



Holy Family
UNIVERSITY

Graduate Nursing Program Handbook

Student Policy Manual

2026-2027

About Holy Family University

Holy Family University is a private Catholic institution located in Philadelphia, PA. Founded in 1954, the University's mission is informed by its core values of family, respect, integrity, service and responsibility, learning, and vision. The University fosters diversity and inclusion, creating a welcoming and inclusive learning environment for all. Holy Family University educates students in liberal arts and professional studies to fulfill lifelong responsibilities toward God, society, and self. The University is composed of five schools: Arts and Sciences, Business Administration, Education, Nursing, and Professional Studies. Nestled in the heart of a historic residential neighborhood in the Northeast, the University is just minutes from the excitement of Center City. Holy Family enrolls more than 3100 students at the undergraduate, graduate, and doctoral levels at its Philadelphia and Newtown campus locations.

Holy Family University is a sponsored ministry of the Sisters of the Holy Family of Nazareth.

Graduate Nursing Program Handbook

The Holy Family University School of Nursing Graduate Program Handbook provides an overview of the Master of Science in Nursing and the Doctor of Nursing Practice programs, as well as the policies and procedures that guide students, clinical faculty, and preceptors. This handbook should be used in conjunction with the Holy Family University Graduate Catalog, which provides detailed information on programs of study, course descriptions, policies and procedures for the University Graduate Program.

Holy Family University reserves the right to change, without notice, any statement in this publication concerning, but not limited to, rules, codes of conduct, processes and procedures, policies, tuition, and fees.

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1.0 General Information

1.1 Holy Family University and School of Nursing Mission and Values Statement

Mission: To educate students within the University environment, at the graduate and undergraduate levels, to assume a professional role in the delivery of high-quality care in nursing, radiologic science and health promotion and wellness, and to cultivate a sense of responsibility to be actively involved in service to the human family.

Vision: To provide exceptional quality nursing education in a caring, collegial, faith-based environment that challenges students and faculty to extend their intellectual horizons.

Values: The mission and values of the SON are built upon the core values of Holy Family University: family, respect, integrity, service and responsibility, learning and vision. The Mission and Values of Holy Family University are readily accessible on www.holyfamily.edu.

Institutional Student Learning Outcomes (ILO's)

The Holy Family Experience is a curriculum centered on meeting the following six Student Learning Outcomes and their subsequent goals.

1. Family
2. Integrity
3. Respect
4. Service and Responsibility
5. Learning
6. Vision

1. Family

The six skills associated with Family are:

- Collaboration
- Interpersonal Communication
- Conflict Resolution
- Listening
- Patience
- Adaptability

2. Integrity

The six skills associated with the value of Integrity are:

- Honesty
- Humility
- Ethical Reasoning
- Courage
- Resilience
- Self-Awareness

3. Respect

The six skills connected with the core value of Respect are:

- Openness
- Empathy
- Compromise
- Etiquette
- Cultural Sensitivity
- Professional Communication

4. Service and Responsibility

The six skills associated with the value of Service and Responsibility are:

- Accountability
- Discipline
- Compassion
- Time Management
- Organization
- Advocacy

5. Learning:

The six skills related to the value of Learning are:

- Critical Thinking
- Curiosity
- Self-Reflection
- Study Skills
- Technological Literacy
- Information Literacy

6. Vision:

The six skills associated with the value of Vision are:

- Problem Solving
- Creativity
- Persistence
- Resourcefulness
- Decision-Making
- Agency

1.2 Holy Family University Nursing Philosophy

The Philosophy of Nursing at Holy Family University embodies and enlarges upon the institutional mission by including statements of values and beliefs about humankind, the environment, health, nursing and education. These statements provide the foundation for the conceptual and theoretical bases for the Nursing programs.

In the setting of a small Catholic liberal arts university, the nursing curricula are committed to the development of the whole person. Through close personal interaction between students and faculty, an atmosphere of mutual respect, and an environment, which facilitates dialogue, trust is developed. In the context of the Judea-Christian tradition, nursing fosters a reverence for the dignity of the human family, and a respect for the uniqueness of the individual.

Furthermore, an appreciation for education as a liberating force is highly valued.

1.2.1 Humankind

A diverse and complex creation of God, humankind is a unique combination of body, mind, and spirit. Humans exist within the contexts of the individual, family, group, community, nation, and world. Humans have the capacity for self-knowledge, the ability to choose, think critically, and assume responsibility for themselves and others.

1.2.2 Environment

The environment is complex in nature and is a continuous dynamic interchange of physical, psychosocial, cultural, spiritual, economic, and political contexts within a global world. The effects of the environment on the health of individuals, families and communities are addressed by nursing.

1.2.3 Health

Health is a dynamic multidimensional state fluctuating along a wellness-illness continuum. The responsibility for health lies ultimately with the person and society, not with any one segment of that society. Individuals can take deliberate action to promote, maintain, enhance, and/or restore health for themselves and society.

1.2.4 Nursing

Nursing encompasses the arts and sciences and requires the integration of specialized knowledge and skills in providing comprehensive care for individuals, families, and communities. The art of nursing primarily consists of the use of self in caring for others and requires an appreciation of the whole person. The development of a sense of service and social consciousness is important to the role of the professional nurse. Nursing as a science builds upon extant theories from nursing and other disciplines. Nursing science generates and tests hypotheses to develop comprehensive nursing knowledge for the delivery of nursing care.

Professional nursing involves accountability for the diagnosis and treatment of actual and potential human responses throughout the lifespan. Nursing as a profession assists human beings in the management of these responses on a continuous basis to sustain life and health, recover from disease or injury, and/or die with dignity.

Nursing actively participates in developing a quality, accessible health care delivery system. Nursing practice focuses on health promotion, disease prevention, early detection of illness and health restoration. Essentially, nursing provides a human service that encourages self-reliance in the management of health care. Nursing in partnership with consumers and health team members, assists in the development of healthy communities. Working collaboratively with other members of the health care team, nursing ensures clients' rights to actively participate in planning their health care.

1.2.5 Education

Nursing education is engaged in developing critical thinking and critical reasoning skills. The application of knowledge based on scientific principles, which incorporates research into practice, is essential in the development of the professional nursing role. The partnership between faculty, student, and consumer is a key component for learning in all Nursing

programs. Faculty and students are critical thinkers and active learners. Faculty facilitates learning and provides guidance for students through expanded learning experiences. Students are assisted to assume responsibility for seeking and using resources, actively participating in learning, and evaluating personal progress. Nursing recognizes its responsibility to prepare graduates for the changing needs of society. The nursing faculty believes the advancement of the nursing profession is accomplished through the educational process, which includes scholarship, practice, technological competence, and leadership. The expectation for graduates is that they will accept responsibility for continued professional growth, advancement of the profession, and the provision of competent and safe nursing care that is evidence-based, collaborative, culturally appropriate, and guided by moral, ethical and legal principles.

1.3 Statement of Commitment to Human Dignity and Diversity at Holy Family University

The mission of Holy Family University emphasizes and affirms the dignity of the person and the oneness of the human family. This mission encourages commitment to fostering a university community that is rich in its diversity of people and ideas.

To these ends, as a university community, we dedicate our efforts to respecting individuality, valuing personal dignity, fostering civility and mutual respect, and modeling the core values. We are an academic environment that provides a place for the sharing of ideas and values from many different traditions to foster the awareness of one's serious responsibility toward all humanity.

We, at Holy Family University, are dedicated to empowering our students with knowledge and sensitivity to "assume life-long responsibilities towards God, society and self." We embrace the challenge of seeking peace and harmony in a diverse global community. The faculty of the Department of Nursing provides a caring and supportive environment while respecting the diversity of the student body and communities which it serves.

2.0 Program Accreditation

Holy Family University retains full regional accreditation as an institution of higher learning offering baccalaureate, master's, and doctoral degrees from the Middle States Commission on Higher Education (MSCHE). Holy Family University maintains full approval from the Department of Education for the Commonwealth of Pennsylvania.

The master's degree program in nursing and Doctor of Nursing Practice program at Holy Family University are accredited by the Commission on Collegiate Nursing Education (CCNE)

<https://www.aacnnursing.org/ccne-accreditation>

Students who complete the required program of study are eligible for the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) examination for certification as an FNP or the ANCC Nurse Executive Certification.

3.0 The MSN Program

3.1 MSN Program Mission

The MSN program is committed to the provision of high-quality graduate education that instills in the MSN graduate a responsibility to God, humanity, the nursing profession, and self.

3.2 MSN Program Goals

The School of Nursing faculty are committed to the development of master's-prepared nurses who practice at an advanced level in the study and delivery of high-quality health care.

The goals of the Master of Science in Nursing program are to:

1. Provide a graduate nursing curriculum that is tailored to address current and future global health care needs and issues in a variety of health care settings.
2. Prepare graduates for nursing practice in advanced capacities.
3. Provide a foundation for certification in selected specialty areas of nursing and doctoral study.

3.3 MSN Program Learning Outcomes (PLO's)

1. Synthesize knowledge from nursing, related sciences, and humanities to enhance health care and advance the practice of nursing. (ILO 5; AACN domain 1)
2. Assume a leadership role in developing and implementing clinical practice programs in the promotion, maintenance, and restoration of health. (ILO 6; AACN domain 6,10)
3. Design quality improvement and patient safety initiatives to promote culturally responsive and equitable patient-centered care. (ILO 3; AACN domain 5)
4. Demonstrate the use of scholarly inquiry to investigate, propose, and disseminate resolutions to nursing and healthcare issues and to contribute the body of nursing knowledge. (ILO 3; AACN domain 4,10)
5. Analyze current and emerging technologies to support practice and advance knowledge in community health, education, administration, and clinical practices. (ILO 1; AACN domains 3, 8)
6. Promote change in healthcare delivery systems through an analysis of variables that influence the design and funding of health care systems and policy. (ILO 4; AACN domain 7)
7. Design strategies to promote collaborative relationships in the delivery of health care. (ILO 1; AACN domain 6,9)
8. Incorporate the concept of social responsibility into practice through a respect for the whole person and concern for the health and welfare of others. (ILO 2; AACN domain 2, 9)

3.4. Master of Science in Nursing (MSN) Program:

Students enrolled in the Master of Science in Nursing degree program at Holy Family University are introduced to an interdisciplinary curriculum grounded in professional nursing standards, ethical and moral concepts, and scientific principles.

The Holy Family University Master of Science in Nursing program offers three distinct tracks, each designed to cultivate specialized expertise and prepare you for impactful roles in the evolving healthcare landscape:

- **Nursing Education:** The Master of Science in Nursing (MSN) in Nursing Education is a 33-credit online program. With a Master of Science in Nursing (MSN) specializing in Nursing Education, you can significantly impact the future of

healthcare by educating the next generation of nurses. This degree prepares you to work as a nurse educator in various settings, including nursing schools, community colleges, technical schools, healthcare organizations, and continuing education programs. Students will be responsible for developing curriculum, teaching and mentoring students, evaluating their performance, and staying updated with the latest nursing trends and technologies. Students may also assume leadership roles within educational institutions or contribute to research and policymaking efforts aimed at enhancing nursing education standards. For those passionate about shaping the next generation of nurses, this track equips students with the pedagogical theories, curriculum development skills, and teaching methodologies necessary to excel as an academic or clinical educator.

- **Nursing Leadership:** The Master of Science in Nursing (MSN) in Organizational Leadership is a 33-credit online program. With a Master of Science in Nursing (MSN) in Organizational Leadership, you can pursue various advanced roles in the healthcare industry. This degree equips you with the skills to effectively manage and lead healthcare teams, implement strategic planning, and improve healthcare delivery systems. Students can work as a nurse manager, clinical director, healthcare administrator, or nurse consultant. Additionally, this degree can prepare students for executive roles such as Chief Nursing Officer (CNO) or Director of Nursing (DON). In these roles, students can influence healthcare policies, improve patient care quality, and contribute to your organization's overall growth and development. This track is designed for aspiring leaders who seek to influence healthcare policy, improve patient outcomes, and manage complex healthcare systems. Students will develop advanced leadership competencies, strategic planning skills, and an understanding of healthcare finance and informatics.
- **Family Nurse Practitioner (FNP):** The Master of Science in Nursing (MSN) in Family Nurse Practitioner is (39 Credits). With a Master of Science in Nursing (MSN) in Family Nurse Practitioner degree, students can work in clinics, private practices, or community health centers providing comprehensive care, including health assessments, diagnosis, management of acute and chronic conditions, and preventive care across the lifespan. This degree equips you with the skills to diagnose and treat acute and chronic illnesses, as well as prescribe medications.

Our program emphasizes the development of critical thinking, evidence-based practice, and compassionate care, preparing graduates to excel as primary care providers and leaders in the evolving landscape of healthcare. With a focus on holistic and preventive care, our FNP program empowers nurses to make a meaningful impact on the health and well-being of their communities.

3.5 Post Master's APRN Certificate Programs

Our Post-Master's Certificate program offers three distinct tracks, each meticulously crafted to equip you with the specialized knowledge and skills demanded by today's dynamic healthcare environment:

- **Nursing Education:** For nurses eager to transition into roles as educators, this track will deepen your understanding of pedagogical theories, curriculum development, and innovative teaching strategies. Students will be prepared to

inspire and mentor the next generation of nursing professionals in academic and clinical settings.

- **Nursing Leadership:** Designed for those who aspire to drive change and innovation within healthcare organizations, this track focuses on advanced leadership principles, healthcare policy, quality improvement, and strategic management. You will gain the competencies to effectively lead teams, optimize patient care, and shape the future of nursing practice.
- **Family Nurse Practitioner (FNP):** This track offers master's-prepared nurses the opportunity to become highly skilled primary care providers, capable of delivering comprehensive, evidence-based care to individuals and families across the lifespan. You will develop advanced diagnostic reasoning, prescriptive authority, and the clinical acumen necessary for independent practice.

A gap analysis is a crucial step in creating an individualized Post-Master's APRN Certificate program. The core purpose of a gap analysis is to identify the discrepancy between a student's existing knowledge, skills, and previous coursework, and the specific requirements and competencies of the desired Post-Master's Certificate track. This ensures that the student only takes the necessary courses, avoiding redundancy and optimizing their learning path.

