers and has been featured in several nationally published articles for her opinions of nursing education and future employment trends. As an advanced practice nurse, she is a compassionate healthcare provider who seeks to serve the most vulnerable populations. Her efforts during her DNP program have earned her research project many recognitions and she has been invited to present at both national and international conferences.

Dr. Georgianne Summer, DNP, APRN, AGACNP-BC

Chair of AGACNP Programs

Assistant Professor, College of Nursing

Georgianne Summer, DNP, RN, AGACNP-BC is a Georgia native whose goal is to serve others with compassion and deliver holistic care for all patients and their families. Her passion in healthcare to restore patients' mind-body-spirit has brought her back to the Atlanta area. She has 19 years of nursing experience, with 12 of those years spent in Neuro ICUs within metropolitan hospitals. She enjoys educating and cultivating Nurses and NPs by sharing her knowledge and "secrets" of the profession. Dr. Summer previously worked at Purdue University Global, where she was Program lead and Professor for the Adult-Gerontology Acute Care Nurse Practitioner Program. She obtained her Bachelor of Science in Nursing from Emory University and her Doctor of Nursing Practice at Medical College of Georgia. Georgianne has been the recipient of several awards including the Lettie P. Whitehead Scholarship and the Sancken Davis Memorial Scholarship. She was selected for oral presentation for the Sigma Theta Tau International's 28th International Nursing Research Congress, 2017 and her Evaluation of a Sedation Vacation Protocol is now published in the Virginia Henderson Global Nursing e-Repository.

Rev. 08/31/2023
Exp. 08/31/2024

Dr. Nicole Walters, DNP, APRN, PMHNP-BC, WHNP-BC, CNE

Chair of PMHNP Programs

Assistant Professor, College of Nursing

Dr. Walters started her career in health care over 20 years ago. She has worked in various areas of clinical nursing and midwifery practice including psychiatric nursing, maternal-newborn nursing, and midwifery clinics in the U.S. and internationally. She has taught as both face-to-face and online adjunct faculty for multiple colleges since 2013.

She received her undergraduate degree from Liberty University then her graduate nursing education as a PMHNP from University of Cincinnati, an additional post graduate certificate as a Women's Health Nurse Practitioner and her Doctor of Nursing Practice from Touro University-Nevada.

Dr. Walters joined Oak Point University as a consultant and adjunct faculty in 2021 as an assistant professor in the graduate nursing, PMHNP specialty program. She also works with her private practice that serves multiple states and clinics in a consulting and clinical practice role to serve the women's mental health population.

Her research and clinical focus are in the areas of nursing leadership with a specialty emphasis in women's mental health, as well as pelvic floor dysfunction and breastfeeding as well as nursing education. She has additional interest in assisting primary care clinics implement perinatal mood disorder screenings, the continued advocacy for breastfeeding, the maternal infant dyad, and infant mental health.

Biography

Graduate Companion Review and Updates

This graduate companion will be reviewed and approved by the Graduate Council prior to the start of every semester. Please make sure that you are reviewing the current graduate companion as noted by the revision and expiration dates at the bottom of every page other than the cover page. Below is a list of the revision dates to ensure that the most recent version is being viewed. For questions regarding the Graduate Companion, or to suggest edits, please contact the Assistant Dean of Graduate Programs at christopher.galloway@oakpoint.edu.

Revision Date	Expiration Date	Major Changes
10/18/2022	12/17/2022	Companion Created
12/17/2022	05/31/2023	Removal of Program Chair, Faculty Updates, Revision of accreditation statement
05/31/2023	08/31/2023	Revision of DNP course title to align with approved course name and number, Additional language to support understanding of what happens if a student is unsuccessful, below an 84%, in a course, MSN and DNP Program Learning Outcomes updated as approved by the University Curriculum Committee, Update faculty credentials and rank
08/31/2023	08/31/2024	Faculty rank, credentials, and biography updates; Numbering changes on page 55.