



ALVERNO
COLLEGE

JOANN MCGRATH
SCHOOL OF NURSING &
HEALTH PROFESSIONS

**Doctor of Nursing
Practice
Student Handbook
Policies and
Procedures**

2023 - 24

STUDENT ATTESTATION:
**2023-2024 GRADUATE NURSING STUDENT
HANDBOOK, POLICIES, AND PROCEDURES**

COURSE NAME: ENTER AN “X” TO INDICATE THE PROGRAM ORIENTATION COURSE, OR WRITE IN ANOTHER COURSE (#), FOR WHICH YOU HAVE READ THE CURRENT HANDBOOK AS REQUIRED AND ARE COMPLETING THIS ATTESTATION FORM:

_____MSN-600 _____MSN-600A _____MSN-600B _____DNP-800 _____OTHER:_____

By signing this statement, I acknowledge that I have accessed the *Graduated Nursing Student Handbook, Policies, and Procedures* electronically from the Alverno website and read it in its entirety. I understand that the content of the Handbook is subject to change without prior notice and as a graduate nursing student of Alverno College, I am responsible for keeping up to date on all information, policies, and procedures therein.

PRINT YOUR NAME

SIGNATURE

DATE

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I. ALVERNO COLLEGE MISSION

Alverno College prepares women for lives of personal and professional distinction and meaningful engagement with the world. Alverno extends this mission by offering graduate and adult programs to women and men. Inspired by its Catholic, Franciscan, and liberal arts heritage, the College intentionally creates an inclusive community that engages students in active and collaborative learning and fosters academic excellence.

II. OVERVIEW OF JOANN MCGRATH SCHOOL OF NURSING AND HEALTH PROFESSIONS

Mission

The mission of the JoAnn McGrath School of Nursing & Health Professions at Alverno College is to prepare proficient, devoted professionals who are grounded in science to promote the well-being of diverse populations in global communities. Our essential focus is to design student learning opportunities to guide the education of unique individuals, highlighting personal and professional development of practitioners who are prepared for leadership and life-long learning.

Vision

The vision of the JoAnn McGrath School of Nursing & Health Professions is to develop professionals with global influence through innovative education.

Philosophy of Education

The JMSNHP believes the focus of our work is the learner's personal and professional development. We prepare a nursing professional who is compassionate, ethical, proactive, proficient, and dedicated to lifelong learning in our diverse and ever-changing global communities. An ability-based curriculum underlies the art and science of nursing education. Founded on the liberal arts, the curriculum integrates human connection, science, and technology to promote health and intervene holistically to human responses. Through innovative learning experiences, we assist the learner to cultivate, apply, and transfer comprehensive knowledge, skills, and abilities that lead to reflective nursing practice. Alverno faculty and staff believe education goes beyond knowing to being able to do what one knows. Sensitive to unique learning needs, nursing faculty commit to performance-based, multidisciplinary educational practice including public criteria, feedback, and self-assessment. Developmental and varied experiences contribute to learning and increasing professional competence. The teaching/learning process is a collaborative partnership among learners, educators, health care systems, and the broader community. Educators and learners are mutually responsible to take ownership of and actively engage in learning experiences. Curricula continually evolve to incorporate current theory, research, science, standards, and evidence-based practices. As accomplished educators, learners, researchers, practitioners, and socialized professionals, Alverno faculty serve as role models of lifelong learning. Our goal is to promote a process of teaching and learning that provides guidance to students in the development of career goals and advancement of nursing practice.

Purposes of Graduate Nursing Program

The purposes of the Graduate Nursing Program are to provide and evaluate advanced programs of study in nursing and opportunities for personal development that enable graduates to maximize their scope of practice to positively impact the health of individuals, families, and communities; improve healthcare quality and accessibility, especially to vulnerable populations; and advance the nursing profession. In doing so, graduate nursing faculty provide direction for the JoAnn McGrath School of Nursing & Health Professions consistent with the purposes of Alverno College: namely creating a community of learning, creating a curriculum, creating ties to the community, and creating relationships with higher education.

III. OVERVIEW OF THE DOCTOR OF NURSING PRACTICE PROGRAM

The Alverno College Doctor of Nursing (DNP) Program, available to women and men, carries on the College's tradition in the professional liberal arts with particular focus on integrative, experiential, and reflective approaches to learning. The DNP curriculum supports students' development of advanced knowledge and competence in the abilities that frame the undergraduate curriculum at Alverno College: namely, *Communication, Analysis, Problem Solving, Valuing in Decision Making, Social Interaction, Developing a Global Perspective, Effective Citizenship, and Aesthetic Engagement*. Practicum experiences and didactic courses are designed to support the learner in applying selected abilities with individuals, families, and groups across the developmental lifespan in diverse health care settings.

The DNP program is a post-master's program. Meaning, it is designed for nurses, who have previously earned a Master of Science in Nursing (MSN) degree. Building on the essential elements of master's education in nursing, two innovative and evidence-based curricular tracks are offered in the Alverno College DNP program: *Direct Care* and *Leadership*. The leadership track has two specializations: *Educational or Executive Leadership*. Each track offers flexibility for full and part-time study.

Students entering the direct care track have previously graduated with an MSN degree from an accredited, graduate nursing education program focused in an advanced practice registered nurse (APRN) role, as delineated by the *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, & Education* (APRN Consensus Work Group & the National Council of State Boards of Nursing [NCSBN] APRN Advisory Committee, 2008). These APRN roles include clinical nurse specialist (CNS), certified nurse practitioner (NP), certified nurse midwife (CNM), and certified registered nurse anesthetist (CRNA). Students in the direct care track must provide documented evidence of current CNS, NP, CNM, or CRNA national board certification upon entry to the program. Students in the direct care track are required to maintain national board certification and employment in their APRN role as conditions of their ongoing enrollment in the DNP program. Students in the direct care track complete a 30-credit hour curriculum along with 500-1,000 clinical practicum hours (see Section IV, "Practica,").

Students entering the leadership track have previously graduated with an MSN degree from an accredited graduate nursing education program that may or may not have been focused in an APRN role. The leadership track is ideal for students whose prior graduate nursing education and specialty role experience has been focused in health care administration and organizational leadership, health policy development and law, informatics, or nursing education. Students in the leadership track are required to maintain employment in their leadership role specialty as a condition of their ongoing enrollment in the DNP program. Students in the leadership track complete a 32-credit hour curriculum along with 500 - 1,000 clinical practicum hours (see Section IV, "Practicum Hours").

Foundations of the Doctor of Nursing Practice Curriculum

Three American Nurses Association's (ANA) (2015) documents espouse the basis for all nursing practice, and Alverno nursing faculty use these documents to underpin the curriculum, and structure its content and learning experiences:

- *Nursing: Scope and Standards of Practice*
- *Guide to the Code of Ethics for Nurses with Interpretive Statements: Development, Interpretation, and Application*
- *Guide to Nursing's Social Policy Statement: Understanding the Profession from Social Contract to Social Covenant*

In addition, the following documents espouse standards, competencies, and criteria that specifically serve to ground the DNP curriculum:

- *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (Commission on Collegiate Nursing Education [CCNE], 2018)
- *The Essentials of Doctoral Education for Advanced Practice Nursing* (AACN, 2006)
- *Standards of Practice for Nurse Practitioners* (American Association of Nurse Practitioners [AANP], 2013)
- *Nurse Practitioner Core Competencies Content* (National Organization of Nurse Practitioner Faculties [NONPF], 2017)
- *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education [NTF], 2016)
- *The Essentials: Core Competencies for Professional Nursing Education* (2021)

Alverno Abilities

Outcomes of the Doctor of Nursing Practice Degree

The DNP program graduate:

- leads in the vision, development, implementation, and evaluation of patient-centered care delivery approaches that ensure ethical stewardship, accountability, quality, and patient safety;
- critically analyzes and creates innovative, evidence-based approaches to practice to optimize health care outcomes, reduce disparities, and improve health delivery theories and models;
- optimally selects, uses, evaluates, and designs information systems/technology for improvement and transformation of health care;
- spearheads the creation, implementation, and evaluation of health care policy to advance the nursing profession and advocate for social justice, equity, and ethical policies in all aspects of health care;
- exhibits mastery of communication skills in multiple modes to lead crucial interdisciplinary team efforts that promote collaboration to create and evaluate safe and effective outcomes within integrative health care delivery systems;
- demonstrates advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating care in complex situations; and
- demonstrates expertise, advanced knowledge, and mastery in an area of specialized nursing practice.

DNP Degree Program Admission Requirements

DNP Degree Program Applicants:

- *Prior degree in Nursing*
 - Graduate of an accredited college or university with a Master's degree in nursing documented by an official transcript.
 - Master's transcripts are expected to demonstrate a minimum GPA of 3.0 on a 4.0 scale. However, if you feel that you merit review despite failing to meet the minimum GPA requirement, please submit a statement outlining evidence of your capacity for academic success. Your petition will not be reviewed until you have submitted a completed application. An interview may be requested to assess professional goals and the clarity of your focus of study.
- *Unencumbered WI registered nurse (RN) license or multi-state compact licensure*
- *Statistics*
 - Successful completion of a college level statistics course within the last five (5) years as evidenced on official transcript
- *Practice Experience*
 - One year of clinical/leadership experience relevant to chosen specialty track
 - Provide proof of the specific amount of post-baccalaureate clinical practice hours completed at the graduate level as evident on transcript or other submitted materials
 - Evidence of national certification in one of the recognized APRN roles for those selecting the clinical practice DNP track
- *Completion of an approved undergraduate or graduate-level inferential statistics course with a grade of "B" or better within 5 years of admission.* Alternatively, the student may take an approved inferential statistics course during the first semester of study. BSC-257 and MSN-650 (preferred) are two Alverno course options that satisfy this requirement.
- ***Note:** If the student applicant is a prior DE-MSN student applying for the DNP Program, all applications will be reviewed. Students will automatically be placed in the Educational Leadership Track. Students will need to ensure and active RN licensure and employment upon start of the DNP program. Students may also be asked to engage in an interview related to interests and professional goals for pursuing a DNP degree.*

Summary of Doctor of Nursing Practice Program Curriculum

All students admitted to the post-master's DNP degree program must take a college-level statistics course within the last five years. If a statistics course has not been taken within the past five years, students must take a college-level statistics course concurrent with first semester courses. The statistics course must be completed by the end of the first semester to progress in the program. Alverno offers a statistics course for DNP students to take if needed - *MSN 650: Statistics for Advanced Practice*. Doctor of Nursing Practice degree seeking students enroll in DNP-800 Orientation to the DNP program with their first semester and must be completed within two weeks (14 days) of the semester start date of cohort programs as identified in the Alverno College Academic Calendar published on the College website. Graduate students must take 3 semester credits (part-time status) to be eligible for financial aid; students must take 6 semester credits to be considered full-time. Further information about the curriculum is provided in the current *College Bulletin*.

DNP Program Core Course (26 credits)		
DNP 800: Orientation to the DNP Program (0 credit) DNP 810: Epidemiology and Biostatistics (3 credits) DNP 820: Practice-Based Inquiry (3 credits) DNP 830: Clinical Practicum I (1+ credits)—1-day residency intensive DNP 835: Measurement, Instrumentation & Statistics for Translational Research (3 credits) DNP 840: Information Technology and Data-Driven Inquiry (3 credits) DNP 850: Translational Research (3 credits) DNP 860: Scholarly Project I (3 credits) DNP 910: Health Systems and Public Policy (2 credits) DNP 920: Ethical Leadership in Health Care (2 credits) DNP 930: Clinical Practicum II (1+ credit) DNP 960: Scholarly Project II (2 credits)		
Electives		
Direct Care (min. of 4 credits)	Executive Leadership (min. of 6 credits)	Educational Leadership (min. of 6 credits)
DNP 940: Genetics and Genomics in Healthcare (4 credits)	DNP 845: Quality, Safety and Regulatory in Healthcare (2 credits) DNP 855: Healthcare Economics and Financial Management (2 credits) DNP 945: Creating Agility in Dynamic Environments (2 credits)	<i>Select 2 of the courses below:</i> DNP/EdD 812: Equity in Diverse Educational Settings (3 credits) DNP/EdD 831: Higher Education Legal Issues and Accreditation (3 credits) DNP/EdD 832: Higher Education Curriculum and Assessment (3 credits) DNP836/EdD 835: Higher Education Roles, Responsibilities, and Leadership (3 credits) DNP/EdD 838: Instructional Design-Fundamentals (3 credits) DNP/EdD 839: Instruction for Different Population (3 credits)
30 Credits	32Credits	32 Credits

Doctor of Nursing Practice Program Course Descriptions

DNP 800 Orientation to the DNP Program (0 credit): *Prerequisite-* Admission to the DNP Program. Students engage in online modules to become oriented to Alverno College and the DNP Program. This course must be completed before starting DNP 820: Practice-Based Inquiry or concurrent.