3.6. MSN Core Course Requirements: (7 courses - 21 credits) -All students in all tracks.

NURS 620 - Leadership, role development, and foundations of practice

NURS 621 - Research and EBP

NURS 622 - Policy, diversity, and ethical issues in HC

NURS 623 - Population Health, Health promotion and disease prevention

NURS 626 Advanced Pathophysiology

NURS 627 Advanced Pharmacology

NURS 628 Advanced Physical Assessment & Dx reasoning

3.7. MSN Nursing Education Program Courses (3 courses - 12 credits)

NURS 660 Teaching strategies, learning theories and Curriculum design (125 clinical hours) (3 credits)

NURS 661 Assessment and Evaluation in Nursing Education (125 clinical hours) (3 credits)

NURS 662 Education Practicum (250 clinical hours) (6 credits)

3.8. MSN Nursing Organizational Leadership Program Courses (3 courses - 12 credits)

NURS 665 Leadership strategies (125 clinical hours). (3 credits)

NURS 666 Finance in nursing practice (125 clinical hours). (3 credits)

NURS 667 Leadership Practicum (250 clinical hours). (6 credits)

3.9 MSN Family Nurse Practitioner Program (FNP 6 courses -18 credits)

NURS 631 - Intro to professional practice (125 clinical hours). (3 credits)

NURS 632 - Care of Families I (125 clinical hours). (3 credits)

NURS 633 -Care of Families II (125 clinical hours). (3 credits)

NURS 634 -Care of Families III (125 clinical hours). (3 credits)

NURS 635 -Care of Families IV (125 clinical hours). (3 credits)

NURS 636 -Care of Families V (125 clinical hours). (3 credits)

MSN Program Learning Outcomes mapped to AACN 2026 Essentials and Nursing standards and guidelines

Program Outcomes At the completion of the program, the Holy Family University MSN graduate will be able to:	AACN Essentials 2026	NONPF competencies	AONL	NLN educator competencies	QSEN competencies:
1.Synthesize knowledge from nursing, related sciences, and humanities to enhance health care and advance the practice of nursing. (ILO 5)	AACN Domain 1	NP Domain 1	Knowledge of the Healthcare Environment	Participate in Curriculum Design and Evaluation of Program Outcomes	Evidence-Based Practice
2.Assume a leadership role in developing and implementing clinical practice programs in the promotion, maintenance, and restoration of health (ILO 6.	AACN Domain 6,10	NP Domain 6, 10	Leadership	Function as a Change Agent and Leader	Teamwork and Collaboration

3.Design quality improvement and patient safety initiatives to promote culturally responsive and equitable patient-centered care (ILO 3).	AACN Domain 5	NP Domain 5	Knowledge of the Healthcare Environment	Pursue Continuous Quality Improvement in the Nurse Educator Role	Safety Quality Improvement
4. Demonstrate the use of scholarly inquiry to investigate, propose, and disseminate resolutions to nursing and healthcare issues and to contribute the body of nursing knowledge. (ILO 3)	AACN Domain 4,10	NP Domain 5	Knowledge of the Healthcare Environment	Engage in Scholarship	Evidence-Based Practice
5. Analyze current and emerging technologies to support practice and advance knowledge in community health, education, administration, and clinical practices. (ILO 1)	AACN Domain 3, 8	NP Domain 3,8	Business Skills and Principles	Facilitate Learning	Informatics
6.Promote change in health care delivery systems through an analysis of variables that influence the design and funding of health care systems and policy. (ILO 4)	AACN Domain 7	NP Domain 7	Leadership	Use Assessment and Evaluation Strategies	Quality Improvement

7. Design strategies to promote collaborative relationships in the delivery of health care. (ILO 1)	AACN Domain 6, 9	NP Domain 6,9	Communication and Relational building	Facilitate Learner Development and Socialization	Teamwork and Collaboration
8. Incorporate the concept of social responsibility into practice through a respect for the whole person and concern for the health and welfare of others. (ILO 2)	AACN Domain 2, 9	NP Domain 9,10	Professionalism	Function Within the Educational Environment	Patient-Centered Care

See Appendix B for MSN/PM-FNP Course sequence sheets.

4.0 The Doctor of Nursing Practice Program

The Doctor of Nursing Practice (DNP) program represents the highest level of education for clinical nursing practice, preparing nurses for leadership roles in direct patient care, healthcare systems, and policy development.

4.1 DNP Program Mission

The mission of the DNP program is to prepare nurses for advanced practice roles as clinical scholars skilled in the application of theory and research, evidence-based practice, advanced clinical practice, measurement of patient outcomes, and transformation of health care systems to ensure quality and safety. Graduates build on their education and experience to influence change. The DNP program is committed to providing high-quality graduate education that instills in the DNP graduate a sense of responsibility to God, humanity, the nursing profession, and oneself. The vision of the DNP program provides exceptional quality nursing in a caring, collegial, faith-based environment that challenges students and faculty to extend their intellectual horizons.

4.2 DNP Program Goals

The Doctor of Nursing Practice program will:

- Provide a doctoral nursing curriculum that is designed to address current and future global health care needs and issues in a variety of health care settings.
- Prepare graduates for positions of leadership in advanced nursing practice.

4.3 DNP Program Outcomes

At the completion of the program, the Holy Family University DNP graduate will be able to:

1. Synthesize nursing and multidisciplinary theories of practice to develop new practice approaches. (ILO 5; AACN domain 1,4)
2. Demonstrate organizational and systems leadership skills and behaviors that emphasize practice, ongoing improvement of health outcomes, and ensure patient safety. (ILO 4; AACN domain 5,7,10)
3. Disseminate new knowledge to improve healthcare outcomes. (ILO 3; AACN domain 4)
4. Implement programs using information technology for quality improvement and evaluation of healthcare outcomes. (ILO 6; AACN domain 5, 8)
5. Design, influence and implement healthcare policies that frame healthcare financing, practice regulation, access, safety, quality, and efficacy. (ILO 2; AACN domain 3, 6,7,9)
6. Provide effective team leadership, play a central role in establishing inter-professional teams, participate in the work of the team, and assume leadership of the team when appropriate. (ILO 1; AACN domain 6, 9, 10)
7. Engage in leadership to integrate and institutionalize evidence-based clinical prevention and population health services for individuals, aggregates, and populations. (ILO 5; AACN domain 2, 3,4,7)
8. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences, as appropriate to the area of specialization. (ILO 6; AACN domain 1,2,4,5, 7)

DNP Program Learning Outcomes mapped to AACN 2026 Essentials Nursing standards and guidelines

Program Outcomes At the completion of the program, the Holy Family University DNP graduate will be able to:	AACN essentials 2026	AONL	QSEN competencies
1. Synthesize nursing and multidisciplinary theories of practice to develop new practice approaches. (ILO 5)	Domain 1, 4	Knowledge of health care environment	Evidence-based practice
2. Demonstrate organizational and systems leadership skills and behaviors that emphasize practice, ongoing improvement of health outcomes, and ensure patient safety. (ILO 4)	Domain 5, 7,10	Knowledge of health care environment Leadership Professionalism	Quality Improvement Safety
3. Disseminate new knowledge to improve healthcare outcomes. (ILO 3)	Domain 4	Communication and relationship building Professionalism	Evidence-based Practice

4. Implement programs using information technology for quality improvement and evaluation of healthcare outcomes. (ILO 6)	Domain 5,8	Business skills& Principles	Informatics
5.Design, influence, and implement healthcare policies that frame healthcare financing, practice regulation, access, safety, quality, and efficacy (ILO 2)	Domain 3, 6, 7, 9	Communication and relationship building	Teamwork and Collaboration
6.Provide effective team leadership, play a central role in establishing inter-professional teams, participate in the work of the team, and assume leadership of the team when appropriate. (ILO 1)	Domain 6, 9 10	Leadership	Quality Improvement Safety
7.Engage in leadership to integrate and institutionalize evidence-based clinical prevention and population health services for individuals, aggregates, and populations. (ILO 5)	Domain 2,3,4,7	Communication and relationship building Leadership	Evidence-based Practice
8.Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences, as appropriate to the area of specialization. (ILO 6)	Domain 1,2,4,5,7	Knowledge of health care environment	Patient Centered Care

4.4 DNP Program

The Holy Family University Doctor of Nursing Practice Program is designed to meet the academic needs of professional nurses with either a bachelor's degree in nursing or a master's degree in nursing. Graduates of the DNP program are equipped with the knowledge, expertise, and leadership skills necessary to advance the profession and assist consumers in managing

their care. The Holy Family University Doctor of Nursing Practice Program offers two tracks for graduates with a Master of Science in Nursing.

Post MSN to DNP - Leadership

Nurses holding a Master of Science in Nursing (MSN) degree-who are not currently Advanced Practice Nurses-can pursue the DNP Leadership track to further their careers by earning a Doctor of Nursing Practice (DNP). This program is a 35-credit online program with 1,000 clinical hours. Clinical hours earned in an MSN program will be reviewed at the discretion of the graduate leadership team.

Post APRN to DNP - Leadership

Nurses holding a Master of Science in Nursing (MSN) degree as an Advanced Practice Nurse can pursue the DNP Leadership track to further their careers by earning a Doctor of Nursing Practice (DNP). This program is a 26-credit online program with 500 clinical hours. Clinical hours earned in an MSN program will be reviewed at the discretion of the graduate leadership team.

The Post APRN to DNP Leadership track is for master's-prepared Advanced Practice Registered Nurses who want to advance their careers. This DNP track is a terminal, practice-focused doctoral degree designed to prepare expert clinicians for the highest level of nursing practice and leadership within the healthcare system. The student will complete 26 credit hours and a minimum of 1,000 clinical hours. A maximum of 500 clinical hours may be transferred from a Post-Master's APRN or MSN-APRN program based on a gap analysis of the previous clinical hours by the graduate leadership.

See Appendix C for DNP Course sequence sheets.

5.0 Admission Policies

5.1 MSN Admission Policies

Applicants must possess the following qualifications for admission to the Master of Science in Nursing program:

1. Completion of the Holy Family University Graduate Application form along with the Application Fee (the fee is waived for alumni).
2. Current unencumbered license as a registered professional nurse in the State of Pennsylvania or a license in a compact state.
3. Submit a professional resume.
4. Applicants must have earned a Bachelor of Science in Nursing from a CCNE, NLNAC, CNEA, or ACEN-accredited program.
5. Applicants must have earned an undergraduate GPA of 3.0 or above on a 4.0 scale. In addition, an undergraduate science GPA of 3.0 and a nursing GPA of 3.0.
6. A minimum of one year of full-time clinical experience as a Registered Nurse prior to starting the clinical coursework.
7. Submit official school transcripts from previously attended colleges and universities (not just the degree-granting institution). These must be sent directly from the institutions.
8. This program is not approved for F-1 Visa Students

5.2 DNP Admission Policies

Admission policies are designed to encourage students who possess a high level of critical thinking, clinical competence, and curiosity, a record of academic success, and strong leadership potential to apply.

1. Completion of the Holy Family University Graduate Application form along with the Application Fee (the fee is waived for alumni).
2. Current unencumbered license as a registered professional nurse in the State of Pennsylvania or a license in a compact state.
3. Submit a professional resume.
4. Applicants must have earned a Bachelor of Science in Nursing and Master of Science in Nursing degree, if applicable, from a CCNE, NLNAC, CNEA, or ACEN-accredited program.
5. Applicants must have earned an undergraduate GPA of 3.0 or above on a 4.0 scale. In addition, an undergraduate science GPA of 3.0 and a nursing GPA of 3.0.
6. A minimum of one year of full-time clinical experience as a Registered Nurse prior to starting the clinical coursework.
7. Submit official school transcripts from ALL previously attended colleges and universities (not just the degree-granting institutions). These must be sent directly from the institutions.
8. This program is not approved for F-1 visa students.
9. The admission committee may request a personal interview.
10. Statement of goals and potential scholarly project essay. The candidate is to write an essay on a topic that includes professional goals related to the DNP and a health care issue that could possibly serve as the inspiration for a future DNP scholarly project.
11. Master of Science in Nursing degree at another institution must have evidence of the HFU's MSN core requirements on their official transcripts.
 - NURS 620 - Leadership, role development, and foundations of practice
 - NURS 621 - Research and EBP
 - NURS 622 - Policy, diversity, and ethical issues in HC
 - NURS 623 - Population Health, Health promotion, and disease prevention
 - NURS 626 -Advanced Pathophysiology
 - NURS 627 -Advanced Pharmacology
 - NURS 628 - Advanced Physical Assessment & Dx reasoning

Students applying to the DNP program with a Master of Science in Nursing from another institution must demonstrate course equivalencies to Holy Family University's program of study. Any course that has not been completed or is deemed not appropriate for transfer must be completed prior to beginning the program.

5.3 Admission Policies General

Transfer of Credit and GAP Analysis:

According to the *Holy Family University Graduate Catalog*, a student may request transfer of credit(s) at the time of application. Credit may be considered for transfer if it meets the following general criteria:

1. **Accreditation:** The credit must have been earned at a college or university accredited by a regional accrediting agency recognized by the U.S. Department of Education.
2. **Nursing Accreditation:** The credit must have been earned at a college or university accredited by a nursing accreditation body such as CCNE, NLNAC, CNEA, or ACEN.
3. **Course Content and Level:** The course content must be comparable in scope and depth to a course offered at Holy Family University for the degree sought. The course must be consistent with the academic level of the program (e.g., graduate-level courses for graduate programs).
4. **Grade Requirement:** A minimum grade of B or 3.0 on a 4.0 scale for graduate courses, or its equivalent, must have been earned. Pass/Fail courses are generally not accepted unless the "Pass" is explicitly defined as equivalent to a letter grade meeting the minimum requirement (e.g., "P" equals a B or better).
5. **Currency of Coursework:** Courses must have been completed within a specific timeframe to ensure relevance and currency.
 - Graduate: within the last 5-7 years. Graduate leadership may make exceptions for graduate programs in foundational courses where the content has not undergone significant changes.
6. **Applicability to Program:** The course must be applicable to the student's declared degree or certificate program at Holy Family University as determined by the relevant academic department.

5.4. Limits on Transfer Credit

There are specific limits on the total number of transfer credits that can be applied toward a degree at Holy Family University:

1. Graduate Programs:

- A maximum of 6 graduate semester credits (typically no more than two courses) may be accepted for transfer toward a Master's degree.
- A maximum of 6 graduate semester credits may be accepted for transfer toward the DNP degree.

5.5. Transfer Credit Process

1. Application Submission:

- Prospective students should indicate their intent to transfer credits on their admission application.
- Official transcripts from all previously attended institutions must be sent directly to Holy Family University, Office of Graduate Admissions.
- The official transcript is from an accredited institution recognized by the CCNE, NLNAC, CNEA, or ACEN.
- The course has comparable academic qualities that are defined as:
 - Comparable transferring course descriptions
 - Comparable transferring course learning objectives
 - Comparable transferring academic/quality hours.
- Provide the syllabi for all courses that the student would like to transfer.

- The following courses must be completed as three separate, stand-alone courses: Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment.

2.Initial Review: The Graduate Nursing Admission team and Nursing leadership will conduct an initial review for institutional accreditation and grade requirements and then issue the final determination of transfer.

3. Notification: The student will be notified in writing of the accepted transfer credits and how they will be applied to their degree program.

5.6 Enrollment

Once a student has been officially enrolled and matriculated into a degree or certificate program at Holy Family University, no further transfer credit for courses taken at other institutions will be awarded. All remaining degree requirements must be fulfilled through coursework completed at Holy Family University.

*Advanced Pharmacology must be completed within 5 years immediately preceding the date the applicant applies for initial prescriptive authority approval, as per the PA State Board of Nursing regulations (21.283.iii).

Prior to registration, an individualized plan of study is created. This plan may not be altered throughout the course of the curriculum.