DNP 810 Epidemiology and Biostatistics (3 credits): *Prerequisite-* DNP 800 completed or concurrent. Students will explore concepts of epidemiology that are used to understand the complex causes of population health problems and begin to understand and develop effective strategies that are used to prevent these issues. Understanding and theory application of biostatistical methods used to collect, analyze, and interpret data used in population health and other biomedical sciences are also examined.

DNP/EdD 812 Equity in Diverse Educational Settings (3 credits): *Prerequisite – Admission to the EdD or DNP Program.* In this course, students propose strategies to address issues of disproportionality, inequity and bias based on an analysis of diversity and equity issues and how they impact education. Equipped with this knowledge, students design meaningful interventions to address inequity or bias.

DNP 820 Practice-Based Inquiry (3 credits): *Prerequisites-* DNP 800 & 810 completed or concurrent; all caregiver background check, CPR certification, and health requirements met (see Section IV). Students will continue to examine the principles and processes of evidence-based practice. Students will employ processes for identifying current best evidence, including formulation of a clinical inquiry, systematic review of the literature, critical evaluation of individual studies, structured data extraction, and synthesis of pooled data to determine the level of evidence associated with specific clinical interventions. Students will strengthen abilities to employ various methods for analyzing and evaluating the level of evidence in clinical practice guidelines. The differences between research, evidence-based practice, and continuous quality improvement methodologies in health care are explored as they apply to the DNP practice. The student will acquire skills to explore and synthesize research findings necessary for addressing their specific health care questions or problems, especially as it relates to their DNP project. The student will be able to place their approach to inquiry within the context of an appropriate theory, framework, or model, as appropriate.

DNP 830 Clinical Practicum I (1 credit): *Prerequisite-* DNP 820 completed. This is the first of two clinical practicum courses. The student will begin to be immersed in an in-depth practice and leadership experience that will provide the opportunity to gain advanced skills, engage in scholarship, and address multifactorial issues that impact health outcomes for individuals, families, communities, and health care systems. This course may begin once DNP 820 is completed and is an ongoing course throughout the student's course of study. A total of 1,000 post-baccalaureate practice hours is required over the course of study.

DNP/EdD 831 Higher Education Legal Issues and Accreditation (3 credits): *Prerequisite – Admission to the EdD or DNP Program.* In this course, students compare regional accrediting body expectations, with an emphasis on regional IHE accrediting bodies. Students apply what they learn about accreditation to write a proposal for a new degree program and prepare for a mock annual review.

DNP/EdD 832 Higher Education Curriculum and Assessment (3 credits): *Prerequisite – Admission to the EdD or DNP Program.* In this course, students demonstrate the ability to work effectively and collaboratively with key higher education stakeholders and faculty. Students examine and evaluate curricula, explore strategies for board and trustee engagement and identify methods for effectively addressing student and faculty concerns and grievances.

DNP 835 Measurement, Instrumentation, & Statistics (3 credits): *Prerequisite-* DNP 820 completed. DNP 835 is designed to develop the student's knowledge of measurement principles and design, instrumentation for data-collection, and practical application of statistical methods for data analysis and results. The primary purpose of this course is to prepare DNP students to be able to select appropriate level of measurements and data collection techniques and to have a working knowledge of descriptive and inferential statistics to analyze and disseminate data. Students will also start to explore statistical methodologies to answer PICOT questions, as well as learning how to use statistical analysis software.

DNP 836/EdD 835 Higher Education Roles, Responsibilities, and Leadership (3 credits): *Prerequisite – Admission to the EdD or DNP Program.* In this course, students explore the commitment and skills required for success as an IHE leader. Students study systematic leadership theory and practice, developing professional competencies and skills that enable them to create climates and capacities for learning across organizations.

DNP/EdD 838 Instructional Design- Fundamentals (3 credits): *Prerequisite – Admission to the EdD or DNP Program.* In this course, students develop and apply deep understanding of theories and practices of instructional design and assessment-as-learning related to their discipline/content and contexts in higher education institutions.

DNP/ EdD 839 Instruction for Different Populations (3 credits): *Prerequisite – Admission to the EdD or DNP Program.* In this course, students develop deep understandings of the lived experiences, cultural knowledge, and prior learning of the students they will encounter in higher education contexts. Students incorporate these understandings into engaging, inspiring, and authentic learning experiences in their content area(s) and related academic programs.

DNP 840 Information Technology and Data-Driven Inquiry (3 credits): *Prerequisite- DNP 820 completed.* The student will explore the application of informatics and technology in health care systems and in the improvement and safety of patient care. The purpose is to search for creative solutions to complex and multi-faceted problems. With a focus on practice improvement, students will evaluate innovative practice models as well as disruptive innovation methods. Students will explore concepts, designs and selection of informatics systems. They will evaluate programs and outcomes of care within health care organizations. Topics will include data collection and extraction, and their implications for policy and quality within the health care setting.

DNP 845 Quality, Safety and Regulatory in Health Care (2 credits): *Prerequisites-DNP 800, DNP 810 & DNP 820 completed.* DNP 845 is designed to develop the student's knowledge of evaluating health care and health care systems from a systematic and comprehensive science-based, data-driven perspective. Evaluation methodologies in this course will be appraised in populations, organizations, systems, programs/projects, health informatics, practice guidelines/protocols, health policy, and other health-related entities. The primary purpose of this course is to prepare DNP students to be able to lead evaluation, patient safety, and regulatory and accreditation teams to influence high-level decision-making in all areas of health care.

DNP 850 Translational Research (3 credits): *Prerequisite- DNP 820 completed.* This is the first of two courses that allows the student to develop a DNP Scholarly Project under the guidance of a faculty mentor. This course is designed to develop knowledge and skill in systematic inquiry about clinical phenomena, interventions, and issues using the best available evidence to guide translation of new knowledge into practice. In this first course, the student will identify and refine a clinical problem through completion of a literature review and determine significance on population, practice setting, and expected outcomes. Research studies will be reviewed and evaluated for scientific merit, potential translation into practice, and impact on quality health care and outcomes.

DNP 855 Healthcare Economics and Financial Management (2 credits): *Prerequisites-DNP 800, DNP 810 & DNP 820 completed.* DNP 855 is designed to develop the student's knowledge in healthcare economics and financial management as it relates to the nurse leaders' role in health care. The primary purpose of this course is to prepare DNP students to be able to synthesize and appraise healthcare economics and financial management concepts to promote health care value and operational effectiveness.

DNP 860 Scholarly Project I (3 credits): *Prerequisite- DNP 820, 835, 840, and 850 completed and DNP 830 completed or concurrent.* This is the first of two DNP Scholarly Project courses. The student will refine previous learning in the development, implementation and evaluation of a system level change project that will improve health care outcomes. The student will conduct a scholarly project based on the art and science of nursing, principles of science and evidence-based practice, health care quality, and systems leadership. In previous course work, the student has defined a problem of interest (DNP 810, Epidemiology and Biostatistics), explored the problem of interest (DNP 820, Practice-Based Inquiry), and critically appraised the evidence (DNP 820, Practice-Based Inquiry and DNP 850, Translational Research I). During this course, students will submit the first three chapters of the Scholarly Project to an Alverno College faculty member for their review. These chapters include problem identification, evidence, project methodology, and defending the proposal in front of a panel of Alverno faculty members. Once the panel approves the project, project implementation may begin, with findings being written in the DNP 950 Scholarly Project II course.

DNP 910 Health Systems and Public Policy (2 credits) *Prerequisite- DNP 820 completed.* Students will examine current issues in health care policy and the role of nurse leaders working within organization and systems to affect policy change for the betterment of population health. The extent and impact of competitive markets, insurance, reimbursement issues, and other facets of governments' role in health care will be critically examined using a global perspective. This course will explore the many factors that shape health policy and that have implications for ethical decision making and distribution of resources.

DNP 920 Ethical Leadership in Health Care (2 credits) *Prerequisite- DNP 820 completed.* Students will acquire the knowledge and skills necessary to excel in the ethical leadership of organizations and groups. Through the use of applying theories and research of transformational leadership, including systems perspectives, organizational change and inter-professional collaboration, students will apply knowledge and skills to resolve complex clinical situations found at the organizational level. Focus areas will include professional accountability, legal issues, values and ethics, effective management of teams and groups, conflict management and resolution, and health care advocacy for vulnerable populations.

DNP 930 Clinical Practicum II (1 credit): *Prerequisite- DNP 830 and DNP 860 completed.* Students will be emerged in an in-depth clinical and leadership experience that will provide them the opportunity to gain advanced clinical skills, engage in clinical scholarship, and address multifactorial issues that impact health outcomes for individuals, their families, and health care systems. Depending upon the student's educational track (e.g., practice or leadership), the clinical practicum site will be the focus area of their Scholarly Project. A total of 1,000 post-baccalaureate practice hours is required over the course of study.

DNP 940 Genetics and Genomics in Health Care (4 credits). *Prerequisite- DNP 820 completed.* Students enrolled in the direct care track will acquire an essential understanding of medical genetics, genomics, and bioinformatics that is shaping the way common and rare diseases are being treated today. While exploring new diagnostic and treatment advances in health care, discussion as to how these advances will affect the future of health care, including ethical decision-making, will be explored.

DNP 945 Creating Agility in Dynamic Environments (6 credits). *Prerequisite- DNP 820 completed.* Students grow as worldly managers by developing the abilities, thinking, and discipline knowledge from core knowledge areas needed to build enduring, agile organizations. This course focuses on change leadership, management-leadership, teamwork, and collaboration to develop each student's ability to anticipate and respond to changing markets, global operating environments, and unforeseen event. Students also study legal, regulatory, and ethical issues confronting today's business leaders, and use values-based decision-making frameworks to develop their ability to successfully navigate an ever-changing operating environment. Students apply theories and concepts through case study analysis, simulations, and a semester long immersion experience.

DNP 960 Scholarly Project II (2 credits): *Prerequisite- DNP 830 and 860 completed and DNP 930 completed or concurrent.* This is the second of two DNP Scholarly Project courses. The student will synthesize and integrate previous learning in the implementation and evaluation of a system level change project that will improve health care outcomes. The student will complete a scholarly project based on the art and science of nursing, principles of science and evidence-based practice, health care quality, and systems leadership. In this course, the discussion of data, recommendations and implications based on the project findings will be developed. A scholarly APA formatted manuscript will be developed and submitted to the Alverno College School of Nursing faculty, and scholarly findings will be disseminated through an oral presentation referred to as the final defense.

Scholarship: The Doctor of Nursing Practice Project

Graduates of the Alverno College, JoAnn McGrath School of Nursing & Health Professions DNP program are prepared to improve the health and health care of individuals and populations through innovative organizational/systems leadership, quality improvement processes, and translation of credible research evidence into practice. Because Alverno College (2014) espouses “student-assessment-as-learning,” the DNP project (DNPP) is conceived as a multidimensional process, integral to student learning, and involving criterion-referenced assessment of student performance and resultant feedback. The project is an essential element of the program and a critical measure of the student’s DNP preparation. Accordingly, successful completion of the DNPP is a requisite for conferral of the Alverno College DNP degree.

The overriding purpose of the DNP is to employ competencies of the AACN (2021) *The Essentials: Core Competencies for Professional Nursing Education* and the AACN (2006) *Essentials of Doctoral Education for Advanced Nursing Practice*. As of the 2023-2024 academic year, the DNP program is transition from AACN’s (2006) *Essentials* to AACN’s (2021) *Essentials*. Both *Essentials* provides opportunity that brings together the scholarship and practice aspects of the DNP. While all eight (2006) *Essentials* or all Level 2 (2021) *Essential* competencies and sub-competencies do not have to be demonstrated through the project, it is designed to address complex practice issues in a student’s area of interest or expertise. Comprehensive description of the project is provided in the *JoAnn McGrath School of Nursing & Health Professions DNP Project Guidelines*.

The student assumes full responsibility for understanding and fulfilling the most current requirements of the DNP project, which are described in the *DNP Project Guidelines* located in the DNP Program Moodle ONG course. The *Alverno College Criteria for Effective Writing*, *Alverno College Criteria for Effective Speaking*, and *Alverno College Criteria for Effective Social Interaction* can be found in Appendices A, B, and C, respectively.