Students admitted to the program are expected to enroll continuously until the program is complete. Continuous enrollment is defined as completing the defined credits per year, including summer sessions, at Holy Family University. Failure to maintain continuous enrollment may affect progress toward degree completion and the student's status. If a student wishes to take a leave of absence, they should petition the Graduate Program Director and Vice Dean for a planned educational leave of absence for up to two consecutive semesters, which includes summer sessions.

5.7. Advanced Standing Policy-Admission to Post Master's Certificate Program

The FNP post-master's certificate will utilize a gap analysis to determine the optimum curricular plan of study for each individual student. The curricular plan will include didactic and practicum courses beyond the original master's degree. The practicum will require a minimum of 750 supervised clinical hours in keeping with national standards and accreditation requirements of the Commission on Collegiate Nursing Education (CCNE), and the National Organization of Nurse Practitioner Faculties (NONPF).

If a student entering through the post-Master's option does not have the preferred certification or clinical hours, a gap analysis will be conducted by the graduate leadership to determine qualifications for admission. The gap analysis is a record review that may result in recommendations for the individual student to complete additional prerequisite coursework, such as an advanced pathophysiology course. The gap analysis may also include the student obtaining documentation of previous faculty-supervised clinical experiences at the master's level. Gap Analysis document and form see below:

Gap Analysis	
Previous MSN in an APN role	Previous Masters without APN role
Does the student have the 3 P's?	Does the student have the 3 P's?
If yes, then student would take: ✓ Clinical Specialty Courses	If not, then student would take: ✓ NURS 626 Advanced Pathophysiology ✓ NURS 627 Advanced Pharmacology ✓ NURS 628 Advanced Physical Assessment ✓ & Dx reasoning ✓ Clinical Specialty Courses

5.8 Program Progression:

All students must possess a valid RN licensure in their state of residence, a multistate license, or a Pennsylvania license throughout the program. The graduate program coordinator must be notified in writing immediately if a student's RN licensure status changes.

Grades represent student achievement as evaluated by the instructor. All students are expected to maintain a GPA of B (3.0) to remain in good academic standing. A student may graduate from a program with one grade of C+. (Exception: a grade of B or higher is required in student teaching, internships, and clinicals in order to complete graduation requirements.) A second grade of less than B earned in any course must be repeated the next time the course is offered. If a third grade less than a B is earned in any course, the student will be dismissed from the program. Students must complete MSN in 5 years and DNP in 7 years.

6.0 University General Policies

All Holy Family University general policies are located in the Holy Family University Graduate Catalog: <https://www.holyfamily.edu/documents/2026-final-grad-catalogpdf>

STUDENTS AND FACULTY ARE RESPONSIBLE FOR READING THE HOLY FAMILY UNIVERSITY ACADEMIC AND NON-ACADEMIC POLICIES. THESE ARE EASILY

ACCESSIBLE ON THE HOLY FAMILY WEBSITE: <https://www.holyfamily.edu/>

STUDENT ACADEMIC INTEGRITY STATEMENT

Holy Family University, true to its motto, Teneor Votis ("I am bound by my responsibilities"), educates men and women both intellectually and morally to assume their responsibilities toward God, themselves, and society. The University expects from its students the highest standards of honor and integrity in meeting their academic responsibilities.

Dishonesty in university work, whether it be in quizzes, laboratory work, term papers, clinical documents, practicum hours, examinations, etc., is regarded as a serious offense and may result in failure in the course and dismissal from the University. Anyone who willfully assists

another in the breach of integrity is held equally responsible and subject to the same penalty. The University assumes the academic integrity of its students.

The University's policy on academic honesty is available for review in the current Holy Family University Graduate Catalog, which can be found on the University website at:
<https://www.holyfamily.edu/academics/course-catalogs>

Violations of the University's standards in any form (including but not limited to plagiarism) as described therein or otherwise identified will not be tolerated.

Responsibility for knowing and understanding the University's position and policies on academic integrity rests with each student.

STUDENT ACADEMIC ADVISING

Meeting routinely with one's academic advisor is critical to the successful completion of the program. Students are encouraged to meet with their academic advisor whenever they have questions or concerns.

Upon admission to the program, all students are assigned an advisor who is a member of the graduate faculty. Students are required to communicate via Holy Family email or voice mail with their academic advisors. Prior to the first semester, students are required to make an appointment to discuss the program and make plans for the sequencing of courses.

Thereafter, the academic advisor is available for guidance for academic and professional issues.

Students are responsible for registering for all courses and requesting any additional approval from their academic advisor.

Student Accessibility Services

Holy Family University serves a variety of learning styles and needs and is committed to accessibility. If you have questions regarding accessibility services, please contact the office by calling 267-341-3388 or by emailing accessibilityservices@holysfamily.edu.

Please visit the Holy Family University Accessibility Services website for additional information:

<https://www.holyfamily.edu/student-experience/health-wellness/accessibility-services>

Please note that accommodation plans will not be retroactively implemented.

Counseling Services

The Counseling Services Office is committed to providing professional services to our university community, fostering growth, development, health, and empowerment in life and academics.

<https://www.holyfamily.edu/current-students/student-resources/counseling-center>

Financial Aid Services

Holy Family University is pleased to assist students and their families in achieving the goal of a private university education.

Please visit the Holy Family University Financial Aid Services website for additional information:

<https://www.holyfamily.edu/admissions-aid/financial-aid>

Student Rights and Responsibilities:

Holy Family University strives to provide members of the campus community with fair and equitable resolution. Holy Family University strives to provide members of the campus community with fair and equitable resolution processes.

Please visit the Holy Family University Student Services website for additional information:

<https://www.holyfamily.edu/current-students/title-ix/understanding-your-rights>

Grading Scale:

Grade	Description	Percent Ranges	Quality Points
A	Outstanding Performance	94-100%	4.0
B+	Superior Performance	90-93%	3.5
B	Satisfactory Performance	86-89%	3.0
C+	Marginal competence - Limited application to degree completion	81-85%	2.5
C	Unacceptable toward completion of degree or certification requirements. Course must be repeated	77-80%	2.0
F	Failure/No credit	≤76%	0.0
I	Work not completed within the semester, with approval to complete later (See related policy in graduate catalog regarding incomplete grades)		
W	Authorized withdrawal from the course		
M	Missing grade not submitted by instructor		
AU	Audit - carries no grade		
P	Pass		

Grades represent student achievement as evaluated by the instructor. All students are expected to maintain a GPA of B (3.0) to remain in good academic standing. A student may graduate from a program with one grade of C+. (Exception: a grade of B or higher is required in student teaching, internships, and clinicals in order to complete graduation requirements.) A second grade of less than B earned in any course must be repeated the next time the course is offered. If a third grade less than a B is earned in any course, the student will be dismissed from the program. Any courses in which a grade below a B is earned may be repeated only once. When a course is repeated, both grades will appear on the transcript, but only the most recent grade will be used in calculating the student's GPA.

Incomplete Grades

Holy Family University students are expected to complete all courses during a given academic semester in which the course was taken. Additional information is available in the Graduate Catalog on the University website at: <https://www.holyfamily.edu/documents/2026-final-grad-catalogpdf>

However, if for reasons outside of a student's control, a student may request an Incomplete grade (I) from the course instructor to complete the coursework within 90 days for graduate/doctoral following the guidelines:

- An incomplete grade is only to be used for emergencies or unforeseen circumstances in a student's life.
- The student has completed most of the required coursework (which should be between 80-90% of the course, depending on the level and content of the course) and has a reasonable likelihood of completing the course successfully. The Canvas course gradebook must reflect a grade for missing or incomplete assignments.
- The student is expected to complete all required classwork for the course.

In unusual circumstances, extensions to the deadline dates may be granted at the discretion of the faculty member, who will convey that determination in writing to the School Dean and the Registrar. DNP Scholarly Project Courses (NURS 802, 803, 903, 904) are not eligible for Incomplete grades. Failure to meet the course requirements and objectives will result in repeating the course. The incomplete grade policy can be found (on page 29) in the Graduate Catalog at <https://www.holyfamily.edu/documents/2026-final-grad-catalogpdf>

Course Failure

In addition to the HFU Graduate academic requirements. HFU Nursing Graduate Program also requires that students complete MSN and DNP practicum and Residency courses with good standing. Good standing is defined as completed MSN and DNP practicums and DNP Residency; progression in development is evidenced in serial evaluations. Failure to achieve a completed practicum or residency and/or lack of progression will result in student failure.

A student may be removed from the clinical setting, including dismissal from the program for the following:

1. Fails to demonstrate safe clinical practice.
2. Fails to meet the university or clinical agencies' policies for clinical compliance and health regulations.

3. Violation of the Alcohol/Drug Policy
4. Failure to notify the Graduate Program leadership of dismissal or revocation of practice privileges (within < 72 hours) at the healthcare organization.
5. State Board of Nursing suspending or revoking a nursing license.
6. Failure of the student to notify the Graduate Nursing Program leadership if nursing license status changes.
7. Unprofessional behaviors that the clinical faculty and/or preceptor reports in violation of professional standards.
8. Unexcused absences without notification to the clinical faculty and the preceptor. Attendance is required for all practicum experiences. *Any emergency absences, such as illness, death, or other emergencies, will be discussed by the leadership team to determine if they qualify for an excused absence and how the make-up hours will be obtained.*
9. Any falsification of clinical/residency documentation or hours.
10. Failure to maintain required clinical compliance.

Academic Standing and Retention

Academic standing for each student will be reviewed by the Vice President for Academic Affairs and the respective schools after each grading period.

Students will be notified in writing if they do not meet program standards.

Required courses include those prescribed by the Graduate Program Curriculum. The academic standards and grading scale are based on Holy Family University. Students must complete all courses with a grade of B or higher. A student will be given an Academic Warning if they receive a grade of C+ while maintaining a GPA above 3.0. Students may graduate with only one grade of C+.

Dismissal

Students are expected to abide by the regulations set forth by Holy Family University and the written policies and procedures of their respective programs. The University reserves the right to dismiss a student at any time for unsatisfactory academic performance or for conduct detrimental to the University or to the welfare of other members of the University community.

The Graduate leadership and the School Dean can also recommend dismissal of a student if it is determined that a student's conduct is unprofessional or is not consistent with the Code of Ethics of his or her intended profession.

A University committee will conduct dismissal proceedings, and the student will have the opportunity to present information at the dismissal meeting.

Academic Dispute and Challenges

Any academic dispute or grade challenge must be sought by the conclusion of the next semester and resolved within one year of receiving the grade. Any dispute or challenge older than one academic year will not be considered. The policy in the Holy Family University Graduate Catalog will be followed.

Appeal Procedure

Please refer to the Holy Family University Graduate Catalog for the Appeal Procedure.

Academic Policies of the Code of Conduct

Following the mission and values of Holy Family University, which include both rigorous intellectual inquiry and academic excellence, the policies of academic honesty and integrity will be strictly followed in all graduate courses. Please see the Holy Family University Graduate Catalog for Academic Policies and Code of Conduct.

In accordance with HFU, to support the mission of the University and the academic goals of all students, the SON community upholds the following standards of conduct:

- Respect and equitable treatment for all individuals
- Social responsibility and Christian moral behavior
- Respect for lawful authority. The Student Code of Conduct judicial process can be accessed via the Holy Family University Graduate Catalog.
- Examples of misconduct for which students are subject to disciplinary action by the University are:
 - a) Violations of State or Federal law classified as felonies or misdemeanors
 - b) Deliberate destruction of, or damage to, misuse of, or abuse of public or private property
 - c) Assault and/or battery upon another person or the threat thereof, including harassment
 - d) Discriminatory acts committed against anyone in the University community on the grounds of race, religion, national origin, gender or disability
 - e) Violations of the Nondiscrimination and Harassment policy
 - f) Alteration of University identification card or academic records; misrepresentation of one's identification when requested by a member of the University faculty, administration or staff
 - g) Violation of campus safety regulations, including motor vehicle and fire safety regulations
 - h) Loud, obnoxious or menacing behavior that infringes upon the rights of others
 - i) Theft of public or private property including receipt of stolen property
 - j) Lewd or indecent speech or conduct. Possession, use or sale of illegal drugs or drug paraphernalia

Student code of conduct:

Please see the Code of Conduct on the Holy Family University website for information concerning student code of conduct. <https://www.holyfamily.edu/about/administrative-services/dean-students/student-code-conduct>

Final Grades and Transcripts

Please see the Registrar's section of the website for information concerning paper grade report requests. The Registrar's Office issues transcripts.
<https://www.holyfamily.edu/academics/registrar>

Degree Completion and Commencement

The degree completion date is determined by the filing deadline for the Application for Graduation. Once the petition has been filed, an exit audit will be conducted by the Graduate Academic Services Advisor. The student and the School Dean in the student's school of study will be notified of the audit results and the student's eligibility to graduate.

The responsibility for meeting the degree requirements rests with the student. The basic requirements for graduation are:

- The completion of all requirements specified in the particular program
- A cumulative GPA of 3.0 or better and grades of B or higher in all courses. Students may graduate with only one grade of C+.
- Fulfillment of all University responsibilities: payment of bills, including graduation fees, return of equipment and/or library materials, and so forth
- Completion of the Application for Graduation via self-service within the application timeframe noted on the website. Graduate students are expected to submit graduation applications on time. Graduation applications received after deadline dates will not be considered for the filing graduation date. Therefore, students who submit applications late will not complete degree requirements until the next regularly posted completion date.

To participate in the Commencement ceremony and receive a diploma, students must have filed the required Application for Graduation by the appropriate deadline and fulfilled all academic and financial obligations. Students who have successfully completed all academic requirements are encouraged to participate in Commencement. Students who have not filed graduation applications and/or completed all degree requirements successfully will not be permitted to participate in Commencement.

Course/Clinical Cancellation Policy

Holy Family University will make every effort to meet the academic needs of each graduate student by offering courses outlined in the catalog in a timely manner. However, the University reserves the right to change or cancel, without notice or obligation, any course offering and/or location published in the academic schedule because of insufficient enrollment or for any other reason. Cancellation can occur up to and including the first week of class.

Please see the Holy Family University website regarding weather and other alerts.

[Weather Alert](#)

To register for alerts please visit: <https://www.holyfamily.edu/emergency-notification-system>

Academic Affairs Policy on Generative AI or any Large Language Model (LLM) Use

Please see the Graduate catalog for the policy on utilizing Generative AI at Holy Family University. <https://www.holyfamily.edu/academics/course-catalogs>

7.0 Academic Policies

Definition of Academic Status

Full-Time

Full-time status is defined as being registered for 9 or more credits during the fall or spring semester. Students carrying 5 credits in the summer session are also considered full-time.

Part-Time

A student who in any semester or summer session is registered for study but who does not meet the criteria for full-time status is considered to be engaged in part-time academic work for that semester.

Registration Status

Students register for courses on published dates (See the University's website, www.holyfamily.edu). Those who register early will be billed and will pay tuition according to the billing dates specified by the Business Office each semester. Students who register near the starting date for classes will be expected to pay tuition at the time of registration. Classes are closed when maximum enrollment is reached.

Additional sections of courses may/may not be made available during a given semester at the discretion of the School Dean. (Please see Holy Family University Graduate Catalog).

Change in Personal Information

Students must immediately notify the Holy Family University Registrar of any changes in name, address, or telephone number.

Communication

All students have an email account through Holy Family University. All email communication to faculty, preceptors, and staff must be through Holy Family email accounts. All communication to students from faculty and staff will be sent exclusively through the Holy Family University email.

Students must use proper email etiquette when sending emails. Emails should be composed utilizing the faculty's professional name and signed by the student.

Abbreviations should not be used, and words should be written out to decrease the risk of miscommunication.

Please allow two business days for faculty to respond to emails.

8.0 Clinical Policies

Clinical Practicum and Residency General Policies Clinical Compliances

All students must complete the following clinical requirements and receive approval before starting their clinical experiences and residency hours.

These requirements must be current and filed in Medatrax and Complio accounts before students can register or participate in clinical and residency courses. The Administrative Support Specialist will provide specific requirements and directions in collaboration with the Graduate Leadership Team.

Compliance Due Dates

Initial compliance due dates are provided at the beginning of the clinical courses by the Graduate Leadership Team and/or the Administrative Support Specialist. Students are responsible for maintaining compliance throughout the program.

No compliance requirement is allowed to expire at any point. This ensures that students remain compliant throughout the entire academic year, uninterrupted during their clinical rotation time.

All students must complete the following clinical requirements prior to commencing their clinical experiences. Documentation that these requirements have been met must be current and in Complio before students can register for clinical courses. Certain clinical sites require additional requirements.

Nursing License (RN):

All students are required to present a valid state nursing license. A copy of the license will be kept in Medatrax for all students in the graduate program.

CPR Certification

Students must maintain current Basic Life Support (BLS) certification throughout the clinical practicum courses. Clinical agencies may require current ACLS and/or PALS. Students must have a copy of BOTH sides of the card uploaded to Complio.

Health and Immunization Requirements

1. Physical Examination - completed on the Holy Family University Graduate Physical Examination Form.
2. Provide documentation of immunization status via titers or immunization records to ADB for approval. Please see the List of Required Clearances and Immunizations. Requirements are as follows:
 - a. Measles/Mumps/Rubella: Laboratory evidence of immunity(titers).
 - b. Varicella (Chickenpox): Laboratory evidence of immunity(titers)
 - c. Tetanus, Diphtheria, Pertussis: Proof of a current TDAP vaccination is required
 - d. Annual Tuberculin Testing, QuantiFERON Gold
 - e. Hepatitis B: Laboratory evidence of immunity(3 - titers)
 - f. Annual Seasonal influenza: Proof of vaccination is required on October 1st each year.
 - g. Drug Screen
 - h. FBI Fingerprints & Criminal background
 - i. Child abuse clearance

- j. Proof of Health Insurance
 - k. HIPAA Education - Signed statement from Students
 - l. COVID-19 Vaccination
3. All NP students must have student malpractice insurance. This is available from Nursing Service Organization, Liberty Insurance, or CM&F Group Insurance. This may be added as a rider to your current RN policy. Written proof of insurance demonstrating "Student NP insurance" is required before any clinical rotation is permitted. The malpractice policy will be on file in Complio. For the Education and Leadership tracks, students should have an education or leadership policy. Other MSN and DNP students will be billed for malpractice insurance from the University.
 4. A student with an infectious disease shall promptly disclose this information to the appropriate faculty member so that a determination can be made concerning whether the student's condition poses a direct threat of harm to the student's health or safety or to the health or safety of others.
 5. A student who is returning from any type of medical leave of absence must present a return to full duty note from a licensed health care provider (MD, DO, NP, PA, CNM).

NOTE: Students cannot attend clinical rotations until the above clinical requirements are completed. Once the above clinical requirements are completed and documentation has been provided, students begin the next step of the process. Clinical sites may request various requirements of the student. It is the student's responsibility to ensure all site requirements are understood and completed prior to the beginning of the practicum.

Evidence of clearance throughout the year. All compliances should be active and not expire at any time during a clinical/practicum or residency rotation.

All students must have a criminal background check completed prior to enrollment in any nursing course with a practicum or residency component. Depending on the results of the criminal background check, a student may not be able to participate in nursing courses.

All students are required to have a child abuse clearance check completed. Depending on the results of this check, a student may be unable to participate in clinical courses.

Documents

All documents must be kept updated to continue your clinical rotation throughout the academic year- this is the students' responsibility. If any item expires, the student may not complete any clinical time until it is updated. Students who attend clinical agencies with expired clearances are subject to disciplinary action, may not count hours towards course clinical hours, and dismissal from the program.

Students should keep copies of these documents in a personal file, so they are available, if requested by their clinical agency. When sharing documents at clinical sites, write "copy" on any forms dispersed; this is a safety measure for the protection of your professional identification.

Affiliation agreements with clinical sites/organizations are required prior to beginning a preceptorship or mentorship. The Graduate Leadership Team will facilitate and maintain these agreements.

The Preceptor files will be kept in the Medatrax Database. It is the responsibility of the student to submit the required preceptor file documents. These documents include a copy of the preceptor's CV/resume, a copy of the board certification where applicable, and a copy of their nursing or medical license. These documents are reviewed and approved by the Graduate Leadership Team.

All clinical or residency documents will be uploaded into Medatrax. All clinical hours and clinical evaluations will be documented in Medatrax and verified by preceptors and course faculty prior to grade submissions.

Health Insurance Portability and Accountability Act (HIPAA):

The Health Insurance Portability and Accountability Act (HIPAA) of 1996 mandates federal privacy protection for individually identifiable health information. Standards have been set for health care providers (who transmit health care transactions electronically).

In clinical practice, most healthcare providers will be subject to HIPAA guidelines and requirements. In your studies and during your clinical practice, you need to be aware of these requirements. Additionally, the health care provider will often train you on their HIPAA policies and practices. HIPAA Training is mandatory at the initial compliance deadline. The Student will self enroll in the HFU HIPAA training course available through Canvas portal.

Some of the pertinent requirements of HIPAA are:

1. Notifying patients about their privacy rights and how their information is used
2. Adopting and implementing privacy procedures for the practice or hospital
3. Training employees so that they understand the policies
4. Designating an individual as a Privacy Officer, who is responsible for seeing that the privacy procedures are followed
5. Securing patient records containing individually identifiable health information so that they are not readily available to those that do not need them.

While participating in clinical practice, you will be expected to comply with HIPAA requirements, and you need to conduct yourself in the following manner during your clinical practicum:

1. Use safeguards to prevent the use or disclosure of Protected Health Information (PHI) other than for your direct performance of services
2. Notify your supervisor or faculty member of any use of disclosure of PHI that is contrary to your service and its purposes.
3. Ensure that fellow students do the same.
4. Cooperate and abide by the training, policies, and procedures of the health care provider.
5. The graduate programs utilize only those clinical training sites that comply with HIPAA standards and reserve the right to limit or curtail a student's clinical opportunities if proof of program annual mandatory training is not provided.

Clinical Experiences

Clinical experiences are a cornerstone of the graduate nursing curriculum, providing students with opportunities to integrate theoretical knowledge with practical skills in real-world healthcare settings. These experiences are designed to foster clinical competence, professional development, and interprofessional collaboration. The clinical practicum is structured to ensure progressive development of clinical judgment, diagnostic reasoning, problem-solving skills, evidence-based decision-making, leadership, and education skills.

The selection of a preceptor will depend on the course that you are taking. The student must be able to meet the course learning outcomes at the clinical site. Some clinical courses are focused on leadership or DNP residency which is where you will be required to obtain both direct and indirect patient care hours. Other courses focus only on the direct patient care aspect of the clinical. All preceptors must possess the qualifications required to be academically and experientially prepared for the preceptor role.

The student is expected to collaborate with the clinical course faculty and the Graduate Leadership Team on determining the types of experiences that are acceptable for the plan. These practicum hours are conducted in collaboration with a preceptor. Identifying a preceptor will help obtain a meaningful practice experience. Moreover, developing a long-term, collaborative relationship may lead to the identification of a preceptor who meets the needs of the student in other graduate courses for which supervised practicum hours are required.

Students are permitted to use their place of employment in adherence to the guidelines provided.

Approval must be obtained from the University and clinical agency, and these items must be followed:

1. The student may not perform clinical hours while being compensated.
2. They may not be performed during a scheduled workday.
3. The student may not perform clinical hours in the unit where they are employed.
4. The student may not have a preceptor who is in direct line of report (i.e. Manager, Clinical Director)
5. The student must provide the preceptor with the required documentation and adhere to the University and clinical site compliance requirements.
6. All clinical placements must meet course learning objectives and be submitted and approved by the Graduate Leadership Team.
7. The preceptor cannot be a member of the student's family (immediate or extended).

The preceptor must hold a position that does not have the same roles and responsibilities as the student's current position (e.g., Nurse Manager ICU vs. Nurse Manager Surgical Services). The preceptor must hold a leadership position in health care.

These guidelines are designed to prevent role confusion for both the student and staff in that setting, which often fails to provide a proper learning environment.

The types of clinical hours will vary based on the course. Direct clinical hours are face-to-face patient care (e.g., exams, procedures, counseling), while indirect hours are non-patient tasks (e.g., charting, care coordination, education). Direct hours build clinical competence and confidence, whereas indirect hours develop critical thinking, communication, and

professionalism. Both are essential for comprehensive training. Clinical hours must be completed during the registered course and per the academic calendar.

All of the required clinical hours in the FNP courses are direct hours.

Understanding Care Definitions

Direct Care:

A professional encounter between a nurse and actual patients, either face-to-face or virtual, that is intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long-term care, home health, community-based settings, and telehealth.

Indirect Care:

Indirect care refers to nursing decisions, actions, or interventions that are provided through or on behalf of individuals, families, or groups. These decisions or interventions create conditions under which nursing care or self-care may occur.

Direct Care:

Professional encounters between nurse and patient

- Can be face-to-face
- Focused on achieving specific health outcomes
- Applicable across various healthcare settings

Indirect Care:

- Nursing decisions and interventions provided through or on behalf of patients
- Creates conditions for optimal nursing care or self-care
- Supports overall patient care goals

Practical Applications

Examples of direct care experiences include:

- Quality improvement initiatives involving patient engagement
- Implementation of evidence-based practices
- Inter-professional collaboration for patient care
- Development of coordinated care plans

Conferences, seminars, grand rounds, computer-based online learning, journal clubs, case discussions, preparation for clinical, mealtimes, breaks, and travel time can NOT be counted as clinical time.

Site visits:

Clinical site visits from faculty are mandatory for each clinical practicum course and will occur at least once per semester. The clinical site visit will be conducted via videoconferencing via an HFU HIPAA Compliance Office-approved platform (e.g., HIPAA Zoom). MSN students in education or leadership will meet with the faculty and preceptor. For the NP program during the virtual site visit, the student and preceptor will conduct a patient encounter, with faculty

observing via video conference. For DNP students the faculty will meet with the preceptor and student. The faculty may ask the student to leave the room if necessary.

The virtual clinical site visit should occur mid-semester between weeks 5 and 8 for 15-week courses or between weeks 3-6 for 8-week courses. Additional site visits, phone calls, and/or videoconference sessions may be necessary and are at the faculty's discretion and/or by request from the preceptor.

Clinical Site Considerations:

1. Consider the clinical site in terms of geographical location and case mix (age, diversity in acute, chronic, ambulatory, inpatient care, mental health, and health screening exams).
2. Observe the practice setting regarding professional disciplines and how they interface. Would other students be precepting at the exact location? Are residents working at this location? Review a copy of a preceptor's position description if available.
3. Note the past/present experience with students and the preceptor-candidate's understanding of the student's educational role.
4. What has the preceptor-candidate's experience been teaching or functioning as a preceptor for students?
5. How much time would the preceptor-candidate have available for a student on a daily/weekly basis?
6. Would the preceptor-candidate be available for short teleconferences and a possible site visit during the preceptorship?
7. Would the preceptor-candidate be willing to review and discuss the student's clinical logs and provide verbal and written feedback on the student's performance?
8. Consider the experiences a student could expect to have in the practice that would prepare him or her for practice in the current healthcare arena (billing, third-party reimbursement, risk management, quality assurance).
9. Would the student be involved in selecting opportunities according to student needs?

The next few sections will discuss requirements for clinical experiences.

Choosing a Preceptor

MSN Program

Guide to Clinical Preceptors: Family Nurse Practitioner Track

Each student needs to spend the majority of the clinical hours in general primary care settings (e.g., general pediatrics, family practice, internal medicine, women's health, or geriatrics) with exposure to an overall mix of age groups across the lifespan (FNP) and with children with a broad range of health promotion, disease prevention, and acute and chronic health problem assessment and management needs.

Students should aim for continuity and sufficient variety in their clinical placements.

Frequent movement from clinical sites during a semester and/or throughout the program will prevent the student from gradually assuming the type of responsibility and accountability for patient care management and gaining the collaborative practice skills needed for successful NP practice. It may also be possible to earn more continuity by using the same general primary care site for more than one semester (e.g., the same pediatric, family practice or internal medicine

office or clinic). This is highly recommended if the site is deemed a good learning experience mutually by faculty and students and can provide opportunities for meeting course learning outcomes. In family practice settings, students should interact with most patients, including the age range and course content in the concurrent clinical management theory course. However, patient management of track-appropriate age groups experienced in prior clinical management semesters is appropriate. In addition, students should aim to have experience in various settings (e.g., private practices, HMOs, community clinics, hospital-based clinics, retail-based health care) over the course of their program.

Each student should precept with both NP and physician preceptors over the course of the program to have exposure to NP role models and have the opportunity to develop skills in interdisciplinary collaboration with physicians. Physician Assistants may NOT serve as preceptors. Certified Nurse Midwives may serve as preceptors.

The criteria below will assist you in the selection of a preceptor.

Preceptor Qualifications:

1. Must hold a current NP license to practice in Pennsylvania or the state where you are completing the clinical.
2. Nurse Practitioner preceptors should hold a Master of Science in Nursing from an ACEN or CCNE-accredited institution and have at least 2 years of full-time clinical experience.
3. Nurse Practitioner preceptors must be certified by ANCC or AANP (AGNP/FNP) or NAPNAP (PNP) and have at least 2 years of full-time clinical experience.
4. Physician preceptors should hold a medical or osteopathic degree from an accredited program and be board-certified in his or her specialty area.

FNP Practicum Preceptor

The preceptor must provide a signed Holy Family University preceptor agreement form. The preceptor will support students by:

1. Assist the student by arranging opportunities and resources to obtain learning experiences appropriate to the course and individual learning objectives.
2. Assign patients as appropriate to the daily or course objectives.
3. Assign patients consistent with the education and experience level of the student.
4. Enable the student to perform comprehensive and focused history and physical exams, rechecking any history or physical assessment as necessary.
5. Guide the student in developing appropriate patient management plans including pharmacologic and non-pharmacologic management
6. Guide the student to develop differential diagnosis for patients
7. Encourage the student to investigate and participate in clinical inquiry or research.
8. Must be present in the agency during the student's clinical day. Remain on site when the student is on site seeing patients and be available for consultation.
9. Discuss the plan of management with the student.
10. Delegate gradually increasing levels of responsibility for patients in the identification of problems and in-patient management as student's clinical competence develops.
11. Assist the student in learning the consultation and referral process.