IV. THE DOCTOR OF NURSING PRACTICE PROGRAM POLICIES AND PROCEDURES OVERVIEW

This section of the Handbook outlines specific policies that govern students' progression in graduate nursing programs. Policies of the JMSNHP may differ from general policies of Alverno College. Differences between School and College policies may stem from any of the following:

- Accreditation requirements or standards of the nursing profession
- Policies imposed by Alverno's health care system partners and/or health care providers that provide for our students' clinical practicum placement
- Inherent responsibility of nursing faculty to socialize our students to the nursing profession and/or their specialty

JMSNHP students are accountable for knowing and acting in accordance with those differences when participating in learning experiences in the classroom, Alverno Center for Clinical Education, and the clinical environment. Students are advised to seek clarification from their course faculty in the event of variances in course and College policy. Program Directors can provide clarification about variances in School and College policies. Unless otherwise stated, the policies and procedures presented in this section of the Handbook apply to all students enrolled in graduate nursing programs at Alverno College. Students should be aware that failure to comply with any JMSNHP policy herein or College policy may result in sanctions, including but not limited to, academic probation or dismissal from their program of study, the JMSNHP, or the College.

Absence from Theory Courses and Clinical Practica

POLICY:

Because learning is socially constructed, attendance and active participation is expected in all scheduled classes, skills labs, and clinical practica, whether taught face-to-face on-campus, synchronously online, or in the clinical setting. Online classes delivered asynchronously may require students to participate in interactive online learning activities including, but not limited to, asynchronous online discussions with peers, faculty, or community members. It is the student's responsibility to notify the course faculty, via email, of an impending absence from a scheduled class, skills lab, or clinical practicum prior to the scheduled start time. When extraordinary circumstances lead to an absence and prior notification is not possible, it is expected that the student will communicate with the course faculty and/or the clinical preceptor (as appropriate) about the absence as soon as possible.

Upon enrolling in a course, the student is accountable for all the requirements of that course. Consistent and active participation is essential to students' achievement of course outcomes; therefore, students are expected to attend all scheduled classes, skills labs, and clinical practica, arriving on time and actively participating for the duration those meetings. Consistent tardiness, lack of participation, and leaving early may be equated to absence by a course faculty. Opportunities for make-up assignments and alternative clinical experiences may be limited and determined by individual course faculty on a case-by-case basis. Students should be aware that missing more than two scheduled classes, skills labs, or clinical practicum days puts them in jeopardy of not meeting course outcomes and thereby, unsuccessful course completion and the administration of an unsuccessful "U" course progress code for the course. This is particularly true for absence from clinicals because a student cannot successfully complete a clinical course without participating in the clinical experience in the clinical setting sufficient to demonstrate course outcomes. Clinical practica provide "situated learning experiences" critical to the development of professional nurses because they provide the opportunity for students to learn and "do" what they "know."

Faculty have the responsibility for reviewing and determining a student's progress in their courses based on course outcomes. Students have the responsibility to contact course faculty to learn whether additional requirements must be met as the result of their absence from a scheduled class, skills lab, or clinical practicum day. Faculty have the responsibility to inform a student whose absence from a class, skills lab, or practicum has jeopardized their continuance in a course. Faculty may deem the student ineligible to continue in a theory or clinical practicum course if the first scheduled class or practicum is missed, expectations regarding communication about absence(s) have not been met, participation has not been regular or timely, and/or multiple absences have negatively impacted the student's progress such that the course outcomes can no longer be met.

PROCEDURE:

1. The student communicates directly with the course faculty and/or preceptor (as appropriate) about, and prior to, their absence from a scheduled class, skills lab, or clinical practicum. The student must abide by course-specific attendance and absence-related policies explicated in course syllabi. The student is responsible for contacting course faculty to learn whether additional requirements must be met as a result of their absence and to complete such requirements as directed by the course faculty.
2. In the event of a student's absence from a scheduled class, skills lab, or practicum, the course faculty reviews the student's progress in the course based on the course outcomes. The faculty notifies the student in writing if absence(s) has jeopardized their continuance in or successful completion of the course.
3. If the course faculty determines that a student is ineligible to continue in a course consequent to multiple absences, lack of participation, recurrent tardiness, or leaving early, such that it is no longer possible for the student to meet the course outcomes, the faculty notifies the student in writing. In addition, faculty may send recommendations regarding the student's progression and/or continuance in their program of study to the Graduate Nursing Admission and Advancement Committee (GNAA).
4. Any expenses incurred consequent to fulfilling this policy are the responsibility of the student.

Academic Misconduct

POLICY:

Alverno College nursing students are exposed to a variety of learning strategies. In some courses, faculty require students to complete assignments and/or assessments in collaborative small group work sessions; in others, students are required to complete assignments and/or assessments independently. Each approach offers unique opportunities for student learning and both can be stimulating and rewarding. All students are expected to assume personal responsibility for the completion and submission of coursework in accordance with faculty instruction and sound academic principles. This means that as a matter of personal and professional integrity, the student stands behind their coursework completed as a contributing member of a team when collaborative work is required; likewise, the student stands behind their coursework completed as the individual who thought it through and carried it out when independent work is required.

It is expected that JMSNHP students consistently demonstrate personal and professional integrity in all academic endeavors and nursing practice, including, but not limited to, the honest completion of course assignments, assessments, and required forms as well as the honest accounting of practicum experiences and hours, and the honest documentation of client health information in the medical health record. In contrast, *academic misconduct* is rooted in fraudulence. Some examples of academic misconduct include cheating, plagiarism, misrepresentation, fabrication, and falsification. In all its forms, the academic misconduct of a student constitutes a serious breach in personal and professional integrity. Any student engaged in academic misconduct of any type is in jeopardy of being dismissed from their program of study, the JMSNHP, and the College.

Cheating. Cheating is dishonest behavior. Examples of cheating include: taking credit for all or part of an assignment that was completed by someone else; copying the answers of another person in the completion of a quiz, assignment, or learning assessment; accessing or using unauthorized resources or concealed information in the completion of an assignment, quiz, or assessment; providing unauthorized information about an assignment, quiz, or assessment to a peer; submitting the same assignment (e.g., a written paper) in more than one course without obtaining explicit prior permission to do so from all course faculty involved; and completing an online assessment in a manner or environment other than that prescribed by the course faculty (e.g., accessing and completing an online assessment off campus when faculty have directed it is to be completed on campus). Students may not have notes, a cellular phone, or any other mechanism on their person during an assessment that *could* be used to access unauthorized information to cheat or assist other students in cheating on an assessment.

Plagiarism. It is expected that JMSNHP students consistently attribute knowledge to its primary source in accordance with the guidelines set forth in the most current edition of the *Publication Manual of the American Psychological Association* (APA). Plagiarism is the use of intellectual material without acknowledging its source. Whether deliberate or not, direct word-for-word transcribed plagiarism and mosaic plagiarism (substituting synonyms for another author's words while maintaining the same general sentence structure and meaning) constitute academic misconduct. Self-plagiarism (submitting previously completed coursework [all or part] as *new* scholarship in a subsequent course) also constitutes academic misconduct. All forms of plagiarism enacted by a student warrant dismissal from their program of study, the JMSNHP, and the College.

Misrepresentation, Fabrication, and Falsification. Claiming ideas/work that is essentially someone else's constitutes misrepresentation. Failure to identify oneself honestly in any personal or professional situation also constitutes misrepresentation. Representing fabricated or altered information as legitimate constitutes falsification. Like cheating and plagiarism, misrepresentation, fabrication, and falsification are legitimate bases for dismissal from all nursing programs, the JMSNHP, and the College. Some examples of academic misconduct by misrepresentation, fabrication, and falsification include:

- Communicating misleading or dishonest information, whether verbal or written to JMSNHP administration, faculty or staff, or the College (misrepresentation).
- Creating, reporting, or documenting data in scholarly work that is untrue (fabrication/falsification)
- False reporting to take credit for volunteer, community/agency/professional conference/continuing education experiences or hours that in fact did not occur (falsification)

The academic misconduct process at Alverno is structured as an educational process, building in wherever possible, elements of restorative justice (focusing on a repair of harm) so as to align the disciplinary process with the Mission and Values of the institution. A faculty member who believes a student has committed academic misconduct should consider ways in which a student can be educated and informed about the harm committed, and ought to consider ways wherever appropriate in which the student can be involved in creating a restorative approach to harm done through the misconduct. This restorative, educational approach may also carry additional sanctions as determined appropriate. These sanctions may include a) verbal and/or written reprimand; b) failure of an assignment; and/or c) failure of a course. In particularly egregious or second acts of academic misconduct, sanctions may result in a student being removed from their program of study and/or dismissed from the College. A student's violation of a third act of academic misconduct during their academic career at Alverno College, results in automatic dismissal from the College.

All records of disciplinary actions are maintained as part of a student's academic record by the Dean of Students, or by an appropriately designated Officer of the Department of Student Development and Success.

PROCEDURE:

1. In all cases where academic misconduct is reported or suspected, an immediate investigation is initiated by the course faculty. The matter is first discussed with the student. The faculty member should provide the student with a copy of the JMSNHP Academic Misconduct policy and appeals process as part of this discussion. If the faculty concludes that academic misconduct has occurred, the faculty may impose an appropriate sanction, which can include any of the following:
 - a. A letter of reprimand that will be copied to the student's academic file
 - b. An assignment focused on academic integrity/misconduct in nursing scholarship
 - c. Administration of an unsatisfactory (U) progress code for, and removal from the courseThe faculty must inform the student in writing of the decision and sanction, reminding the student of their rights and the appeals process. Any or all sanctions applied can be appealed by the student. The faculty also has the responsibility to inform the Graduate Nursing Admission and Advancement Committee (GNAA) of their investigation, findings, and any sanction(s) imposed.
2. If after investigating, the faculty considers the misconduct particularly egregious, or the offense constitutes a second or more time in which the student has engaged in academic misconduct, additional sanction(s) may be sought that can include removal of the student from their program of study and/or dismissal from the College. In such cases, the faculty makes their recommendation in writing to the Dean of the JoAnn McGrath School of Nursing and Health Professions.
3. The Dean appoints the Chair of the Graduate Nursing Admissions and Advancement Committee (GNAA), a member of GNAA, or another nursing faculty as an Investigative Officer (IO).
4. The IO subsequently investigates and is responsible for reviewing all relevant information pertaining to the alleged academic misconduct and meeting with the student to discuss the findings and faculty's recommended sanction(s). If after that meeting, the student accepts responsibility for the alleged academic misconduct and the recommended sanction(s), the IO will impose an appropriate sanction(s) and notify the student of the sanction(s) in writing within ten (10) working days. The written notification will also be sent to the faculty member who reported the academic misconduct, the Chair and/or Director of the program of study in which the student is enrolled, the Dean of the JMSNHP, the Dean of Students, the Director of Academic Advising, and the Vice President for Academic Affairs. If it is determined that a

student's academic misconduct warrants dismissal, the determination of dismissal from the JMSNHP is a determination to dismiss the student from the college.

5. **FIRST APPEAL:** If the student does not accept responsibility for the alleged misconduct, or does not accept the proposed sanction, the student may appeal to GNAA in writing. The student's appeal letter must be received by the Chair of GNAA within ten (10) working days of the course faculty or IO's notice of sanction.
6. The Chair of GNAA has responsibility for inviting the faculty reporting the academic misconduct to a GNAA meeting to discuss the allegation, findings, and their recommended sanction(s).
7. The Chair of GNAA has the responsibility for scheduling and inviting the student, in writing, to a GNAA meeting to present their perspective and supporting evidence within ten (10) working days of receipt of the student's notice of appeal. The Chair also informs the student that they have the option of presenting their case to GNAA in writing.
8. The Chair of GNAA has the responsibility of informing the student (in writing) who chooses to present their case in person that (a) they will be allowed a maximum of 30 uninterrupted minutes to present their perspective and evidence to GNAA (b) GNAA members will have up to 15 minutes to subsequently ask questions of the student and (c) the course faculty who alleged the misconduct will not be present during the meeting.
9. The Chair of GNAA has the responsibility of informing the student (in writing) who chooses to present their case in writing of the specific date and time by which their letter and supporting evidence must be received.
10. To allow sufficient time for consideration, the Chair of GNAA must distribute all written information pertaining to the allegation of academic misconduct provided by the student, faculty who alleged the misconduct, and IO no less than 72 hours prior to the scheduled committee meeting wherein the case will be reviewed.
11. The IO has responsibility to provide GNAA with all relevant information pertaining to the allegation, their thoughtful consideration of the evidence presented by the faculty and student, and their careful deliberation in determining an appropriate sanction. The IO must abstain from participating in the deliberations of GNAA.
12. The Chair of GNAA will notify the student, in writing, of GNAA's final determination and sanction(s), if imposed, within 10 working days of the committee's final determination. The written notification will also be sent to the faculty member who reported the academic misconduct, the Chair and/or Director of the program of study in which the student is enrolled, the Dean of the JMSNHP, the Dean of Students, the Director of Academic Advising, and the Vice President for Academic Affairs.
13. **SECOND APPEAL:** If the student does not accept responsibility for the academic misconduct, does not accept the sanction imposed by GNAA, or is not satisfied that that due process has been fully or properly applied, they may submit an appeal letter to the Dean of the JMSNHP within ten (10) working days of receiving the decision from their first appeal. The Dean has responsibility to review all relevant information pertaining to the allegation, thoughtful consideration of the evidence presented by the faculty and student. The Dean's review should include a review of the decision, its fairness, and the process used to determine the decision. The appeal letter from the student to the Dean should directly and explicitly address where the student believes there has been a violation of due process or where there has been an act of either an arbitrary or capricious nature that has resulted in a wrongful decision. The Dean may follow-up with the student, faculty member who reported the academic misconduct, Investigating Officer, or the Chair of GNAA as appropriate.
14. If the Dean determines that the appeal lacks sufficient warrant or justification based on the available evidence, the Dean will notify the student in writing of the decision. The Dean is also responsible for notifying the faculty member who reported the academic misconduct, the Chair and/or Director of the program of study in which the student is enrolled, the Dean of Students, the Director of Academic Advising, and the Vice President for Academic Affairs.
15. **THIRD APPEAL:** If the student does not accept responsibility for the academic misconduct, does not accept the sanction imposed by GNAA, or is not satisfied that due process was fully or properly applied, they may submit an appeal letter to the Vice President for Academic Affairs (VPAA) within ten (10) working days of receiving the Dean's decision regarding second appeal.

16. The third appeal is not intended to reconsider the substance of the case. Instead, this appeal is designed to ensure that fairness and due process has been properly applied, and that the established process has been properly followed. The appeal letter from the student to the VPAA should directly and explicitly address where the student believes there has been a violation of due process or where there has been an act of either an arbitrary or capricious nature that has resulted in a wrongful decision. The VPAA may follow-up with the student, faculty member who reported the academic misconduct, Investigating Officer, Chair of GNAA, or Dean of the JMSNHP, as appropriate.
17. If the VPAA determines that the appeal lacks sufficient warrant or justification based on the available evidence, the VPAA will notify the student in writing of the decision. The VPAA is also responsible for notifying the faculty member who reported the academic misconduct, the Chair and/or Director of the program of study in which the student is enrolled, the Dean of Students, the Director of Academic Advising, and the Dean in which the student's program is housed of the determination.
18. If the VPAA determines that due process has not been properly afforded to a student for any reason, the applied sanction may be lessened or removed as appropriate to the decision. Prior to overturning any decision made by the appointed Committee, the VPAA must consult with the Dean/Chair of the Committee and, if needed, the Committee-as-a-whole to discuss where there is a perceived problem and the appropriate recourse to remedy the issue.
19. All decisions made by the VPAA are final.

Access for Students with Disabilities

POLICY:

Current federal legislation (e.g., the Americans with Disabilities Act [ADA], Section 504 of the Rehabilitation Act) prohibits discrimination against qualified individuals with disabilities in higher education programs.

Academically qualified students with disabilities are reasonably accommodated in instruction. In order to maintain consistency in efforts to provide support for students with disabilities, the Student Accessibility Coordinator has been designated as the College contact to work with students to obtain documentation and identify reasonable and appropriate accommodations. If a student has previously made contact with the coordinator and is eligible for accommodations, an accommodation request memo from Student Accessibility is provided to the student to be given to course faculty. This memo outlines the recommended accommodations; however, it does not identify the specific disability or how the disability impacts the student's functioning. It is the student's right to determine whether or not to reveal a specific disability to their faculty. The student should make introductions with the faculty at the beginning of the course, meet with the faculty to discuss the recommended accommodations, and follow up throughout the semester as needed (Request copies of Guidelines for Communicating with Instructors and Communicating with Instructors Worksheet from the Student Accessibility Coordinator). Note: If a student makes a request for disability-related alterations in the classroom but does not share the accommodation memo with the course faculty, the faculty will not know what adjustments to make for the student. The *Alverno College Handbook for Students with Disabilities* can be found at <https://www.alverno.edu/files/galleries/Handbook-for-Students-with-Disabilities.pdf>

Clinical Participation Requirements

Bloodborne Pathogens Training

POLICY:

All students must successfully complete bloodborne pathogens training prior to participation in clinical practica.

PROCEDURE:

1. The student completes bloodborne pathogens training delivered via CastleBranch online learning modules as a requirement of successful completion of their program orientation course (DNP 800).
2. The student may not participate in clinical practica without prior successful completion of bloodborne pathogens training delivered via CastleBranch online learning modules.

Bloodborne Pathogen Exposure

POLICY:

Students are expected to practice standard precautions to protect themselves against exposure to bloodborne pathogens throughout the nursing program. Even with appropriate adherence to all exposure practices, exposure to injury/illness/blood borne pathogens may occur during select activities during courses on campus and/or at clinical sites.

An exposure incident is defined as an eye, mouth, other mucous membrane, non-intact skin or parenteral contact with blood, or the inhalation or ingestion of potentially infectious materials that results from the performance of clinical tasks. If an incident occurs, the student must immediately notify their clinical faculty. Students exposed to any blood or body fluids, including those of an HIV positive client, must follow the health care agency's policy and procedure regarding exposure, as well as those of the School and the College. Any financial costs incurred for medical evaluation and follow-up resulting from an exposure incident is responsibility of the student.

PROCEDURE:

Upon determination of exposure:

1. The student immediately notifies their clinical faculty.
2. The following incident reports are completed and become part of the student's record:
 - a. Any required clinical site incident report form
 - b. JMSNHP incident report form
3. Clinical faculty assists the student in following the clinical site/JMSNHP policy and procedure for exposure incidents.
4. The student follows clinical site/JMSNHP policy regarding post-exposure medical evaluation (at student's expense) which may include but are not necessarily limited to:
 - a. Laboratory tests as recommended.
 - b. Post-exposure prophylaxis as needed.
 - c. Counseling as needed.
5. The student follows up as prescribed by the attending health care professional.
6. The clinical faculty reports the incident to the student's program Director or Chair within 10 hours of the incident.
7. The student's Program Director or Chair reports the incident to the Associate Dean of the JMSNHP, who logs the incident and follows up with the student as appropriate.

Cardiopulmonary Resuscitation Certification

POLICY:

Current CPR (cardiopulmonary resuscitation)-Healthcare Provider certification obtained through the American Heart Association (AHA) is required of all students in the JMSNHP. **CPR certification obtained from vendors other than the AHA or in other categories do not meet the program requirement.** AHA CPR recertification may be obtained through successful completion of a traditional, in-person, AHA CPR-Healthcare Provider course or through an alternative AHA CPR-Healthcare Provider course that includes online learning plus in-person practice/performance testing components. No other online method of CPR recertification is acceptable.

Like all clinical requirements, evidence of current AHA CPR certification must be submitted to and maintained in the student's CastleBranch account in accordance with the CastleBranch policy and procedure presented in this Handbook. Students' CPR certification must be current prior to the start of each semester and may not expire at any point therein.

PROCEDURE:

1. The student establishes an account with CastleBranch using the instructions provided in DNP-800.
2. The student submits evidence of compliance with the clinical requirement of current AHA CPR certification to their CastleBranch account.
3. The student does not participate in the clinical practicum experience in the clinical setting without evidence of current AHA CPR certification being uploaded to and approved in CastleBranch. Student participation in the clinical experience in the clinical setting when they are out of compliance with the AHA CPR certification requirement will result trigger an investigation of academic misconduct (see Academic Misconduct Policy (Misrepresentation) found in this Handbook).
4. The student is responsible to maintain record of current AHA CPR-Healthcare Provider certification with CastleBranch throughout enrollment in their program of study. Failure to do so will prevent course registration as described in the CastleBranch policy and procedures section to this Handbook.
5. The JMSNHP Clinical Liaison is not responsible for notifying students when they are out of compliance with clinical requirements; rather it is the student's responsibility to ensure they continuously meet the AHA CPR certification clinical requirement.
6. The student who is unable to meet the requirement for AHA CPR-Healthcare Provider certification due to a physical disability is responsible for AHA CPR theory measured by a written test. A letter from the student's health care provider explaining why the student cannot obtain AHA CPR-Healthcare Provider certification must be submitted to the student's CastleBranch account during the student's program orientation course and/or upon request of the Director or Chair of the student's program of study.
7. All expenses incurred fulfilling the AHA CPR-Healthcare Provider requirement are the responsibility of the student.
8. The student is responsible for obtaining AHA CPR-Healthcare Provider certification and may contact the American Heart Association directly by phone or online to determine dates, times and locations for CPR Certification Courses. The JMSNHP does not have responsibility in facilitating students' original CPR certification or recertification.

Caregiver Background Checks

POLICY:

Congruent with current Wisconsin state law and statutes, the JMSNHP requires that students complete a disclosure statement and submit to a Wisconsin Caregiver Background check(s), which is conducted by CastleBranch. WI Caregiver background checks are completed for all students every four years. Similarly, students enrolled in a program delivered through our Mesa, Arizona location must complete a caregiver background check in accordance with the State of Arizona regulations. In addition to submitting to a background check, Mesa students must submit to fingerprinting. On an annual basis, all students are required to sign and submit a disclaimer indicating that no new criminal charge(s) have been leveled in the prior 12 months.

The existence of a criminal record does not automatically preclude a student's clinical placement; rather, each criminal record is considered in view of its relationship to crimes that constitute restrictions or "bars" to clinical placement. Under the law, health care agencies must prohibit the clinical placement of a student, whose caregiver background check reveals criminal records cited as restrictions or bars to employment or educational experiences in health care environments. In addition, the clinical placement of students can also be prohibited based on a health care agency's criteria/policy regarding criminal background information.

PROCEDURE:

1. During DNP 800 and every four years after, students enrolled in a program delivered through the Milwaukee campus complete a disclosure statement and submits to the Wisconsin Caregiver Background check through CastleBranch.
2. The WI student who lives or has lived in another state(s), or moved to WI within the three years prior to admission to the program must also complete a caregiver background check in that state(s).
3. All information regarding the student's caregiver background check(s) is kept strictly confidential. In the event of a criminal record(s) posing concern, the student is contacted by the Dean of the JoAnn McGrath

School of Nursing & Health Professions and advised accordingly.

4. In the event of a criminal record and upon request, the student is responsible to prepare a letter of explanation to accompany copies of the charge(s) sent by the JMSNHP to requesting health care agencies. The letter must explain the circumstances of the charge(s) and whether there were/are extenuating conditions that could mediate understanding of the situation and suggest that the student's criminal history is no longer a liability. The student must deliver the letter to the Dean of the School within two weeks of receipt of the request.
5. In collaboration with and as deemed appropriate by the Dean, the student provides additional information as requested by health care agencies.
6. On a yearly basis following completion of the initial caregiver background check(s), all students are responsible to sign and submit a disclaimer to their CastleBranch account indicating that no new criminal charges have been leveled in the prior 12 months.
7. The student cannot participate in any clinical practicum experience in the clinical setting (including orientation to the clinical setting) unless the required caregiver background check forms have been completed by the student and uploaded to and approved by CastleBranch. Student participation in the clinical practicum experience in the clinical setting when they are out of compliance with the initial or annual background check requirement will result trigger an investigation of academic misconduct (see Academic Misconduct Policy (Misrepresentation) found in the *Graduate Nursing Handbook, Policies, and Procedures*).
8. The JMSNHP Clinical Liaison is not responsible for notifying students when they are out of compliance with clinical requirements; rather it is the student's responsibility to ensure they meet the initial and annual Caregiver Background Check requirements. (See the CastleBranch policy and procedures section of this handbook).

CastleBranch

POLICY:

CastleBranch is an external company contracted by the JMSNHP to facilitate, track, and validate student compliance with clinical requirements (e.g., care giver background check, drug screening, AHA CPR certification, and health requirements, etc. [Appendix A]). Upon entry to a JMSNHP program, all students establish an account with CastelBranch, following the instructions provided in the orientation course of their program of study (DNP-800). All students must submit documentation of compliance with clinical requirements through their CastleBranch account. Under no circumstance will documentation sent via email to JMSNHP faculty or staff be accepted as evidence of compliance.

Documentation submitted via CastleBranch may be reviewed to determine student compliance by CastleBranch employee reviewers and/or JMSNHP staff and faculty with responsibility for determining student compliance with clinical requirements only as designated by the Dean of the JMSNHP. Student compliance, or lack thereof, may be communicated to program directors and or clinical faculty to ensure that no student who is out of compliance with clinical requirements participates in clinical practica.

Each semester, student clinical placements in the JMSNHP are dependent upon the opportunities opened to us by our health care system partners. Students and faculty must always keep in mind that we are guests in the clinical setting, and it is incumbent upon us to abide by the policies, procedures, and traditions therein. The requirements for student clinical placement set forth by our healthcare system partners include, but are not limited to, pre-clinical requirements such as the submission of individual student placement information on a deadline, many weeks in advance of any given semester start; attestation of student compliance with all CastleBranch requirements; and confirmation that students have completed site-specific orientation requirements. Accordingly,

- The last day to register for fall semester clinical courses is JULY 1.
- The last day to register for spring semester clinical courses is DECEMBER 1.
- The last day to register for summer semester clinical courses (DEMSN only) is APRIL 1.