12. Provide ongoing verbal feedback on progress, and written midterm and final evaluations. Participate in clinical site visits, as indicated, to confer with faculty and discuss student progress. Provide appropriate charts and student materials for review.
13. Expect students to perform only those functions consistent with their role and skills.
14. Patient Records Preceptor Review and Countersignature: On each clinical rotation, it is the student's responsibility to ensure that ALL patients seen by the student are also seen by the preceptor. The preceptor should also review all student notes written in medical records and countersign these documents.
15. Countersignature by a licensed preceptor is required before any student order may be executed.
 - Under no circumstances should a student initiate orders for any patient on any rotation without immediate consultation and countersignature of the clinical preceptor.
 - UNDER NO CIRCUMSTANCES CAN A STUDENT WRITE AND SIGN PRESCRIPTIONS. All prescriptions are written by the preceptor and the only signature which should appear on a prescription is that of the clinical preceptor.
 - Under no circumstances may a student attend clinical without a supervising preceptor on site.
 - These guidelines must be strictly adhered to for the student's protection and the protection of the patients seen by students.
 - Notify the Graduate Leadership Team should any problem arise that would prevent the preceptor from fulfilling the goals of the education experience for the student. It is the program's intention to have a completely open faculty-colleague relationship with the preceptor faculty.
 - Students are expected to comply with all applicable rules, regulations, policies and procedures of the clinical site. Failure to do so, may result in the student's removal from the clinical site that may cause the student to be unable to attain the required competencies and therefore result in failure of the clinical practicum which will result in a clinical failure for the course.

MSN FNP Clinicals: Course Specific Information:

Each FNP Practicum course requires completion and verification of 125 clinical hours. Each student must complete a minimum of 750 hours of clinical practice.

Course	Hours	Focus
NURS 631 Introduction to clinical practice	125	Primary Care across the Lifespan. Primary care setting, concentrating on developing assessment skills, developing clinical decision making, gaining experience working with patients and in the NP, role caring for individuals.
NURS 632 Care of Families I	125	Primary Care focused on Pediatrics and adolescents - Newborn to age 25. Focuses on developmental assessment, acute and chronic disease recognition, and management and health maintenance of the pediatric patient.

NURS 633 Care of Families II	125	Primary Care focused on young adolescent to older adult. A concentration on acute, episodic problems, chronic problems and health maintenance of the adult client.
NURS 634 Care of Families III	125	Primary Care focused on young adolescent to older adult. A concentration on acute, episodic problems, chronic problems and health maintenance of the adult client.
NURS 635 Care of Families IV	125	Primary Care focused on the older adult (age 55 and older) Clinical hours in a geriatric setting, applying Gero-pharmacology content to clinical decision- making for pharmacologic treatments, integrating facets of comprehensive geriatric assessment into routine office visits and utilizing current clinical guidelines for health promotion with older adults and management of common acute and chronic health conditions utilizing current guidelines for management. Also, addressing elder maltreatment and implementing processes in support of advanced care directives.
NURS 636 Care of Families V	125	Primary Care focused on Women's Health.

MSN Nursing Education Track Clinical

Preceptors in the Master of Science in Nursing (MSN) Education track are essential partners in preparing future nurse educators. Each student must complete a minimum of 500 hours of clinical practice. There must be planned clinical time that includes direct patient care.

Nurse Educator Preceptor Qualifications:

1. Must hold a current RN license to practice in Pennsylvania or the state where you will be completing the clinical practicum.
2. Nurse Educator preceptors should hold a Master of Science in Nursing from an ACEN or CCNE-accredited institution and have a minimum of 5 years of teaching experience.
3. The preceptor should be a faculty in a College or University. The other option is a staff development educator in a hospital.

Course	Hours	Focus
NURS 660 Teaching strategies, learning theories and Curriculum design (125 clinical hours) (3 credits)	125	The clinical component of NURS 660 provides graduate nursing students with immersive, hands-on experiences in academic and clinical education settings. Through 125 supervised clinical hours, students will apply evidence- based teaching strategies, integrate foundational and contemporary learning theories, and participate in curriculum design and evaluation processes. Clinical experiences emphasize the development of student- centered instructional methods, facilitation of active and collaborative learning, and implementation of culturally responsive teaching practices. Students will engage in lesson planning, classroom and simulation teaching, assessment development, and curriculum mapping, with a focus on

		aligning educational activities with professional standards and program outcomes. The course prepares future nurse educators to create dynamic, inclusive, and effective learning environments that foster critical thinking, clinical competence, and lifelong learning in diverse student populations.
NURS 661 Assessment and Evaluation in Nursing Education (125 clinical hours) (3 credits)	125	The clinical component of NURS 661 immerses graduate nursing students in the practical application of assessment and evaluation strategies within academic and clinical education environments. Over 125 supervised clinical hours, students will design, implement, and critically appraise a variety of assessment tools and evaluation methods to measure student learning, clinical competence, and program effectiveness. Clinical experiences include developing formative and summative assessments, utilizing simulation-based evaluation, conducting objective structured clinical examinations (OSCEs), and analyzing student performance data. Emphasis is placed on the use of valid, reliable, and equitable assessment practices, as well as providing constructive feedback to support learner development. Students will also participate in program and course evaluation activities, including data collection, analysis, and quality improvement initiatives. This course prepares future nurse educators to ensure the integrity of nursing education through rigorous, evidence-based assessment and evaluation processes that promote student success and uphold academic and professional standards.
NURS 662. Education Practicum (250 clinical hours) (6 credits)	250	The clinical focus of NURS 662 is to provide graduate nursing students with an intensive, mentored practicum experience in nursing education across academic and clinical settings. Over 250 supervised clinical hours, students will assume increasing responsibility for the design, delivery, and evaluation of nursing education. Students must include direct patient care activities as part of this practicum. Practicum activities include planning and teaching didactic, clinical, and simulation-based learning experiences; developing and implementing assessment and evaluation strategies; engaging in curriculum development and revision; and participating in faculty roles such as academic advising, student remediation, and committee work. Emphasis is placed on integrating evidence-based teaching practices, fostering inclusive and culturally responsive learning environments, and applying leadership skills in educational settings. This practicum prepares future nurse educators to transition confidently into faculty roles, demonstrating competence in teaching, assessment, curriculum management, and professional collaboration within diverse educational contexts.

MSN Nursing Leadership Clinicals

Preceptors in the Master of Science in Nursing (MSN) Leadership track are essential partners in preparing future nurse leaders. Nursing leadership preceptors are experienced nurse leaders who serve as mentors and role models for graduate nursing students during leadership-focused

clinical practicums. These preceptors play a critical role in bridging the gap between theory and practice, guiding students in the development of advanced leadership competencies within healthcare settings.

Each student must complete a minimum of 500 hours of clinical practice. There must be planned clinical time that includes direct patient care.

Nursing Leadership Preceptor Qualifications:

1. Must hold a current RN license to practice in Pennsylvania or the state where you will be completing the clinical practicum.
2. Nursing Leadership preceptors should hold a Master of Science in Nursing from an ACEN or CCNE-accredited institution and have a minimum of 5 years of leadership experience.
3. Have formal education in nursing administration, leadership or a related specialty.
4. Preceptors have substantial experience in nursing leadership roles, such as nurse manager, director, clinical leader, executive, or clinical administrator.

Preceptor must hold a position that does not have the same roles and responsibilities as the student's current position (e.g., Nurse Manager ICU vs. Nurse Manager Surgical Services)
Preceptor must hold a leadership position in health care.

Course	Hours	Focus
NURS 665. Leadership strategies (125 clinical hours). (3 credits)	125	The clinical focus of NURS 665 is to immerse graduate nursing students in the practical application of leadership principles within healthcare and academic environments. Over 125 supervised clinical hours, students will engage in experiences that develop advanced leadership competencies, including strategic planning, change management, team building, conflict resolution, and quality improvement initiatives. Clinical activities may include leading interprofessional teams, participating in organizational decision-making, facilitating staff development, and implementing evidence-based leadership interventions to improve patient care and educational outcomes. Emphasis is placed on ethical leadership, effective communication, systems thinking, and the promotion of a culture of safety and inclusivity.
NURS 666. Finance in nursing practice (125 clinical hours). (3 credits)	125	The clinical focus of NURS 666 is to provide graduate nursing students with practical experience in the financial management aspects of nursing practice and healthcare organizations. Over 125 supervised clinical hours, students will apply foundational financial concepts such as budgeting, resource allocation, cost-benefit analysis, and financial decision-making in real-world clinical and administrative settings. Clinical activities may include participating in budget development, analyzing financial reports, evaluating reimbursement models, and contributing to fiscal planning for quality improvement or program initiatives. Emphasis is placed on understanding the impact of financial decisions on patient care, staff productivity,

		and organizational sustainability. These experiences prepare future nurse leaders to integrate financial acumen into their practice, support effective resource management, and contribute to the financial health and strategic goals of healthcare organizations
NURS 667. Leadership Practicum (250 clinical hours. (6 credits)	250	The clinical focus of NURS 667 is to provide graduate nursing students with an immersive, mentored practicum experience in advanced nursing leadership. Over 250 supervised clinical hours, students will actively engage in the application of leadership theories and strategies within complex healthcare or academic environments. Students must include direct patient care activities as part of this practicum. Practicum activities include leading interprofessional teams, managing organizational change initiatives, participating in policy development, facilitating quality improvement projects, and mentoring staff or students. Emphasis is placed on systems thinking, ethical decision-making, effective communication, and the promotion of a culture of safety, equity, and collaboration. Through these experiences, students will refine their leadership competencies, develop strategic vision, and demonstrate the ability to influence positive outcomes at the unit, organizational, and community levels, preparing them for advanced leadership roles in nursing practice and education.

DNP Program

The DNP Leadership Practicum is an advanced, immersive clinical experience designed to synthesize and apply the knowledge, skills, and competencies acquired throughout the Doctor of Nursing Practice (DNP) program. Graduates are expected to collaborate with other professionals in complex health environments with diverse populations to translate and apply evidence for clinical decision making. They are also leaders in developing, evaluating and disseminating standards of care while advocating for policy and initiatives that improve health outcomes and systems.

This practicum offers DNP students the opportunity to assume a leadership role within a healthcare organization, focusing on systems-level change, quality improvement, and evidence-based practice.

There are four DNP Leadership courses (725 A, 725 B, 735 A, 735 B) with practicum/clinical hours. **Each course requires 125 clinical hours with a total of 500 leadership clinical hours.**

Students are responsible for identifying an appropriate location and preceptor for the practicum experience. Students must secure an acceptable site prior to the beginning of the practicum course.

Each student may select a preceptor with experience in leadership to provide guidance and direction for attainment of learning goals. In concurrence with the student's assigned faculty member, a learning agreement including expectations, student learning outcomes and means of measuring success will be executed.

During the practicum, students must advise their preceptors of course requirements and personal learning objectives. Students are also responsible for submitting a weekly activities log of the practicum experience, including accurate reflections on activities and attainment of course outcomes and specialty competencies. Each assigned faculty member is responsible for evaluating a student's performance and all associated assignments completed during the practicum experience. Students are responsible for making travel arrangements and incurring all related expenses.

The site must be a healthcare-related organization or nursing institution, according to the needs of the specialty (e.g., a hospital, outpatient clinic, long-term care facility, home care services).

Students must be scheduled and are responsible for completing a minimum of 125 hours of practical experience per course in an approved setting. HFU allows flexibility in scheduling these hours. The requirement may be met with full days, partial days or consecutive days as agreed upon with the preceptor.

All practicum experiences must be recorded in a clinical log, which includes verification of hours. Documentation must demonstrate activities related to course outcomes, AONL competency, AACN Essentials, and the student's learning agreement. All documentation must be submitted to Medatrax and Canvas for successful completion. At graduation, the student must have documented all required leadership practicum hours and essential practicum work.

DNP Nursing Leadership Preceptor Qualifications:

1. Must hold a current RN license to practice in Pennsylvania or the state where you will be completing the clinical practicum.
2. Nursing Leadership preceptors should hold a Master of Science in Nursing from an ACEN or CCNE-accredited institution and have a minimum of 5 years of leadership experience.
3. Have formal education in nursing administration, leadership or a related specialty.
4. Preceptors have substantial experience in nursing leadership roles, such as nurse manager, director, clinical leader, executive, or clinical administrator.
5. The preceptor must hold a position that does not have the same roles and responsibilities as the student's current position (e.g., Nurse Manager ICU vs. Nurse Manager Surgical Services). The Preceptor must hold a leadership position in health care.

Course	Hours	Focus
NURS 725 A/B Nursing Leadership in Healthcare Organizations Practicum I A/B	125 for each course A and B	This clinical experience is designed to provide the student with the opportunity to integrate nursing administration theory, practice, and research into a variety of health care settings. This clinical course provides graduate nursing students with foundational, hands-on leadership experiences within diverse healthcare settings.

		During this practicum, students work closely with experienced nurse leaders and interprofessional teams to observe, participate in, and reflect on the daily operations and strategic initiatives of healthcare organizations. Students collaborate on quality improvement initiatives, participate in root cause analyses, and contribute to the development or revision of policies and protocols in health care settings. They assist in the implementation of systems that enhance safety, efficiency, and fiscal responsibility.
NURS 735 A/B Nursing Leadership in Healthcare Organizations Practicum 11 A/B	125 for each course	This clinical experience is designed to provide the student with the opportunity to integrate nursing administration theory, practice, and research into a variety of health care settings. Students participate in the daily activities of nurse leaders, applying leadership frameworks to real-world situations such as team management, decision-making, and conflict resolution in health care settings. Students gain exposure to budgeting, staffing, workflow optimization, and the influence of organizational culture on practice and outcomes.

DNP Residency Practicums

The goal of the DNP program is to prepare nurses for advanced practice roles and as clinical scholars skilled in the application of theory and research, evidence-based practice, advanced clinical practice, measurement of patient outcomes and transformation of health care systems to ensure quality and safety. The purpose of this section of the Program Handbook is to provide an overview and guidelines for the Doctor of Nursing Practice Scholarly Project and Residency.

The DNP curriculum culminates with a final project and clinical immersion experience. The DNP Scholarly Project and Residencies represent the results of independent scholarly inquiry and contribute to the nursing profession and the student's personal growth in nursing leadership, health policy, and evidence-based practice. Together with the final project, the immersion provides evidence of the student's advanced understanding of relevant literature and policy/practice issues, documents the outcomes of the student's educational experiences, implements, and disseminates a scholarly project.

Doctor of Nursing Practice Residency

The DNP residency is designed to provide the DNP student with a comprehensive clinical experience individually designed to meet the professional and clinical goals of each DNP student. Residency provides an opportunity for further synthesis and expansion of learning. In addition to clinical practice, the HFU DNP students are expected to identify evidence-based practice changes in a clinical setting. Students pursue independent study, such as participation

in presentations, rounds and seminars. Students integrate literature review and clinical experience to increase complex and proficient practice.

Graduates of the DNP program are expected to demonstrate highly refined clinical and professional skills in conjunction with their mentor, content expert, and/or faculty.

Proficiency may be acquired through a variety of methods, such as attending case conferences, practice contact hours, demonstrating experiential competencies, or a combination of these elements.

Graduates of the program will acquire and are expected to demonstrate proficient knowledge, skills and abilities that enhance advanced clinical practice including:

- Refined communication, reflection and scholarly skills
- Advanced scientific foundation
- Patient care expertise with emphasis on independent and inter-professional collaboration
- Analytic skills for appraising, implementing, and evaluating evidence and literature
- Direct and indirect patient care across populations and settings
- Advanced knowledge of health policy and health care delivery systems

The essential components of residency courses include scholarly activities, reflective journaling combined with the documented achievement of competencies, and the submission of a scholarly paper based on their Scholarly Project. The DNP student assumes an expanded scope of practice for patients; provides leadership to foster interprofessional collaboration, demonstrates skills in peer review that promote a culture of evidence, and applies clinical investigative skills to evaluate health outcomes.

Students must demonstrate the ability to write scholarly and influence evidence-based practice. The clinical experiences can include a wide variety of sites where the DNP student demonstrates autonomous practice, leadership, practice inquiry, and policy as part of the fabric of professional preparation for the NP with a practice doctorate (NONPF, 2010). Gaps in clinical experience and professional growth to meet DNP competencies are identified at regularly scheduled conferences with their faculty advisor and/or mentor. Individual arrangements are made to enhance and expand the practicum. Experiences may include ambulatory, inpatient, outpatient, long-term, rehabilitative, and subspecialty care.

DNP Residency Courses

The completion of the required clinical residency hours and the DNP Scholarly Project is achieved through the DNP Scholarly Project and the DNP Residency. Each DNP Scholarly/Residency courses (NURS 802, 803, 901, 902, 903, 904, 905, 906) are eight weeks in length. Four courses (NURS 802, 803, 903, 904) are focused on the progressive development of practice inquiry knowledge and skills, ability to apply research, clinical practice, and leadership principles through the DNP Scholarly Project development. Four courses (NURS 901, 902, 905, 906) are designed as residency hours with outcomes intended to demonstrate achievement of the DNP Scholarly Project and the DNP Essentials.

Each APRN-DNP Leadership student completes a minimum of 500 residency hours. Each MSN-DNP Leadership student will complete a minimum of 500 residency hours (Total of 1000 hours in the program). Residency and Scholarly Project courses can be repeated if the course objectives are not achieved.

Course Requirements

The DNP Residency course requires completion and verification of clinical hours: NURS 901 (125 hours), NURS 902 DNP Residency II (125 hours), NURS 905 DNP Residency III (125 hours), and NURS 906 DNP Residency IV (125 hours).

All hours are logged into a Residency log in Medatrax by the student.

Residency Mentors

Appropriate mentors for the DNP residency immersion experiences include a wide variety of potential experts from whom the student may choose. These include, but are not limited to: health care providers, physicians, nurse executives, senior clinicians, skilled informaticists, leaders in health policy development, and leaders from other disciplines with expertise relevant to the DNP student's area of scholarly focus and objectives. All residency mentors must have a professional doctorate or a research doctorate.

The responsibility to identify residency mentors and initiate the request to work is a shared responsibility between the student and the DNP scholarly project faculty advisor/Graduate Program Director. Students must receive permission for all residency placements. Any residency hours accumulated under non-approved circumstances will not be counted toward residency hours required for completion.

No student may begin residency hours until approved and notified by the Graduate Leadership Team.

Residency Documentation and the Time Log

All DNP residency hours are documented in the Medatrax system. Practice immersion experiences afford the opportunity to apply, integrate, and synthesize the AACN Essentials necessary to demonstrate achievement of desired outcomes in an area of advanced nursing practice. Students must have a mentor in the clinical area and must keep a log of residency and leadership hours. Clinical hours may consist of mentored learning that provides a broad range of activities, in addition to autonomous clinical hours such as leadership, practice inquiry, and policy (AACN, 2026).

Residency hours include:

- Time spent with a mentor in an area of specialization (hours dedicated to DNP level experience and beyond the student's current role).
- Special projects related to advanced nursing practice specialization.
- Time spent in a clinical agency's committees.
- Time spent in formal skill building to develop, implement, or evaluate scholarly projects (such as tutorials, meetings, consultation with experts, professional, or community conference attendance).
- Time spent participating in a health initiative in the agency, healthcare system, state or national agency.

- Time in the healthcare organization working on some aspect of the scholarly project.

Residency hours do not include:

- Time spent in activities required for another FNP/DNP course.
- Time spent in conferences that are counted toward a course in which you receive credit.
- Time spent traveling to and from conferences.
- Time spent during hours of work in the current position.

Students are responsible and required to document all residency hours and the alignment to the AACN Essentials (2026). Hours that are not documented are not included as part of the student residency hours.

DNP Residency Course Requirements and Examples of Direct and Indirect Hours

A total of 125 residency hours is required across all DNP Residency courses. In accordance with program requirements, 50% of the residency hours (62.5 hours) must be completed as direct hours and 50% (62.5 hours) as indirect hours, for a total of 125 hours. Students are responsible for documenting their residency hours in Medatrax, including the activities completed to support the hours. When completing residency activities each week, students should refer to the Course Learning Outcomes (CLOs) to ensure that activities align with the expected course competencies. Students must also review the course syllabus for specific DNP Residency Activity Guidelines and requirements.

Direct Care:

The direct hours indicate activities that involve direct contact with patients or specific study participants (assessments, education, etc.), staff, administration, your Mentor, etc at the project location site. The direct hours include direct care with the patient or project-focused care/implementation. These direct hours include a professional encounter between a nurse and actual patients and/or study participants either face-to-face (F2F) or virtual.

Indirect Care:

The indirect hours are activities that guide your project such as literature reviews, continuing education activities if related to your project, policy analysis, auditing or reviewing charts/EHR, developing protocols/policies, designing and evaluating QI EBP projects, analyzing data, etc. The indirect hours include activities performed away from the patient/project site although directly support the project.

NURS 901 DNP Residency I

Examples of direct hours that can apply to DNP Scholarly Project in NURS 901:

- Lead stakeholders meeting to assess readiness for project change in the clinical project location setting
- Managing barriers to change in the clinical project location setting
- Leading project planning meetings
- Conducting gap analysis meetings in the clinical setting where the project will be implemented
- Meeting with the leadership team to define the project practice problem

- Coordinating interdisciplinary team meetings that may be needed for the project development
- Developing educational tools as needed in direct collaboration with the project Mentor

NURS 902 DNP Residency II

Examples of direct hours that can apply to DNP Scholarly Project in NURS 902:

- Meeting with Administration/Leadership at project site to discuss approval of project (IRB Committee or Administrative Approval)
- Managing barriers to change in the clinical project location setting
- Leading meetings related to the project planning and the future implementation process
- Meeting with the leadership team to discuss the project methodology
- Coordinating interdisciplinary team meetings that may be needed for the project development
- Presentations about the project topic to stakeholders/leadership team
- Meeting with the stakeholders
- Participate and lead meetings related to the project topic
- Direct meetings with the project Mentor (Face to face or Virtual)
- Shadowing nursing leadership at the project location site as it applies to the project topic
- Exploring potential recruitment activities at the project site that may be needed for the project
- Developing educational tools as needed in direct collaboration with the project Mentor at the project site

NURS 904 DNP Residency III

Examples of direct hours that can apply to DNP Scholarly Project in NURS 904:

- All Face to face or virtual activities that pertain to the project implementation
- Meeting with Administration/Leadership at project site to discuss the project implementation
- Recruitment at the project site
- Coordinating interdisciplinary team meetings that may be needed for the project implementation
- Conducting the implementation of the project at the site
- Interaction with the participants who are completing the project intervention
- Participate and lead meetings related to the project implementation
- Direct meetings with the project Mentor (Face-to-face or Virtual)

NURS 906 DNP Residency IV

Examples of direct hours that can apply to DNP Scholarly Project in NURS 906:

- Includes all face to face or virtual activities that pertain to the project completion

- Participate and lead meetings related to the project completion
- Direct meetings with the project Mentor (Face-to-face or Virtual)
- Dissemination of results at the site after approval from statistical consultant and faculty project advisor

DNP Residency and Course Learning Outcomes Map

All graduates will demonstrate the competencies outlined in the AACN Essentials (2026). Students must demonstrate achievement of each Essential through the cumulative residency experiences (NURS 901, 902, 905, and DNP Scholarly Project (NURS 802, 803, 903, and 904) for successful completion of the program.

Guidelines

At the completion of each Residency course, students must submit the Doctor of Nursing Practice (DNP) Residency and Course Learning Outcomes Map to the designated DNP Residency course. The map is a cumulative experience of the DNP Program.

In collaboration with the clinical mentor, the minimum requirement is one activity to be completed to accomplish and achieve each course learning outcome.

You may not repeat an activity from the previous course in the series (NURS 901, 902, 905,906)

Affiliation agreement and Clinical placement

Affiliation agreements and clinical placements are formal contracts established between academic nursing programs and healthcare organizations to facilitate student clinical education experiences. These agreements outline the terms, responsibilities, and expectations for both the educational institution and the clinical site, ensuring a safe, effective, and legally compliant environment for student learning.

An agreement or contract between HFU and every clinical site is required. The student must identify the proper point of contact at the site to assist in this matter in collaboration with the Graduate Leadership Team.

All affiliation agreements must be completed before the beginning of the practicum course and course registration. In the event an agreement is not completed, a delay in starting the practicum will occur.

Students are expected to present professional demeanor, behavior, appearance, and communication at all times. The American Nurses Association Code of Ethics binds students while in a clinical practicum. Students also must agree to abide by all the rules and regulations of the practicum site.

MEDATRAX for all programs

HFU utilizes Medatrax - Clinical hours Student Tracking System. Medatrax is an online clinical tracking and management system utilized by HFU to streamline the process of requesting, documenting, and monitoring clinical placements. Through Medatrax, students can submit clinical placement requests, specifying preferred sites, preceptors, and desired clinical experiences.

The platform ensures that all required documentation-such as affiliation agreements, compliance records, and preceptor credentials-is completed and verified prior to placement approval. Medatrax also provides a centralized location for tracking clinical hours, evaluations, and student progress, supporting both regulatory compliance and the efficient coordination of clinical education experiences.

As a student enrolled in all of the clinical courses for the MSN and DNP programs, you are required to purchase a Medatrax membership. Students may not enroll in clinical courses without verification of Medatrax membership. Students requiring additional technical support can access Medatrax support: <https://np.medatrax.com/default.aspx>

Prior to starting clinical practicum, there is a required student orientation of Medatrax.

In preparation for clinical practicums, students can request clinical site and preceptor approvals in Medatrax by uploading the required site and preceptor documentation.

Throughout the course, the student maintains an electronic log (Medatrax) that demonstrates the relationship between goals and objectives set by the student and completed activities. An electronic journal log is inclusive of the proposed practicum goals and objectives, and a description of all practicum activities with an evaluation of how the activity met the goals and objectives set by the student, and the number of completed hours are located in Medatrax. The student must complete the Medatrax time log weekly. Each time the log is submitted, hours are totaled cumulatively in the system that is accessible to the preceptor, Course Faculty, and graduate leadership team.

At practicum course completion, the student submits the completed final log (Medatrax case logs, Medatrax time logs, and other course requirements) and includes a self-evaluation that contains a summary of the overall practicum experience, identified areas of strength, areas for improvement and an action plan into Canvas and/or Medatrax.

In addition, the preceptor evaluates the student, and the student evaluates the preceptor/site. Course faculty evaluate the student. All evaluations are completed in Medatrax. The faculty will review all evaluations. The course faculty and preceptor verify the number of hours completed by the student. These hours/time logs must be signed off by the preceptor in the midterm and final week. These signed hours/time logs are required to be submitted by the student to Medatrax.

Medatrax functions as a comprehensive electronic student tracking system, including a detailed collection of each student's patient encounter logs, which include age, type of patient, and a complete overview of clinical hours that need to be tracked during their clinical rotations. This will serve as the repository for evaluations and compliance.

Students are required to upload the documented total clinical hours, complete name and address of practice sites, site specialty, and preceptor's name, course number, and semester for each clinical course into Medatrax. For FNP students the system is web-based, HIPAA-compliant, and allows students to quickly and easily enter patient encounter information such as demographics, clinical information, diagnosis and procedure codes, medications, and brief clinical notes.

Student Responsibility

1. It is the student's responsibility to keep and maintain an up-to-date clinical database.
2. Expectations may vary from course-to-course.
3. Enter each day's encounters on the actual days; students have a maximum of 7 days to enter case logs and time logs from the date of the encounter.
4. Do not forget about printing and using the "blank case log worksheet" to help remind you of the data for each patient.
5. If you have a clinical question related to content entry requirements contact your clinical course faculty.
6. Students are required to document all clinical hours and required course clinical information in Medatrax.
7. All clinical documents, such as the Preceptor Agreement form, Preceptor license, board certification, and CV/Resume, must be uploaded to Medatrax by the MSN, FNP and DNP student.

Student Clinical Responsibilities

The student develops a practicum plan that includes goals, objectives and proposed practicum activities. During the first week of each practicum, the student develops their practicum hours schedule and discusses the plan with the preceptor. This plan will be uploaded to Canvas. The student should submit a copy of the evaluation tools and syllabus with the course/program objectives and course requirements to the preceptor as well.

Practicum Evaluations

Evaluation of the student in clinical practicum is completed by the student, preceptor and clinical faculty. Each course has a course specific evaluation tool for practicums except the NP clinical practicums. The NP Clinical Performance Evaluation Tool is used throughout the program to document the progress of the nurse practitioner student.

NP Clinical Evaluation:

During the practicum semesters, the focus is on Assessment, Diagnosis, and management of acute and chronic conditions as well as health promotion and well visits in the primary care setting. Meeting the expectations listed on the NP Clinical Performance Evaluation Tool occurs over the course of practicum semesters. Faculty and preceptors expect to see continuing progress of clinical skills throughout the practicum semesters. Throughout the curriculum, we expect to see continuing progress. Meeting the expectations listed on the evaluation occurs over the course of the semester.

The expectations for a satisfactory level of performance change over time and each clinical course builds on the next. Students are expected to carry content from one semester to the next, and draw on increasing content, in order to inform analysis in subsequent courses. This is a guide to help define expectations.

During each semester, the student and clinical practicum preceptor complete a midterm (week 7) and a final evaluation week 14 so faculty can review prior to grade submission (week 14) using the Clinical Performance Evaluation Tool. This is available and completed in Medatrax.