Students should be aware that late registration for clinical courses will not be permitted. Consequently, students with CastleBranch, financial, or other registration “HOLDS” must work to clear them prior to registration deadlines. Students are encouraged to reach out to the Registrar’s Office, the Office of Student Development and Success, and/or the Office of Financial Aid for assistance, if necessary.

CastleBranch Deadlines and Clinical Course Registration HOLDS:

- A registration “HOLD” will be applied when a student is not in compliance with one or more CastleBranch requirements.
- A CastleBranch “HOLD” will disallow student registration for all nursing courses for the upcoming semester.
- CastleBranch registration “HOLDS” will not be removed until all relevant requirements have been met, as evidenced by CastleBranch approval of the documentation a student submits to their CastleBranch account.
- CastleBranch “HOLDS” that are cleared after the clinical course registration deadline will NOT result in a student’s ability to be registered for a clinical course in the upcoming semester. The clinical course registration deadlines above are FIRM.

CastleBranch Requirements and Participation in Clinical Courses

- Last day to demonstrate compliance with all CastleBranch requirements for the fall semester is AUGUST 5
- Last day to demonstrate compliance with all CastleBranch requirements for the spring semester is JANUARY 5.
- Last day to demonstrate compliance with CastleBranch requirements for the summer semester is MAY 5

All students are responsible for ensuring that they have met all CastleBranch requirements for the entirety of any given upcoming semester by the respective August 5, January 5, and May 5 semester deadlines. In part, this means that neither annual nor biannual CastleBranch requirements can be set to expire on a date that falls during the semester of a student’s clinical course.

- As an example, if a student’s AHA CPR certification will expire at any time during the spring 2023 semester, they must recertify and submit documentation of current certification sufficient to support CastleBranch approval of that evidence no later than the January 5 deadline.
- As a second example, if a student’s one-step TB test annual renewal is due anytime during the spring 2023 semester, they must complete the test and submit the related documentation sufficient to support CastleBranch approval of that evidence no later than the January 5 deadline.

Students should keep in mind that:

- It may take up to three days for CastleBranch to review and respond to the documentation they submit.
- “Rejected” submissions must be addressed by the student in a timely manner, because it may take up to three days for CastleBranch to review and respond to their re-submissions.
- The August 5, January 5, and May 5 deadlines are firm, meaning, in part, that they will not be adjusted in the case of “rejected” documentation.
- The single exception to the August 5 due date is the annual influenza vaccination requirement. Evidence of meeting that requirement must be submitted and approved in CastleBranch by October 15 each year. The influenza vaccine for any given year is typically available to the public in early September.

PROCEDURE:

1. The student establishes a CastleBranch account as directed in their program orientation course.
2. The student establishes and ensures continuous compliance with all CastleBranch requirements for fall, spring, and summer semesters no later than August 5, January 5, and May 5, respectively.
3. Students found to be out of compliance with CastleBranch requirements after the August 5, January 5, and May 5 deadlines will be administratively removed from their respective fall, spring, or summer clinical course. The next possible opportunity to register for the course will be the following semester.
4. Documentation of compliance with clinical requirements is to be submitted via the student’s CastleBranch account. Students are directed NOT to email evidence of their compliance with clinical requirements to the Dean, Program Directors, Clinical Liaison, faculty, or nursing administrative assistant as it will NOT be

considered or accepted.

5. Students may NOT PARTICIPATE in their clinical course at the clinical site if they are not fully compliant with all clinical requirements in CastleBranch. Formal approval of the documentation uploaded to CastleBranch constitutes “compliance” with any given clinical requirement.
6. Because full participation in clinical courses in the clinical setting is necessary to meet course outcomes, students who miss clinical(s) due to non-compliance with CastleBranch requirements are at very high risk for the administration of a progress code of “U” for the course. In the event of a missed clinical, faculty may require a student to complete additional course assignments, but such assignments are not to be considered an alternative to actual participation in clinical.
7. The JMSNHP Clinical Liaison routinely checks student CastleBranch accounts for compliance on the 15th and last day of the month only. There will not be multiple checks per week or “off-schedule” review of CastleBranch by the clinical liaison in response to individual student requests. If a student is found to be out of compliance with any clinical requirement at any point in any given semester, they should anticipate that the documentation of compliance will not be reviewed in CastleBranch by the Clinical Liaison until the 15th or last day of the month, whichever comes first.
8. If the student fails to establish and maintain compliance with all health care requirements through their CastleBranch account, a CastleBranch HOLD will be placed on the student’s Alverno account, preventing registration for future courses. Once the required evidence has been submitted and is validated by CastleBranch, the registration HOLD is removed, and the student can be registered for courses if the due date for registration has not passed. The student is to be aware that without exception:
 - a. Last day to register for fall semester clinical courses is JULY 1
 - b. Last day to register for spring semester clinical courses is DECEMBER 1
 - c. Last day to register for summer semester clinical courses (DEMSN only) is APRIL 1
9. A registration “HOLD” will be applied when a student is not in compliance with one or more CastleBranch requirements.
10. A CastleBranch registration “HOLD” will disallow student registration for all nursing courses for the upcoming semester.
11. CastleBranch registration “HOLDs” will not be removed until all relevant requirements have been met, as evidenced by CastleBranch approval of the documentation a student submits to their CastleBranch account.
12. CastleBranch “HOLDs” that are cleared after the clinical course registration deadline will NOT result in a student’s ability to be registered for a clinical course in the upcoming semester. The clinical course registration deadlines above are FIRM.

Clinical Event/Error/Near Miss Reporting

POLICY:

The JMSNHP is committed to fostering the development of professional nursing students in providing safe, high quality health care. The Alverno College graduate nursing student may be exposed to a variety of clinical practice areas, including but not limited to, hospital and community settings. In practicum courses, students are required to provide direct care to clients. At any time in the client care process, potential and actual errors can occur. Reporting of these errors is fundamental to error prevention. In 2000, the Institute of Medicine (IOM) released a report *To err is human: Building a safer health system* suggesting that preventable adverse events in the hospital were the leading cause of death in the United States. Since then, health care systems and secondary education facilities have become committed to preventing errors. The IOM report emphasized the importance of error reporting by using systems to “provide information that leads to improved safety.” Reporting of a potential error (i.e., “near-miss”), which is an error intercepted prior to reaching the client, is as important as reporting actual errors that have reached the client. Reporting of near-misses can provide valuable information for reducing errors. Analysis of near-miss and error reporting data can lead to an understanding of gaps in the system that may eventually cause client harm.

Students in the JMSNHP will participate in near miss and error identification and reporting in an effort to ensure safe and quality care is being provided to clients. These data will be used in the quality improvement process to identify the root cause of the incident. As patterns emerge from the data analysis, potential JMSNHP or clinical agency changes will be pursued in an effort to ensure the Alverno students are providing safe, quality client care. In the event that a clinical error

was deemed to be intentional or negligent by the student, further disciplinary action will occur (see Academic Misconduct and Professionalism policies in this Handbook).

Reference: Institute of Medicine. (2000). *To error is human: Building a safer health system*. Washington, DC: National Academy of Sciences.

PROCEDURE:

Near-Miss Procedure:

1. Identification of a near-miss can be made by faculty, the JMSNHP student, or practicum agency staff.
2. The practicum faculty will meet individually with the student involved in the near-miss to gather situational data.
3. The practicum faculty will notify the Program Director or Chair of near-misses, as appropriate.
4. The practicum faculty will complete the *Near-Miss and Error Report* and submit it to the Director of Graduate Nursing Programs in hard-copy or electronic form within 24 hours of the incident.
5. A data analysis on all clinical error and near-miss events will be conducted.
6. A report will be generated at the end of each semester and reviewed by the Graduate Nursing Curriculum Committee (GNCC).
7. Recommendations for quality improvement initiatives will be generated and proposed to the appropriate decision-making body.

Clinical Event/Error Procedure:

1. Identification of an adverse event/error can be made by the faculty, JMSNHP student, or practicum agency staff.
2. The practicum faculty member should be notified immediately of all adverse events.
3. The practicum nursing faculty will meet individually with the student involved in the adverse event to gather situational data.
4. The practicum faculty will intervene in the clinical situation to minimize harm to the client.
5. The practicum faculty will notify appropriate clinical agency staff and follow organizational procedure based on the organizational policy.
6. The practicum faculty will notify the Program Director or Chair of any adverse event/error.
7. The practicum nursing faculty will complete a *Near-Miss and Error Report* in hard-copy or electronically within 24 hours of the adverse event/error incident.
8. All *Near-Miss and Error Reports* will be routed simultaneously by the practicum faculty to the Director of Graduate Nursing Programs.
9. The Director of Graduate Nursing Programs collaborated with the Dean to determine if any individual action must occur involving the practicum faculty and/or JMSNHP student.
10. The Director of Graduate Nursing Programs will perform data analysis on all clinical error and near miss events.
 - a. A report will be generated per semester and reviewed by GNCC.
 - b. Recommendations for quality improvement initiatives will be generated and proposed to the appropriate decision-making body.

Drug Screening

POLICY:

The purposes of the JMSNHP Drug Screen Policy are to comply with regulations of area health care agencies, provide optimal care to patients, and support the profession's zero tolerance position related to the illicit use of substances. Students must abide by the drug screening policies of the JMSNHP and each health care agency wherein clinical practicum experiences occur.

Drug screening for the JMSNHP is overseen by CastleBranch. Initial drug screening occurs after admission to the program, as a requirement of program orientation courses. The student must submit authorization allowing a laboratory designated by CastleBranch or the JMSNHP to collect and test a urine specimen for the presence of illicit drugs and verify

the results through CastleBranch. Random drug screening may be required of a student at any time by course faculty. In addition, the student may be subject to testing per a health care agency affiliation agreement and/or for cause, such as, slurred speech, impaired physical coordination, inappropriate behavior, or pupillary changes. Test results are confidential; the Dean of the School is notified when drug screen results are positive.

Failure to submit to a drug screen, or attempting to tamper with, contaminate, or switch a urine sample violates professional standards, precluding the student from continuing in a course and achieving practicum course outcomes; consequently, the student is dismissed from the program.

The student who tests positive for one or more illicit drugs may not continue in practicum experiences and therefore, cannot meet practicum course outcomes; consequently, the student is dismissed from the program. Students who test positive due to medication prescribed by a health care provider must follow the directions provided by CastleBranch for documenting that the drug is legally prescribed. All screening test results are communicated to the Dean of the School and remain confidential.

PROCEDURE:

1. The student is notified that an order for a drug screen has been placed. Drug screens must be completed within 48 hours.
2. The student receives an email from CastleBranch directing how and where to set up an appointment for drug screening. The student can complete the urine drug screen and any of the numerous approved laboratory urine collection sites located throughout the United States. At the student's request, CastleBranch will provide a link for accessing information about laboratories outside of the immediate Milwaukee and Mesa areas.
3. The cost of drug screening is covered by the CastleBranch course fee associated with the student's orientation course.
4. The student must provide photo proof of identification upon arriving at the specimen collection site.
5. CastleBranch reports drug screen results to the Dean of the School. Results are also available to the student.
6. If the drug screen results are negative, no further action is required.
7. If the drug screen results are positive, the student may not attend practicum experiences. The student is asked to meet with the Dean of the School for information on next steps.
 - a. If the positive result is due to the use of illicit drugs, the student is not allowed to attend practicum experiences and consequently, cannot meet practicum course outcomes. Therefore, the student is dismissed from the program. The student may be eligible to retest and apply for readmission to the program if the positive result occurred with the initial screening.
 - b. If the results are positive and consequent to a prescribed medication, the student must follow the procedures outlined by CastleBranch for documenting health care provider prescribed use of the drug. The decision whether the student can attend practicum experiences is made by the health care agency and the Dean of the McGrath School of Nursing and Health Professions.

Health Requirements

POLICY:

The delivery of nursing care occurs in multiple environments that may carry high health risks. Therefore, a health status that contributes to a safe environment for the client and student is the minimal expectation of the JMSNHP. Health history, physical examination, immunization, and all other clinical requirements for student participation in clinical courses were determined in collaboration with JMSNHP clinical agency affiliates.

It is the student's responsibility to submit and maintain accurate and timely health information to their CastleBranch account as required for initial and continued enrollment in their program (see Appendix A). Documentation must be submitted in accordance with semester due dates as described in the CastleBranch policy and procedures section of this Handbook. Failure to comply with student health requirements policy results in the student's exclusion from practicum sites, being dropped from graduate courses, and/or the placement of a CastleBranch HOLD on future course registration (See CastleBranch policy section of this handbook).