Representing Holy Family University, School of Nursing

Professional behavior and safety are valued as essential attitudes and actions for successful completion of the doctoral program and are evaluated by demonstration of the following:

Professional behaviors are evaluated by the following:

Active Learner

Assumes responsibility for own learning needs in all settings.

Attendance in accordance with the School of Nursing policy

Attends all classes and clinical experiences.

Punctuality for all learning experiences

Arrives promptly and stays for the duration of time for classes and clinical experience. Zero tolerance for lateness in the clinical and lab areas.

Preparation

Prepares for all classes and clinical experiences.

Obtains all course required materials (textbooks, workbooks, clinical handbooks, electronic resources, etc.).

Completes readings and pre-class assignments. Completes independent assignments (e.g. computer).

Checks bulletin board, course web site, canvas courses and electronic resources for additional information as needed.

Attentiveness

Participates in all classroom and clinical discussions and activities. Remains awake and alert during all class, clinical, and lab sessions.

Displays ability to think critically and engage in problem-solving in accordance with safe nursing practice.

Links previous knowledge to current Nursing courses.

Acknowledges that written examinations will contain questions of increasing complexity at each level.

Communication

Demonstrates characteristics of an attentive and engaged listener.

Uses appropriate verbal and nonverbal communication to professionally and effectively interact with patients, families, peers, faculty, and staff.

Resolves conflicts maturely and appropriately by utilizing the appropriate chain of communication.

Communicates ideas fluently and accurately using Standard English. Prepares written materials free from mechanical, logical, and organizational errors, utilizing APA format whenever indicated.

Reads, views, analyzes, synthesizes, and interprets selected course materials.

Professionalism

Remains accountable and responsible for actions and behaviors at all times.

Completes all clearances and health data through American Data Bank as required and keeps all information current.

Complies with the School of Nursing dress code. Maintains good personal hygiene and neatness in appearance.

Complies with all classroom and clinical course expectations, including completing assignments on time. Demonstrates emotional maturity, cooperation, sound judgment, promptness, dependability, initiative, effort, and self-reliance. Accepts and uses constructive input and/or reflections to modify behaviors/actions. Responds in an appropriate manner to feedback given in

the clinical and classroom settings. Demonstrates a sincere desire and the necessary commitment to become an effective nurse. Seeks assistance from faculty in a timely fashion.

Follows the honor code of the University as well as the policies of the SON. Does not falsify documents.

Avoids disruptions by turning off cell phones (ring or vibrate mode) during classroom or clinical experiences. Use of cell phones or any other smart device is not permitted during any examination and clinical experiences.

Conducts self in a courteous, professional manner in the classroom and clinical. Is respectful of self, peers, faculty, and staff. Upholds the values listed in the University Mission Statement.

Respects and maintains confidentiality of patients, families, peers, and faculty. Examples of behaviors considered unprofessional include, but are not limited to: excessive tardiness and unexcused absences without notification of the course faculty. Lack of class or clinical preparation.

Disrespect

Abusive or profane language or behavior.

Dishonesty - including but not limited to cheating, plagiarism, fabrication, and misrepresentation as defined by the following:

- Cheating - using or attempting to use unauthorized materials, information, study aids, computer-related information, or other people. Plagiarism - representing the words, data, works, ideas, computer program or output, or anything not generated in an authorized fashion, as one's own.
- Fabrication - presenting as genuine any invented or falsified citation or material.

- Misrepresentation - falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

Disruptive behavior- violence of any kind.

Use of or impairment by chemicals or alcohol (legal or otherwise).

Expiration of any required clearance (background screen, child abuse clearance, FBI clearance), CPR certification, insurance, or health requirement while enrolled in a clinical course.

Clinical Experiences:

The clinical component of the Master of Science in Nursing and Doctor of Nursing Practice Programs is a critical component for students to acquire new skills and knowledge while developing in an advanced practice role.

Preceptors are volunteers, and this means assuming a responsibility in addition to the rigorous demands of their healthcare provider role. Therefore, both students and faculty need to demonstrate unfailing courtesy and consideration in their interactions with actual or potential preceptors. Both faculty and students are important ambassadors of HFU and the nursing profession in all their contacts with preceptors.

Student Placement and Academic Affiliation Agreements

Students identify preceptors by networking via their work environment, professional organizations or community contacts. All preceptors must possess the qualifications required to be academically and experientially prepared for the preceptor role.

The responsibility to identify preceptors and initiate the request to work with a preceptor is a shared responsibility between the student and the Graduate Program Director.

The Graduate Leadership team will assist you as needed in choosing clinical sites. Students must receive permission for all preceptor placements. All students must provide preceptors and mentors with a copy of the syllabus and evaluation tools.

All clinical placement requests will be in Medatrax. When you are requesting a clinical site you will need to explain how this requested clinical site will meet the learning outcomes of the course.

Responsibility of the Student

The students are responsible for being self-directed in identifying initial and ongoing learning needs, for seeking learning opportunities to meet identified needs, and for being accountable for their performance in advanced practice nursing. The student responsibilities include:

- Understand and practice within the scope of advanced nursing practice as regulated by the Pennsylvania Nurse Practice Act.
- Provide and complete any required agency documentation. It is the student's responsibility to discuss with Clinical Faculty, preceptor, and clinical agency contacts to ensure validation prior to arrival.
- Arrive on time and prepared with supplies such as stethoscope and name tag.

- Dress in professional work attire with a lab coat (an exception to this would be in pediatric or other rotations where no lab coat is preferred after the student confirms with the preceptor and notifies the course faculty).
- Come to clinical prepared to assess clients, present information to preceptors and participate in clinical decision-making regarding client management.
- Utilize resources on site to further your knowledge base as needed.
- Discuss goals & objectives for fulfilling the clinical requirements with the preceptor. Provide written documentation of educational and clinical experiences that meet goals and objectives in Medatrax.
- Maintain weekly clinical logs and time logs in Medatrax.
- Maintain a collegial and professional relationship with preceptor and faculty. Provide evidence of self-evaluation of clinical performance and the attainment of learning objectives.
- Assume responsibility for individual learning needs through assessment of own strengths and limitations.
- Report to the preceptor and clinical faculty immediately if unable to meet clinical experience commitment.
- Communicate to the preceptor and faculty immediately about any problems that may arise during the clinical experience.
- Supply preceptor(s) with copies of syllabi, course objectives, and clinical evaluation tools at the outset of the experience.
- Establish a clinical schedule with the preceptor and notify him / her of any changes in a timely fashion.
- Follow clinical agency policies and procedures.
- Report all significant information regarding the patient and /or family to the preceptor. Have a treatment plan approved by the preceptor prior to implementation.
- Have the preceptor approve all written information prior to writing in the medical record, entering in the computer, or performing dictation.
- Request the clinical conference with the preceptor and faculty.
- Provide a clear understanding of your role to all staff members. Remember you are a guest in the facility, so please try to be helpful when possible.
- Initiate and arrange for a midterm and final evaluation conference with the preceptor. Patient Records Preceptor Review and Countersignature: On each clinical rotation, it is the student's responsibility to ensure that ALL patients seen by the student are also seen by the preceptor. The preceptor should also review all student notes written in medical records and countersign these documents.
- Countersignature by a licensed preceptor is required before any student order may be executed.
- Under no circumstances should a student initiate orders for any patient on any rotation without immediate consultation and countersignature of the clinical preceptor
- Submit a projected schedule in Medatrax for the entire rotation. Students should map out their planned clinical hours with dates, start/end times, and breaks on the projected schedule and upload them to Medatrax. Notify the preceptor and course faculty immediately if there are changes to the projected schedule. The actual completed hours are logged in Medatrax after the hours are completed.
- Meet eligibility and course requirements.

- Conduct oneself in a professional manner during the practicum assignment Accept instruction from facility personnel as a learning opportunity
- Maintain communication with the course faculty
- Comply with all facility requirements (e.g., liability insurance, background screening, physical examination, drug screening and current immunizations)
- Evaluate the practicum experience and perform a self-evaluation on the practicum assignment
- Students should email a copy of this handbook to their mentors to ensure that both understand course requirements.
- Students may direct all questions about the practicum to the course faculty and the Graduate Program Director.

Roles and Responsibilities Faculty Role

During the course, the instructor should be available via email or telephone to provide support to the student and the preceptor.

It is incumbent upon the instructor to ensure that the site is not misappropriating the student's time and/or utilizing the student as if it were a full-time employee, but instead, is facilitating learning.

The instructor's role is to maintain ongoing and effective communication throughout the practicum experience. Although the preceptor and student complete an evaluation, the course faculty are ultimately responsible for the final evaluation of the student's learning.

Contact the site and confirm all compliance forms needed.

Confirm compliance agreement and needed requirements are in place between the site and the student prior to practicum registration

Contact preceptor, providing the course syllabus, preceptor manual, practicum information from the handbook and contact information of the faculty and practicum coordinator

Be a conduit if preceptor changes are requested by student

Follow up with preceptors, students and faculty about the overall practicum experience upon the completion of the course

Complete the clinical virtual midterm semester conference and site visit to evaluate the students progress on accomplishing the course learning outcomes or clinical learning outcomes.

Schedule virtual site visits once per semester and as needed.

Evaluate the student's clinical competency via communication with the student, preceptor, and faculty and through virtual site visits as indicated.

Facilitate the student-preceptor-faculty relationship through continual constructive feedback.

Role of Practicum Preceptor

Cooperate with HFU faculty to promote student success in the practicum Orient the student to the facility environment and policies

Design suitable experience situations as described in the course outcomes and student learning agreement

Serve as preceptor for students in professional development

Participate in virtual meetings with the student and practicum-course instructor at the midterm and as needed.

Provide constructive feedback to students about their performance in the practicum setting

Agree to not discriminate by race, creed, color, religion, sex or national origin

Respond to practicum-course faculty requests for updates during Weeks 4 and 8 as to the progress of the student

Provide feedback to HFU as requested

Verify clinical hours in the Medatrax system.

Complete midterm and final clinical evaluation.

ACADEMIC TESTING

Advanced Practice Education Associates (APEA)

Completion of the Pre-Predictor FNP Exam will be in NURS 633.

Completion of the University Predictor FNP Exam will be during NURS 636.

Course Exams

Faculty are not obligated to provide a pre-test review. Pre-test reviews are at the discretion of the course faculty. If faculty choose to conduct an exam review, the review will be student-led.

If pre-test reviews are given, the pre-test review will focus on concept clarification and student questions. At no time will handouts, study guides, or worksheets, etc. be provided prior to or during a pre-exam review session. Content will not be re-taught during an exam review. No recording is permitted during a pre-exam review session.

Blueprints are provided by course faculty. The blueprint will be posted at least one week prior to the exam for students to use as a guide for exam preparation. The blueprint will include the category of content (i.e., topic) and the approximate number of questions (e.g., 3-5). This may be revised at any time, without notice, upon discretion of the faculty.

The post-test review will consist of reviewing only those content areas that are areas of weakness on the exams. Individual post-test reviews with each student or as a group are not provided.

In taking an exam, the student agrees to abide by the SON Professional Behavior policy which is found in this Graduate handbook and the Graduate catalog.

All students will be held accountable for complying with the Testing Policy during each exam. Students who choose to not comply with the Testing Policy will not be permitted to take the exam and will receive a "0" for the exam.

The Canvas test is the official record of the student's exam. No credit will be given for work completed in any place other than the Canvas exam. No credit will be given for any questions skipped or missed for any reasons.

Students are provided the exam schedule at the start of the course and in the course outline. Students must be available for the exam on the date and time within the timeframe per the course syllabus and outline. Exams are timed. Work schedules, child care, and other non-emergency reasons are not acceptable. Exams are given synchronously with the Lockdown Browser and Respondus Monitor® download on the student's preferred computer. In a true emergency, students will be asked to provide documentation for an alternate time such as military duty or hospitalization. No food is permitted in the room during an exam.

Electronic devices, including but not limited to phones, earphones, headphones, AirPods, and smart watches, are not permitted to be on the student's person during the exam. All devices must be turned to the OFF MODE and placed out of the student's view along with school bags, papers, books, notes, hats, jackets, hoodies, lunch bags, etc. The only item permitted on the student's head is a religious covering.

It is preferred that students use the bathroom prior to the start of an exam.

For online exams students must be actively testing within ten minutes of the assigned start time.

In the event of technical difficulties, students must email their professor immediately.

This exam may not follow the exam blueprint and may contain questions in alternate formats at the discretion of the professor.

Once a student elects to open an online exam, the student's examination effort cannot be rescinded. Once the online exam is accessed, the examination effort is considered to have begun.

Students are encouraged to use good judgment in deciding whether to access an examination.

Online Exams

The students are required to have access to a working laptop or desktop computer equipped with a microphone and a camera for all online exams. Neither a cell phone nor a tablet is an acceptable device for testing. It is recommended, where possible, that the student have access to a second device that is suitable for online testing in the event the first device fails. The student is required to adhere to the Academic Integrity policy during all online exams.

The SON graduate program uses Lockdown browser and Respondus Monitor, a remote proctoring system via Canvas for all online exams.

Once the exam is complete, there is no opportunity to have any part of the exam reopened.

The responsibility for knowing and understanding the School of Nursing's position and policies on academic testing rests with each student.

In the event that a student experiences technical difficulty during an exam and loses access to the exam, the student must contact the Respondus Lockdown browser technical support via a live chat service built in the help center. In the event that they are unable to resolve the issue, then contact the IT/Help desk to troubleshoot the tech issue. The student must contact the

Professor to have time added to the exam attempt. No time will be added after an exam is over and no additional attempts at an exam will be offered.

Students must be seated at a desk or table. Exams may not be taken while in bed, on the couch, or any other surface that is not a desk or a table.

Lighting must be sufficient in the room to view the entire workspace during the room scan. Lighting must be sufficient throughout the entire exam to easily see the student's expression and eye movement. The student's entire face, shoulders, and upper arms must be visible on the entire recording.

The workspace must follow the requirements (free of papers, phones, calculators, electronic devices, etc.).

Students may not wear hats, hoodies with the hood up, blankets, or any other item that obstructs the view of the student's face during testing. Religious head coverings are permitted.

Failure to follow any of the guidelines listed here may result in the student being awarded a "0" (zero) for the exam.

For online courses and online exams, post-exam reviews will not be provided. Students will NOT be permitted to view the exam questions or answers. Instructors may post an announcement regarding the general themes with which the class had difficulty on the exam.

Missed Exam

The student must contact the faculty member within 24 hours of the start of the exam to request a make-up exam. In the event a make-up examination is offered, the faculty member will determine the date, time, and format of the make-up examination. If a student misses both the regularly scheduled examination and the makeup examination, the student may earn a grade of zero for that examination.

The course faculty maintains records regarding makeup exams and quizzes. Students making repeated requests for makeup exams and quizzes will be required to meet with the course faculty to address academic progression issues.

No numerical adjustment (e.g., curve, questions eliminated, more than one answer taken, etc.) will be applied to a make-up exam.

All make-up exams will assess knowledge of the same nursing concepts as in the scheduled exam, consistent with the exam blueprint. The format and number of items on the make-up exam may vary.