The student and faculty have the professional responsibility to determine appropriate action(s) when health problems jeopardizing the safety of clients or students are present. When concerns are present, a statement of health status from a student's health care provider may be required to continue in a course.

If a health issue that may jeopardize patients or staff arises at the practicum setting and the clinical faculty is not on site, the student should follow the direction of their preceptor. The practicum faculty must be alerted to the problem immediately thereafter.

Those students with a history of a positive TB test must annually complete the *Questionnaire for Evaluation of Signs and Symptoms of TB in Nursing Students* (available in CastleBranch and on the Graduate Critical News Board). Students with symptoms of TB will be referred to their health care provider and documentation of treatment recommendations is required (see CastleBranch). Clearance by a health care provider and a clear chest x-ray are required prior to any practicum. Send the "clearance" documentation to the Clinical Liaison and the chest x-ray to CastleBranch.

Additional health requirements including immunizations may be required for clinical practice by selected health care agencies.

Notes about COVID (also see the COVID section of Appendix A):

All students in the JMSNHP are expected to comply with the most current COVID-19 safety and vaccination protocols of Alverno College.

DEMSN students entering their program in fall 2022 must be fully vaccinated and boosted against COVID-19. DNP students entering their program prior to or in fall 2022 must be fully vaccinated against COVID-19 (boosters are recommended but not required unless required by the practicum site of their preceptorship).

HIPAA Training

POLICY:

The 1996 Health Insurance Portability and Accountability Act (HIPAA) articulates that all patients have the right to control who sees their protected identifiable health information. Only the patient and those individuals authorized by the patient may access the patient's protected identifiable health information. Penalties for violating HIPAA regulations can include civil and/or criminal penalties, with fines up to \$250,000- and 10-years imprisonment. JMSNHP students complete HIPAA training through CastleBranch, as a clinical requirement, and must comply with HIPAA regulations in course-related, employment-related, and all other health care settings. In addition, all students are expected to fulfill health care agency-specific HIPAA requirements.

PROCEDURE:

1. The student completes the clinical education Module in their CastleBranch account as a requirement of their program orientation course.
2. The student consistently complies with HIPAA regulations in all health care settings.
3. The student complies with practicum, employer, and other health care agency-specific HIPAA requirements.
4. The student who violates HIPAA regulations is in jeopardy of dismissal from the graduate nursing program.
5. The graduate nursing student may not take agency-owned laptops off-site of the practicum unless explicitly cleared by the practicum instructor and the agency that owns the laptop.

Copyright and Fair Use

POLICY:

JMSNHP students are expected to comply with copyright law, which in part, governs the rights and opportunities of persons and agencies to use and share copyrighted materials. It is illegal to reproduce copyrighted materials without prior permission of the copyright holder, and college students have been successfully prosecuted for copyright violations.

Violation of copyright law constitutes academic misconduct. Therefore, students must obtain permission from copyright

holders prior to reproducing protected works (e.g., text, poetry, novels, journal articles, lyrics, sheet music, CD-ROMs, recorded performances, photos, cartoons, drawings, paintings, videos, movies, software codes, charts, diagrams, conceptual/theoretical models or frameworks, and survey instruments etc.) via the Internet or social media, on posters, and in manuscripts intended for dissemination or publication beyond the classroom.

In some cases, under Fair Use Guidelines, copying of copyrighted material for limited purposes such as commentary, review, critical analysis, or parody does not require that prior permission be obtained from the copyright owner. Fair Use **Guidelines allow for the use of approximately 10% of the written text or images of a book or information from a web page to be copied for educational coursework.** Students can also play excerpts from movies and music in coursework under Fair Use Guidelines.

Much of the material in the Alverno College Library and on the Internet can be used for educational purposes without obtaining prior permission from the copyright holder in accordance with Fair Use Guidelines.

Additionally, there are Library resources available to students that have been paid for by the College. Students are encouraged to regularly visit the College library and webpage for resources and updates. More information can be found in the *Alverno College Student Handbook* at [College Policies < Alverno College](#).

PROCEDURE:

1. The student consistently upholds copyright law, seeking advice from faculty and/or Alverno College librarians as needed.
2. The student obtains and retains written evidence of prior permission to use and reproduce protected materials from the copyright holder.
3. In the event there is concern that a student has violated copyright law, the course faculty is responsible to investigate the concern and meet with the student to ensure that all pertinent information and circumstances are explored prior to determining whether copyright infringement by the student has occurred.
4. If violation of copyright law is jeopardizing a student's continuance in a course, the course faculty notifies the student in writing.
5. If the course faculty determines that a student is ineligible to continue in a course as the result of an infringement of copyright law, the course faculty notifies the student in writing. In addition, the faculty may send recommendations regarding the student's progression in their program to GNAA. The Academic Misconduct and/or Professional Behavior policies and procedures found in this handbook are applicable in the case of copyright infringement.

Critical News Board

POLICY:

The *Graduate Nursing Critical News Board-ONG* Moodle course has been created to communicate critical updates throughout the semester. JMSNHP administrative assistants enroll students in the critical news board specific to their program status (undergraduate or graduate). Critical updates and information are posted to the critical news boards by the Dean, Program Directors, Program Chairs, and BSN and DEMSN Program Coaches.

Students are expected to review news board frequently to ensure that they are aware of critical JMSNHP program updates. If a student does not have access to their program critical news board on the course Moodle page, they are to notify a Nursing academic administrative assistant (Office: CH2181) and request that they be enrolled in the ONG course. ONG = "ongoing."

PROCEDURE:

1. JMSNHP Administrative Assistants enroll JMSNHP students in their respective Critical News Board-ONG Moodle course (undergraduate or graduate) upon a student's first semester of enrollment in JMSNHP courses.
2. The Dean, Program Directors, Program Chairs, and BSN and DEMSN program Coaches assume responsibility for and post critical program updates to the JMSNHP critical news boards, as appropriate.
3. JMSNHP students assume responsibility for knowing and acting upon (when appropriate) information and updates posted to their Critical News Board-ONG Moodle course; therefore, it is expected that students will review the site frequently.

Dropping Courses

POLICY:

JMSNHP students who choose to drop a course are responsible for officially dropping it through the Registrar's Office. Prior to dropping any course, it is expected that the student will consult with College Advising, their nursing faculty advisor, the Offices of Financial Aid, Student Accounts, and the Registrar prior to dropping a course to ensure that they understand the full academic and financial implications of dropping courses.

PROCEDURE:

1. The student has responsibility for communicating with the course faculty when considering dropping a course.
2. The student has responsibility for communicating with their faculty advisor prior to dropping a course.
3. At a minimum, the student has responsibility for consulting with College Advising, and the offices of the Registrar, Financial Aid, and Student Accounts prior to dropping any course.
4. The student contacts the Registrar's office to officially drop a course.
5. All expenses incurred in association with dropping a course are the responsibility of the student.

Ethical and Religious Directives for Catholic Health Care Services

The JMSNHP recognizes the Ethical and Religious Directives for Catholic Health Care Services (Committee on doctrine of the United States Conference of Catholic Bishops, 2018). Ethics concepts are threaded throughout the curricula of all the undergraduate and graduate nursing programs in our school. The Nursing Faculty aim to support our students in gaining sufficient knowledge about health care ethics to inform their personal and professional behaviors.

Identification Cards

POLICY:

The Office of Student Development and Success issues all new students of Alverno College an initial identification card (ID) at no charge. For purpose of identification, students are encouraged to carry their Alverno College student ID card at all times. The Alverno ID card is intended to be used the entire time students are associated with the College. It is not necessary to obtain a new card each semester. In order to prevent unauthorized use, it is each student's responsibility to report a lost or stolen ID card to the Office of Student

Development and Success and obtain a new card. Students at the Milwaukee location with monetary balances on lost or stolen cards must also contact Dining Services immediately. Alverno College is not responsible for any loss or expense resulting from the loss, theft or misuse of this card. Once reported lost or stolen, the lost card will be deactivated.

Failure to produce a valid ID card when requested by a college official, fraudulent use of the card, and/or transfer of an ID card to another person, may result in confiscation, loss of privileges and/or disciplinary action. The ID card can be used for the following:

- Services in the Library, Media Hub, and the Computer Center.
- Purchase items in Dining Services (Milwaukee location only). Money can be deposited on the card in accordance with the Resident or Commuter Plan.
- Appropriate educational discounts and admission to facilities at other local venues.

PROCEDURES:

1. Students at the Milwaukee location can request their ID by visiting the Office of Student Development and Success in person, or by submitting an electronic [request form](#). Students at the Mesa location are directed to follow the process for obtaining an ID explained in their DEMSN orientation course.
2. Name changes must be entered and processed through Interactive Online (IOL) via the Registrar's Office

before a new ID card will be issued to students. For students, there is no charge for a replacement card due to a name change *provided the old card is returned at the time of replacement*. There is a charge for replacement of a lost or damaged card. There is no charge for a stolen card *if the student has a copy of a police report*.

Off-Campus Courses

POLICY:

Courses required in the DNP program sequence may be taken at another institution of higher learning ONLY if

- (a) the required Alverno course is not offered in a given fall or spring semester such that delayed completion of the course will delay the student's graduation date and
- (b) prior approval has been obtained. Course credits may not be transferred in to meet program requirements for a course in which the student earned an unsuccessful progress code (U). Courses that are approved to be taken off-campus must duplicate approximate credit hours and course content as the related Alverno course.

PROCEDURE:

1. For students considering requesting permission to take a course off-campus, first, the student advisor must be consulted.
2. Before submitting a permit to request taking a course off-campus, the student must explore how this request may affect the DNP program of study at Alverno. The following activities will help a student make a decision to request taking a course off campus:
 - a. Obtain a course description and syllabus from the institution offering the course to compare credit hours and course content.
 - b. Answer these questions:
 - Does the course offer the same credit hours as the Alverno course?
 - Does the course teach the same content and offer the same learning experiences?
 - Is the course being offered at Alverno for the semester of the request?
 - If the course is not being offered for the semester of the request, will the delayed offering result in delayed program completion/graduation?
3. If the student finds that the credit hours and course content duplicate the Alverno course, and the student's anticipated graduation date will not be adversely affected, the student should complete the Permit to Take Courses Elsewhere Form with the academic advisor. The electronic form is located on the Registrar's Office website.
4. The student submits the Permit to Take Courses Elsewhere Form on Registrar's page and a copy of the course description including the name, number, and credit hours and course syllabus of the course to be taken. This form must be submitted to the GNAA at least 1 month before the first day of the Alverno registration period.
5. The student will be notified by e-mail whether the request has been approved.

Practica: DNP Program Clinical Practicum Experience

All DNP students are encouraged to identify a potential clinical practicum site and preceptor; however, the JoAnn McGrath School of Nursing & Health Professions Clinical Placement Coordinator is available to assist students in this process if necessary. The selected practicum site must be an organization consistent with (a) the practice area for which the student wishes to develop expertise and (b) the focus of the student's DNPP. Appropriate practicum site examples include a hospital, clinic, health care system, public health agency, parish, long-term care facility, or nonprofit agency. Other site options may be discussed and negotiated with the DNP program chair. Students must comply with all requirements of the clinical practicum site.

All DNP students are encouraged to select a clinical practicum site outside of their current work/department/unit employment setting whenever possible. If the student chooses a practicum site where employed, current employment and practicum and DNPP hours must be clearly differentiated by the agency involved and the GNAA. **DNP practicum and DNPP hours may not run concurrently with the student's work hours.**

The qualified preceptor is knowledgeable in the practice area in which the student wishes to develop expertise. While a DNP is preferred for the preceptor role, examples of persons who may also fulfill this role include: a professional who has a doctoral degree in a discipline other than nursing and/or considerable experience and recognition as an expert in her or his field, an experienced physician, and a nurse holding a high-level administrative position (e.g., Director, Vice President, President, or CEO). The preceptor must have worked in the practicum site for a minimum of one year. The preceptor may not be the immediate supervisor of or a familial relative of the student.

The Practicum Experience

In accordance with AACN (2006) and AACN (2021) requirements, clinical practica in the Alverno College DNP program are designed to “help students build and assimilate knowledge for advanced specialty practice at a high level of complexity” (AACN, 2006, p. 19). At the start of each semester, DNP students collaborate with their preceptor to develop outcomes for the clinical practicum experience, completing the *DNP Practicum Hours Overview and Goals Form*. While DNP students may complete practicum hours in their place of employment, it is expected that these learning experiences are related to course outcomes, go above and beyond usual job duties, involve synthesis and expansion of knowledge, and provide systematic opportunities for expert feedback and self-reflection. Some examples of learning activities that constitute DNP practicum hours can be found in the *DNP Program Clinical Practicum Guide*.

PROCEDURE:

Detailed information regarding the role and responsibilities of DNP students, preceptors, and Alverno faculty in facilitating student practica, including but not limited to preceptor evaluation of student performance, student evaluation of the preceptor, and required documentation, and forms are located in the *Alverno College JoAnne McGrath School of Nursing Doctor of Nursing Practice Practicum Handbook*. Additional information can be found in *DNP 830 Clinical Practicum I* and *DNP 930 Clinical Practicum II* course syllabi.

Professional Behavior

POLICY:

JMSNHP students are expected to adhere to the highest standards of professional behaviors and ethics. Honesty, integrity, ethical conduct, and respect are central to the practice of professional nursing. Students are required to demonstrate the behaviors expected of members of the professional nursing community to which they are being educated. As part of the nursing community, all students are subject to the ANA (American Nurses Association) Code of Ethics for Nurses (<https://www.nursingworld.org/coe-view-only>) as well as the JMSNHP Professional Behavior policy.

Professional Standards

- **Professional and Peer Relationships:** Student behavior is a direct reflection of the College, JMSNHP, and the nursing profession itself. Students will communicate with and treat Alverno faculty and staff, peers, health care agency affiliates, preceptors and other professionals, patients and their significant others, and the public in a professional manner. This includes addressing them appropriately, respecting individual rights to hold opinions that differ from their own, and promoting a positive climate.
 - Treating others with respect – Students will demonstrate respect Alverno faculty and staff, peers, health care agency affiliates, preceptors and other professionals, patients and their significant others, and the public. Students will refuse to engage in, or condone discrimination on the basis of race, creed, national origin, ethnicity, age, gender, sexual orientation, marital status, lifestyle, disability, or economic status or any other form of discrimination.
 - Civility – Nurses are required to “create an ethical environment and culture of civility and kindness, treating colleagues, coworkers, employees, students and others with dignity and respect...All RN’s and employers in all settings, including practice, academia and research, must collaborate to create a culture of respect that is free of incivility, bullying and workplace violence.” (ANA, 2014)
 - Values – All patients have a set of beliefs that inform their values. Students must provide care that respects a patient’s belief system and work toward empowering patients to meet their personal health care goals.
- **Honesty and Integrity:** Honesty and integrity are integral to safe, high-quality nursing care.
 - Students will consistently demonstrate truthfulness and accountability for their actions.

- Communication with patients, families, faculty, and clinical preceptors must be thorough, accurate and timely.
- Students are responsible for upholding and maintaining an honest academic environment, including reporting when an instance of dishonesty is thought to have occurred.
- **Obligations and Responsibilities:** Students are accountable to the College, JMSNHP, and health care agencies providing clinical experiences, and above all, patients and society as a whole.
 - Students are expected to meet their educational and clinical responsibilities at all times. While personal issues can conflict or interfere with such obligations, every effort must be made by students to resolve the conflict in a professional manner by assuring that patient care is not compromised, and that appropriate members of the health care team and faculty are notified in a timely fashion.
 - Students must continuously maintain full adherence to all clinical requirements (current American Heart Association Cardiopulmonary Resuscitation (CPR) certification, background, drug screen, education, health records, etc.) and CastleBranch timelines as well as clinical agency requirements and timelines. Compliance with all CastleBranch requirements must be kept up to date as an essential part of the student's professional responsibility for patient safety.
 - Students are expected to participate in all scheduled classes, labs, and clinical learning experiences as scheduled to fulfill course requirements. Students are expected to adhere to the attendance policy in course syllabi. Students are expected to plan special events, travel, and outside activities during scheduled program and college breaks. The calendar for individual courses is provided by course faculty.
- **Use of Technology:** The JMSNHP believes in protecting the students' rights of freedom of speech, including their right to use social media. The JMSNHP also believes in protecting the rights of patients with whom students interact, the rights of faculty members, the rights of other students and the public at large. Students are expected to monitor their own social media use and post only statements and images that represent themselves, the College, the JMSNHP, and the nursing profession in accordance with the College's technology ethical conduct guidelines. Students may not use their personal cell phone in the clinical setting unless otherwise directed by their clinical faculty or preceptor.
 - Alverno College guidelines for the use of different types of technology can be accessed at <https://www.alverno.edu/Tech-Services-Ethical-Conduct>.
 - American Nurses Association principles for nurse's use of social media can be accessed at <https://www.nursingworld.org/social/>.
- **Safety:** Students should refrain from any deliberate action or omission of care that creates unnecessary risk of injury to patients, self, or others.
 - Students who demonstrate unsafe nursing practice that jeopardizes a patient or their significant other's physical or emotional welfare may be dismissed at any time from a clinical day or clinical course. Unsafe clinical practice is defined as any behavior determined by faculty or a preceptor to be actually or potentially harmful to a patient or their significant other, peer, preceptor or other professional, or to the healthcare agency.
 - Students are required to report any and all clinical errors or near miss situations immediately to the course faculty and subsequently follow all JMSNHP and health care facility requirements for reporting and documentation.
 - Students are expected to identify hazardous conditions while providing patient care. Students should receive instruction and training prior to performing skills and are expected to follow facilities policies and procedures. It is the student's responsibility to notify their preceptor or faculty member if they have not been adequately trained to perform a procedure. DEMSN program students may not perform any invasive clinical skill without prior demonstration and successful validation of that skill in the CCE.
- **HIPAA:** Nursing students are required to complete HIPAA training and follow all HIPAA guidelines.

Unacceptable Behavior/Violations of Professional Conduct in Nursing

Unacceptable student behaviors and violations of professional conduct most commonly occur within three categories: Academic, Personal, and Clinical.

Academic Misconduct: (See the Academic Misconduct policy section in this Handbook):

Personal Misconduct: Students will adhere to the standards of professional nursing by treating others with compassion, integrity, and respect. The personal character and conduct of graduate nursing students have an impact on perceptions of Alverno College, the JMSNHP, our health care system partners, and the nursing profession as a whole. The following examples represent unacceptable violations of professional standards:

- Commission of a crime – Engaging in illegal, criminal, or a violent activity that would impact the student's ability to care for vulnerable populations, obtain or maintain a professional license, or secure employment in the nursing profession. Students are required to report all arrests and pending criminal- and Human Services-related charges to the Dean of the JMSNHP within 48 hours of the incident.
- Sexual misconduct or harassment – The JMSNHP adheres to the College standards for sexual misconduct and harassment as outlined in Title IX. This includes repeatedly sending uninvited e-mails, making phone calls, or transmitting documents that are uninvited and unwanted, making threats, and any other inappropriate interpersonal behaviors that frighten, intimidate, or interfere with the work or study of any other person. Students who make threats to another person or entity by any means, including social media, are in violation the JMSNHP Professional Behavior policy.
- Incivility or bullying – ANA defines incivility as “one or more rude, discourteous, or disrespectful actions that may or may not have a negative intent behind them” (ANA <https://www.nursingworld.org/practice-policy/work-environment/violence-incivility-bullying/>). Incivility behavior may also include emails that are hostile, demanding, accusatory or threatening are examples of incivility. Bullying is described as “repeated, unwanted, harmful actions intended to humiliate, offend, and cause distress in the recipient” (ANA). Therefore, the intentional use of any words, gestures, social actions, or activities to isolate, demean or demoralize another person is in violation of the Professional Behavior policy.
- Disruptive behavior – This includes obstructing or disrupting classes, team projects, talks or other presentations, or any other learning activities or programs sponsored by the JMSNHP.
- Failure to demonstrate accountability, responsible planning, or commitment to education – The College calendar is publicly available well before the start of each semester. Additionally, the course calendar is posted in the syllabus and/or in Moodle at the start of each semester. Students are expected to adhere to the attendance and assignment policy as outlined in course syllabi. Special events, travel, and outside activities are to be scheduled during program or College breaks.
- Impaired / Drugs and Alcohol – Students shall not participate in classroom and/or clinical activities while under the influence of alcohol or any other substances unless the use of such a substance is under the orders of a physician or other health care provider granted prescriptive authority by the State for pharmaceuticals and the student does not manifest cognitive, physical, or emotional impairment as a result, regardless of using the prescribed or over the counter substance in a manner that is inconsistent with directed use.
- Inappropriate use of social media – This includes posting negative, or untrue information about peers, faculty, other professionals, or clinical sites. Inappropriate social media use also involves communicating material that violates College policies, JMSNHP policies, HIPAA rules, or state or federal statutes. Internet postings that violate these principles include, but are not limited to, sharing of-confidential information, content construed as "bullying", images or language that represent nudity, sexual activity or misconduct, underage alcohol consumption, illegal acts, use of illegal drugs or other controlled substances, or cheating, including posting completed coursework without the explicit permission of course faculty.
- Audio or Video Recording Nursing Faculty- Students shall not audio or video record nursing faculty communications under any circumstance without obtaining their explicit prior written permission (email documentation of faculty permission is acceptable). Rationale: Faculty often use actual real-world examples from their practice experience to promote student learning and patient confidentiality absolutely must be protected.

Clinical Misconduct: In the clinical setting, students are expected to demonstrate professionalism, competence, integrity, accountability, and safety. These expectations extend across all aspects of the clinical experience, including interactions with others, teamwork, communication, and practice. The following are examples of clinical misconduct. The list is not all-inclusive.

- Failure to prepare for the clinical experience – Students must complete all onboarding requirements of the clinical practicum site, as directed, prior to the start of their clinical. Students are also required to develop a foundational set of practice skills, competencies, attitudes, and knowledge for safe participation in the practicum. Failure to complete onboarding requirements or adequately prepare for participation in the practicum may result in removal from the course.
- Participating in a clinical practicum experience when out of compliance with any CastleBranch clinical requirement.
- Communicating misleading or dishonest information, whether verbal or written (e.g., forms required by health care agencies, a course, the JMSNHP, or the College), to a health care agency or its affiliates, or JMSNHP administration, faculty or staff, or the College.
- Engaging in irresponsible, unsafe, or harmful practice - This includes but is not limited to:
 - negligence, carelessness, and failure to prepare
 - failure to complete nursing care or nursing tasks as assigned in a competent and thorough manner
 - intentionally carrying out a procedure without prior approval or adequate supervision
 - doing physical or mental harm to a client
 - abandonment of care responsibilities
 - refusing to assume the assigned and necessary care of a client
- Failure to report – This includes failure to report an error, incident, or omission in care to the appropriate people, including nursing staff on the unit and clinical instructor.
- Failing to document care accurately and completely – This includes falsifying patient records or fabricating information in healthcare records, written documents, and oral reports within the clinical or classroom setting.
- Reporting and/or documenting client care or treatment as given when in fact it was not.
- Failure to communicate effectively or collaborate with colleagues, contribute to teamwork, or respect the work of others.
- Violating requirements of HIPAA or patients' rights to privacy – This includes using identifiable information about a client in written assignments outside of the clinical area, accessing health records of patients not assigned to students, discussing confidential information in areas outside of the clinical site, sharing confidential information about a patient or organization with parties who do not have a clear and legitimate need to know; and referencing or discussing any details from the clinical setting on social networking sites and personal devices.
- Excessive absences or multiple incidences of tardiness – Students are expected to attend and actively participate in all scheduled classes, labs, and clinical practicum days to fulfill credit requirements for each clinical course.
- Fabrication, alteration, or exaggeration of the duties performed, number of hours completed, or preceptor feedback pertaining to student performance in the clinical practicum.
- Violations of the ANA Code of Ethics for Nurses are unacceptable.

At all times and in all settings, JMSNHP students are expected to conduct themselves in a professional manner when interacting with Alverno faculty and staff, peers, health care agency affiliates, preceptors or other professionals, patients and their significant others, and the public. Professionalism is identified as an expectation of students in every JMSNHP nursing course syllabus. All JMSNHP students are required to review, sign, and submit the *JMSNHP Student Professional Behavior Agreement* (Appendix B) as assigned in selected courses. Any JMSNHP student who, through their personal or clinical misconduct places the safety of a patient or clinical agency staff member in danger or places Alverno's access to a practicum site in jeopardy, is at risk of being dropped from their clinical practicum course and/or dismissed from their program.

If the student is observed or reported to be in violation of expectations for behavior and professional conduct in nursing, in or outside any scheduled class or practice experience, the faculty reviews the student's progress in the course based on the Professional Behavior Policy and the *JMSNHP Student Professional Behavior Agreement* and notifies the student if unacceptable behavior/violation of professional conduct in nursing is jeopardizing their ability to meet course outcomes.

In all cases where a student's unacceptable behavior/violation of professional conduct in nursing is reported or suspected, an immediate investigation is initiated by the course faculty. The matter is first discussed with the student. If the faculty concludes that unacceptable behavior/violation of professional conduct in nursing has occurred, the faculty may impose an appropriate sanction, which may include any of the following:

- a. A letter of reprimand that will be copied to the student's academic file
- b. An assignment focused on professionalism in nursing
- c. Administration of an unsatisfactory (U) progress code and removal from the course

If the faculty determines that a student is not eligible to continue in a course as the result of unacceptable behavior or a violation(s) of conduct in professional nursing, the faculty has the responsibility to notify the student in writing. In addition, the faculty may send recommendations regarding the student's progression in their program to GNAA.