DNP SCHOLARLY PROJECT

The essential components of the DNP program are scholarly activities, reflective journaling, combined with documented achievement of competencies, and submission of a scholarly paper based upon their Scholarly Project. The DNP student assumes an expanded scope of practice for patients; provides leadership to foster interprofessional collaboration, demonstrates skills in peer reviews that promote a culture of evidence, and apply clinical investigative skills to evaluate health outcomes.

Project Overview

The final scholarly project in the Doctor of Nursing Practice (DNP) program is called the DNP Scholarly Project (not capstone or dissertation). The DNP project integrates the practice and scholarship elements of the DNP degree. It is a practice-based project and aligns with the

DNP residency specific requirements. It is designed to address a practice issue affecting groups of patients, health care organizations, or health care systems. Students will work with clinics, inpatient units, hospitals, urgent care, long-term facilities, governmental agencies, community organizations, advocacy groups, or health care systems to assess, plan, implement, and evaluate a practice problem or policy issue of local, national, or global significance. DNPs must demonstrate through knowledge synthesis, skill refinement and the completion of the scholarly project that are prepared for doctoral nursing practice.

The DNP Scholarly Project is a culmination of knowledge gained through the DNP coursework. Students have the opportunity to focus their project with support from coursework. It is expected that students will collaborate with stakeholders to influence health care quality and negotiate successful change in care delivery processes for individuals, groups or populations across a broad spectrum of healthcare delivery systems. The project should exemplify advanced clinical judgment and expertise in a defined content area; critical thinking and accountability in designing, delivering, and/or evaluating evidence-based care to improve healthcare quality, safety, and outcomes; and leadership in the development and implementation of patient-care policy.

Each DNP student will develop and execute the DNP Scholarly Project to include the purpose, plan, implementation, evaluation and/or outcomes, and dissemination of findings. The project will allow the student to utilize and apply the concepts and skills attained throughout the program. The student will identify a problem or need within their practice area. They will develop an in- depth understanding of the issue through a review of the research literature and examination of the aspects significant to the problem. The project will be developed in partnership with the targeted system or community. Students must also take into consideration and involve the system and stakeholders.

All DNP Scholarly Projects should (American Association of Colleges of Nursing, 2026):

- Focus on a change that impacts healthcare outcomes either through direct or indirect care.
- Have a system (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)
- 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.
- Provide a foundation for future practice scholarship.

RESPONSIBILITIES WITHIN THE DNP SCHOLARLY PROJECT

Primary Faculty Advisor

The primary faculty advisor serves as leader of the student's DNP Project, advises the student, assists in narrowing and focusing the study topic, and guides the student in the project's development, implementation, evaluation, and timely completion.

Specifically, the primary faculty advisor responsibilities are to:

- Review and critique the student's DNP Project paper and provide feedback to them regarding any further revisions that are recommended.
- Assume the role as the Principal Investigator (PI) for the student's study when submitting to IRB. Sign the IRB application as the Principal Investigator. The student, however, is responsible for completing and submitting approved IRB proposals and forms to HFU and external IRB(s).
- Assume the role of primary advisor for students. Review and grade all assignments.
- Meet with the student on a weekly basis for study oversight. Students should schedule bi-weekly meetings (or as necessary) with the primary faculty advisor to ensure that the study and data collection are following IRS-approved guidelines, discuss updates, and identify and solve problems encountered
- Oversee the student's study progress to ensure they are complying with project deadlines necessary for study completion according to the timeline.

Doctoral Team

The Doctoral Team will consist of the student's primary faculty advisor, scholarly Project Lead, and the Graduate Leadership Team.

The Team serves in an advisory capacity to the student and assures that the project is feasible in scope and of sufficiently high quality to demonstrate the student's competence as a leader in the healthcare system. The DNP faculty in conjunction with the scholarly project lead and Graduate Leadership Team will work with the student in developing the initial plan for the project and will provide final approval.

Advise and ultimately approve the proposed DNP Scholarly project. To be available to the student for consultation regarding the project.

Review and approve the final Poster presentation of the DNP scholarly project.

Student

Communicating regularly with the Graduate Leadership Team regarding programs, goals and plans.

Communicating with the Graduate Leadership Team, scholarly project lead, and the Faculty advisor regularly regarding progress, scheduling meetings, including comprehensives/ proposal hearing, and final oral presentation.

Becoming familiar with and complying with all relevant policies and procedures as set forth by the School of Nursing.

Reporting problems that delay progress in completing the degree requirements to the faculty advisor and the Graduate Leadership Team.

It is the student's responsibility to complete all components of the DNP scholarly project and paper, including data analysis and dissemination of the scholarly project.

INSTITUTIONAL REVIEW BOARD (IRB) & HUMAN SUBJECTS PROTECTION

Any use of human subjects, animals, biohazardous materials, or radioisotopes for research purposes must be reviewed and approved by the IRB before the research is conducted. This approval cannot be obtained retroactively and cannot be granted by the advisers or doctoral committees. The mission of the Institutional Review Board at Holy Family University is to encourage the formation of persons of integrity by upholding high ethical and professional standards in the use of human subjects in scientific research.

Mindful of service to human needs, the IRB will instill in our campus community a passion for truth, which is rooted in a Judea-Christian worldview. Grounded in this Judea-Christian tradition, research on human subjects will support the contemporary development of knowledge and a vision for the future

This review is part of the HFU policy on ethics in research. It provides legal assurance for the commitment that the HFU has made to the federal government regarding the protection of human and animal subjects. Violations of the policies on these matters are a serious breach of the trust placed in researchers by the scholarly community and society. All IRB forms and instructions are located on the Holy Family Website.

DNP PROJECT PRESENTATIONS AND DISSEMINATION

As the final requirement of the DNP Scholarly Project, students will disseminate their project findings to the University. The students are expected to do a poster presentation as part of their dissemination. Final Poster approval must be obtained by the Graduate Leadership Team prior to the poster printing.

Poster guidelines and the template will be provided by the primary faculty advisor during the final DNP scholarly project course. All DNP Poster presentations will be scheduled by the graduate leadership team through the University Poster event.

Appendices

Appendix A: AACN Essentials of Nursing Education (2026)

AACN Essentials of Nursing Education (2026)	
Domain 1: Knowledge for Nursing Practice	
Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.	
Domain 2: Person-Centered Care	
Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.	
Domain 3: Population Health	
Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, healthcare, local government entities, and others for high quality, safe, and accessible patient care for all populations.	
Domain 4: Scholarship for Nursing Discipline	
Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.	
Domain 5: Quality and Safety	
Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.	
Domain 6: Inter-professional Partnerships	
Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.	
Domain 7: Systems-Based Practice	

Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.
Domain 8: Informatics and Healthcare Technologies
Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
Domain 9: Professionalism
Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.
Domain 10: Personal, Professional, and Leadership Development.
Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

Appendix B: MSN and Post Master's Sequence Sheets

MSN Nurse Educator Track			
Course Number	Course Name	Credits	Clinical Hours
620	Leadership, role development, and foundations of practice	3	
621	Research and EBP	3	
622	Policy, diversity, and ethical issues in HC	3	
623	Population Health, Health promotion and disease prevention	3	
626	Advanced Pathophysiology	3	
627	Advanced Pharmacology	3	
628	Advanced Physical Assessment & Dx reasoning	3	
660	Teaching strategies, learning theories and Curriculum design	3	125
661	Assessment and Evaluation in Nursing Education	3	125
662	Education Practicum	6	250
	Total	33	500

Appendix B1

MSN Nurse Leadership Track			
Course Number	Course Name	Credits	Clinical Hours
620	Leadership, role development, and foundations of practice	3	
621	Research and EBP	3	
622	Policy, diversity, and ethical issues in HC	3	
623	Population Health, Health promotion and disease prevention	3	
626	Advanced Pathophysiology	3	
627	Advanced Pharmacology	3	
628	Advanced Physical Assessment & Dx reasoning	3	
665	Leadership Strategies	3	125
661	Finance in Nursing Practice	3	125
662	Leadership practicum	6	250
	Total	33	500

Appendix B2

MSN Family Nurse Practitioner Track			
Course Number	Course Name	Credits	Clinical Hours
620	Leadership, role development, and foundations of practice	3	
621	Research and EBP	3	
622	Policy, diversity, and ethical issues in HC	3	
623	Population Health, Health promotion and disease prevention	3	
626	Advanced Pathophysiology	3	
627	Advanced Pharmacology	3	
628	Advanced Physical Assessment & Dx reasoning	3	
631	Intro to professional practice	3	125
632	Care of Families I	3	125
633	Care of Families II	3	125
634	Care of Families III	3	125
635	Care of Families IV	3	125
636	Care of Families V	3	125
	Totals	39	750

Appendix B3

Post Master's Family Nurse Practitioner Track			
Previous MSN in APRN Role with 3P's taken			
Course Number	Course Name	Credits	Clinical Hours
631	Intro to professional practice	3	125
632	Care of Families I	3	125
633	Care of Families II	3	125
634	Care of Families III	3	125
635	Care of Families IV	3	125
636	Care of Families V	3	125
			750
Previous MSN in APRN Role			
Course Number	Course Name	Credits	Clinical Hours
626	Advanced Pathophysiology	3	
627	Advanced Pharmacology	3	
628	Advanced Physical Assessment & Dx reasoning	3	
631	Intro to professional practice	3	125
632	Care of Families I	3	125
633	Care of Families II	3	125
634	Care of Families III	3	125
635	Care of Families IV	3	125
636	Care of Families V	3	125
	Totals		750

Appendix C. DNP Course Sequence Sheets

ONLINE DNP FOR ADVANCED PRACTICE NURSES - LEADERSHIP TRACK(Post APRN- DNP) Offered on a Part-Time (PT) and Full-Time (FT) Basis (26 credits; 500 clinical hours for DNP; 500 clinicals transferred in from APRN program)			
Course #	Course Name	Credit Hours	Clinical Hours
820	Leadership: Setting the Example	3	
802	DNP Scholarly DNP Project I	1	
703	Systems Leadership, Health Economics, and Policy	3	
901	DNP Residency I	1.5	125
717	Informatics	3	
803	DNP Scholarly Project II	1	
902	DNP Residency II	1.5	125
830	Population Focused System Evaluation and Implementation	3	
903	DNP Scholarly Project III	1	
707	Biostats and EBP for the DNP	4	
905	DNP Residency III	1.5	125
904	DNP scholarly Project IV	1	
906	DNP Residency IV	1.5	125
	Credit Hours	26	500

Appendix C1

Post MSN-DNP ONLINE - LEADERSHIP TRACK (Non APRN-DNP Track) (35 credits; 1000 clinical hours for DNP)			
Course #	Course Name	Credit Hours	Clinical Hours
820	Leadership: Setting the Example	3	
720	Nursing Leadership in Health Care Organizations I	3	
725 A	Nursing Leadership in Health Care Organizations Practicum I A*	1.5	125
725 B	Nursing Leadership in Health Care Organizations Practicum I B *	1.5	125
717	Informatics	3	
730	Nursing Leadership in Health Care Organizations II	3	
735 A	Nursing Leadership in Health Care Organizations Practicum II A*	2	125
735 B	Nursing Leadership in Health Care Organizations Practicum II B*	2	125
830	Population Focused System Evaluation and Implementation	3	
707	Biostats and EBP for the DNP	4	
802	DNP Scholarly DNP Project I	1	
901	DNP Residency I	1.5	125
803	DNP Scholarly Project II	1	
902	DNP Residency II	1.5	125
903	DNP Scholarly Project III	1	
905	DNP Residency III	1.5	125
904	DNP scholarly Project IV	1	
906	DNP Residency IV	1.5	125
	Credit Hours	35	1000

Appendix D:NP Clinical Performance Evaluation Tool

NP Clinical Performance Evaluation Tool

The Evaluation Tools contain the following elements:

Assessment

- Subjective Assessment
- Objective Assessment Diagnosis (Clinical Decision Making) Management

Diagnosis Treatment

Development and Implementation of Management Plan

Demonstration of Ability to Manage Care Evaluation

Communication

Interpersonal Skills

Two evaluation tools (a midterm and final evaluation tool) are used throughout the program to document the progress of the nurse practitioner student. Assessment, Diagnosis, and Management of acute and chronic illness in the family/individual patient population across the lifespan in the primary care setting. The Faculty and the Assessment Committee of the University utilize the end of course, faculty and agency evaluations to evaluate the quality of the course.

Appendix E: DNP Scholarly Project Template

DNP SCHOLARLY PROJECT TEMPLATE

The DNP Scholarly Project Paper should be in the current version of APA-Professional format. The final submission should combine all sections written for the DNP scholarly paper and include the following:

Section I. Title and Abstract

- a. Title
- b. Acknowledgments
- c. Dedication (optional)
- d. Abstract

Section II. Introduction

- a. Introduction to the paper
- b. Background and significance to health care
- c. Needs assessment
- d. Problem
- e. Purpose Statement
- f. PICO(T) Question
- g. Aims & Objectives

Section III. Methods

A. Review of Literature

- 1. Literature Review Methods
- 2. Literature Review of the Evidence
- 3. Analysis of Central Concepts of Project
- 4. Evidence Summary and Practice Implication
- 5. Evidence Based Model: Conceptual and Theoretical Framework

B. Gap Analysis

C. Context

- 1. Key Definitions
- 2. Key Stakeholders

D. Methodology- Study of intervention

- 1. Project Design and Setting
- 2. Population
- 3. Inclusion/Exclusion Criteria
- 4. Analysis of organization readiness for change

5. Ethical aspects and protection of participants' rights

E. Methodology: Study of Implementation

1. Description of intervention
2. Data Collection Process
3. Data Collection Logistics
 - a. Implementation Timeline
 - b. Proposed Budget, Time and Resources Plan
 - c. Responsibility and communication plan
 - d. Cost-benefit analysis

F. Evaluation Plan

Section IV. Discussion

- a. Relation to other evidence
- b. Barriers to Implementation
- c. IRB approval and Process discussion
- d. Inter-professional collaboration

Section V. Results

- a. Program Evaluation/Outcomes
- b. Summative and Discussion
- c. Significance or implications
- d. Interpretation
- e. Plans for future scholarship
- f. Impact of Results on Practice
- g. Recommendations for practice
- h. Mapping to the Essentials

Section VI. References Section VII. Appendices

References

American Association of Colleges of Nursing (AACN)

AACN Essentials: Core Competencies for Nursing Education:

<https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2026.pdf>

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<https://www.aonl.org/sites/default/files/aone/nec.pdf>

American Organization for Nursing Leadership (AONL)

AONL Nurse Leader Core Competency Model

<https://www.aonl.org/resources/nurse-leader-competencies>

Commission on Collegiate Nursing Education (CCNE):

<https://www.aacnnursing.org/ccne-accreditation/accreditation-resources/standards-procedures-guidelines>

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<https://www.nln.org/education/nursing-education-competencies/core-competencies-for-academic-nurse-educators>

National Organization of Nurse Practitioner Faculties (NONPF)

Nurse Practitioner Role Core Competencies

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