Unacceptable behaviors/violations of professional conduct in nursing may result in the student's ineligibility to continue in class, lab, or clinical practicum learning experiences; the administration of an unsuccessful (U) course progress code despite the quality of the student's other coursework; and/or the student's dismissal from their program of study. Students may also face sanctions imposed by the College.

PROCEDURE:

1. In all cases where personal or clinical misconduct is reported or suspected, an immediate investigation is initiated by the course faculty. The matter is first discussed with the student. The faculty member should provide the student with a copy of the Professional Behavior policy and appeals process as part of this discussion. If the faculty concludes that unacceptable behavior/violation of professional conduct in nursing has occurred, the faculty may impose an appropriate sanction, which can include any of the following:
 - a. A letter of reprimand that will be copied to the student's academic file
 - b. An assignment focused on professionalism in nursing
 - c. Administration of an unsatisfactory (U) progress code for, and removal from the courseThe faculty must inform the student in writing of the decision and sanction, reminding the student of their rights and the appeals process. Any or all sanctions applied can be appealed by the student. The faculty also has the responsibility to inform the Graduate Nursing Admission and Advancement Committee (GNAA) of their investigation, findings, and any sanction(s) imposed.
2. If after investigating, the faculty considers the misconduct particularly egregious, or the offense constitutes a second or more time in which the student has engaged in misconduct in nursing, additional sanctions(s) may be sought that can include removal of the student from their program of study and/or dismissal from the College. In such cases, the faculty makes their recommendation in writing to the Dean of the JoAnn McGrath School of Nursing and Health Professions.
3. The Dean appoints the Chair of GNAA, a member of GNAA, or another nursing faculty as an Investigative Officer (IO).
4. The IO subsequently investigates and is responsible for reviewing all relevant information pertaining to the alleged unacceptable behavior/violation of professional conduct in nursing and meeting with the student to discuss the findings and faculty's recommended sanction(s). If after that meeting, the student accepts responsibility for the alleged unacceptable behavior/violation of conduct in professional nursing and the recommended sanction(s), the IO will impose an appropriate sanction(s) and notify the student of the sanction(s) in writing within ten (10) working days. The written notification will also be sent to the faculty member who reported the unacceptable behavior/violation of professional conduct in nursing, the Chair and/or Director of the program of study in which the student is enrolled, the Dean of the JMSNHP, the Dean of Students, the Director of Academic Advising, and the Vice President for Academic Affairs. If it is determined that a student's behavior/violation warrants dismissal, the determination of dismissal from the JMSNHP is a determination to dismiss the student from the college.

5. **FIRST APPEAL:** If the student does not accept responsibility for the alleged misconduct, or does not accept the proposed sanction, the student may appeal to GNAA in writing. The student's appeal letter must be received by the Chair of GNAA within ten (10) working days of the course faculty or IO's notice of sanction.
6. The Chair of GNAA has responsibility for inviting the faculty reporting the unacceptable behavior/violation of professional conduct in nursing a GNAA meeting to discuss the allegation, findings, and their recommended sanction(s).
7. The Chair of GNAA has the responsibility for scheduling and inviting the student, in writing, to a GNAA meeting to present their perspective and supporting evidence within ten (10) working days of receipt of the student's notice of appeal. The Chair also informs the student that they have the option of presenting their case to GNAA in writing.
8. The Chair of GNAA has the responsibility of informing the student (in writing) who chooses to present their case in person that (a) they will be allowed a maximum of 30 uninterrupted minutes to present their perspective and evidence to GNAA (b) GNAA members will have up to 15 minutes to subsequently ask questions of the student and (c) the course faculty who alleged the unacceptable behavior/violation of professional conduct in nursing will not be present during the meeting.
9. The Chair of GNAA has the responsibility of informing the student (in writing) who chooses to present their case in writing of the specific date and time by which their letter and supporting evidence must be received.
10. To allow sufficient time for consideration, the Chair of GNAA must distribute any and all written information pertaining to the allegation unacceptable behavior/violation of professional conduct in nursing of academic misconduct provided by the student, faculty who alleged the unacceptable behavior/violation of professional conduct in nursing, or IO no less than 72 hours prior to the scheduled committee meeting wherein the case will be reviewed.
11. The IO has responsibility to provide GNAA with all relevant information pertaining to the allegation, their thoughtful consideration of the evidence presented by the faculty and student, and their careful deliberation in determining an appropriate sanction. The IO must abstain from participating in the deliberations of GNAA.
12. The Chair of GNAA will notify the student, in writing, of GNAA's final determination and sanction(s), if imposed, within 10 working days of the committee's final determination. The written notification will also be sent to the faculty member who reported the unacceptable behavior/violation of professional conduct in nursing, the Chair and/or Director of the program of study in which the student is enrolled, the Dean of the JMSNHP, the Dean of Students, the Director of Academic Advising, and the Vice President for Academic Affairs.
13. **SECOND APPEAL:** If the student does not accept responsibility for the unacceptable behavior/violation of professional conduct in nursing, does not accept the sanction imposed by GNAA, or is not satisfied that that due process has been fully or properly applied, they may submit an appeal letter to the Dean of the JMSNHP within ten (10) working days of receiving decision from their first appeal. The Dean has responsibility to review all relevant information pertaining to the allegation, thoughtful consideration of the evidence presented by the faculty and student. The Dean's review should include a review of the decision, its fairness, and the process used to determine the decision. The appeal letter from the student to the Dean should directly and explicitly address where the student believes there has been a violation of due process or where there has been an act of either an arbitrary or capricious nature that has resulted in a wrongful decision. The Dean may follow-up with the student, faculty member who reported the unacceptable behavior/violation of professional conduct in nursing, Investigating Officer, or the Chair of GNAA as appropriate.
14. If the Dean determines that the appeal lacks sufficient warrant or justification based on the available evidence, the Dean will notify the student in writing of the decision. The Dean is also responsible for notifying the faculty member who reported the unacceptable behavior/violation of professional conduct in nursing, the Chair and/or Director of the program of study in which the student is enrolled, the Dean of Students, the Director of Academic Advising, and the Vice President for Academic Affairs.

15. **THIRD APPEAL:** If the student does not accept responsibility for the unacceptable behavior/violation of professional conduct in nursing, does not accept the sanction imposed by GNAA, or is not satisfied that due process was fully or properly applied, they may submit an appeal letter to the Vice President for Academic Affairs (VPAA) within ten (10) working days of receiving the Dean's decision regarding second appeal.
16. The third appeal is not intended to reconsider the substance of the case. Instead, this appeal is designed to ensure that fairness and due process has been properly applied, and that the established process has been properly followed. The appeal letter from the student to the VPAA should directly and explicitly address where the student believes there has been a violation of due process or where there has been an act of either an arbitrary or capricious nature that has resulted in a wrongful decision. The VPAA may follow-up with the student, faculty member who reported the unacceptable behavior/violation of professional conduct in nursing, Investigating Officer, Chair of GNAA, or Dean of the JMSNHP, as appropriate.
17. If the VPAA determines that the appeal lacks sufficient warrant or justification based on the available evidence, the VPAA will notify the student in writing of the decision. The VPAA is also responsible for notifying the faculty member who reported the unacceptable behavior/violation of professional conduct in nursing, the Chair and/or Director of the program of study in which the student is enrolled, the Dean of Students, the Director of Academic Advising, and the Dean in which the student's program is housed of the determination.
18. If the VPAA determines that due process has not been properly afforded to a student for any reason, the applied sanction may be lessened or removed as appropriate to the decision. Prior to overturning any decision made by the appointed Committee, the VPAA must consult with the Dean/Chair of the Committee and, if needed, the Committee-as-a-whole to discuss where there is a perceived problem and the appropriate recourse to remedy the issue.
19. All decisions made by the VPAA are final.

Professional Liability Insurance

POLICY:

JMSNHP students are in a position of being held liable for personal actions and judgments that occur while working with clients. Commissions and omissions in judgments and actions that are the expected duties and responsibilities of a practicing student can result in litigation. Students are required to carry professional liability protection throughout enrollment in the program. As a requirement of clinical agencies, Alverno College has procured professional liability insurance coverage that protects each student in the School. This coverage protects the student and the College any time the student is involved with a client or group of clients within the defined student role. This policy does not cover students beyond their student role at Alverno College.

PROCEDURE:

The Student Accounts Department adds the cost of professional liability insurance to the student's total tuition bill, each semester of enrollment, as is required by policy.

Progression in Doctor of Nursing Practice Courses and Program

Assessment of Student Learning

Prior learning experiences form the foundation upon which all nursing courses are built; therefore, it is expected that graduate nursing students apply the knowledge, skills, and abilities mastered in prerequisite courses in all subsequent courses, as appropriate. Students' written and verbal communication are expected to meet the Alverno criteria for effective writing (Appendix C) and speaking (Appendix D) commensurate with graduate-level education. In addition, students are expected to consistently apply the Alverno criteria for social interaction (Appendix E) in all interpersonal experiences in their courses. Written self-assessment is valued as important element of students' learning in graduate nursing courses and requires *self-reflection, judgement, evidence, and planning for the future* on the part of the student. Students' achievement of course outcomes is determined through criterion-referenced assessments of student performance.

Criterion-Referenced Assessment of Student Performance

Assessments are conducted to evaluate student learning. Criterion-referenced assessment of student performance (sometimes referred to as key assessments of student performance) in JMSNHP graduate nursing courses are designed by nursing faculty to engage students in disciplinary and professional contexts; assessment criteria reflect professional standards for achievement in graduate-level nursing. Criterion-referenced assessments of student performance are rigorous and help the student and course faculty to determine not only what a student knows but how well they can apply what they know. A student that does not meet or exceed the criteria established for a criterion-referenced assessment of student performance (Major Criterion) in any given course does not successfully complete that course, regardless of their level of achievement on other course assessments or benchmarks.

Successful, Incomplete, or Unsuccessful Course Progression

POLICY:

Successful student progression in graduate nursing programs is based on students' achievement of course outcomes as outlined in each course syllabus and requires a pattern of effective demonstration of abilities in practice, criterion-referenced projects and key assessments of performance, objective assessments, and successful completion of the DNP Project. If there is an identified pattern of a student's difficulty in meeting these requirements, strategies to strengthen necessary abilities may be required before the student is allowed to progress in the program. These strategies may be documented in an individualized Learning Agreement. The student is responsible for fulfilling the requirements of the Learning Agreement.

The graduate student is expected to complete assigned coursework within the constraints of course calendars. An incomplete (I) progress code is assigned at the discretion of faculty when, due to *extraordinary circumstances*, a student is prevented from completing all required coursework on time. A student anticipating the need for an "I," is responsible for initiating the conversation with faculty. Typically, an "I" is assigned when only a minimal amount of work remains to be completed. The administration of an "Incomplete" progress code may only occur in accordance with College policy.

Any graduate nursing student with a course progress code of "U" is reviewed by GNAA and the Alverno College Status of Students Committee and placed on *Probation with Warning*. A student who is unsuccessful in the same course twice or has unsuccessful outcomes in any two graduate nursing program courses is dismissed from their program. Dismissal from a graduate nursing program results in automatic dismissal from the College. If a student earns their second progress code of U in a course in the final semester sequence of courses in their program, they will be allowed to repeat the course the following semester. If the student is unsuccessful on the second attempt, they then will be dismissed from their program, the JMSNHP, and the College.

PROCEDURE:

1. All requirements for success in any given course are outlined in the course syllabus.
2. If a student is experiencing difficulty meeting course outcomes, the faculty may file a BLAZE report (anytime) and/or a *Mid-Semester Progress Report*. The student is often asked to self-assess personal learning practices. Drawing on the student's self-awareness, the student and faculty may develop a Learning Agreement and timeline as needed. In that case, the student is responsible to fulfill all requirements of the Agreement to successfully complete the course.
3. If a student chooses to drop a course, the student must (a) do so by the "drop date" and (b) follow the formal procedure for dropping courses as required by the Registrar's Office. The academic calendar identifies the "last day to drop a course." To drop a course, the student must do so in writing through the Registrar's Office. A drop form is available on the Registrar's Office webpage under Forms or in the Registrar's Office. The student can also email the drop to registrar@alverno.edu.
4. An Incomplete (I) progress code is only administered in accordance with College policy.
5. A student earning a progress code of "U" in one course is placed on *Probation with Warning* status and automatically receives a Mid-Semester Assessment Report in remaining semesters. The student may be asked by a faculty or their Program Director to self-assess personal learning practices. Drawing on the student's self-awareness, the student and faculty or Program Director may develop a Learning Agreement and timeline as needed. In that case, the student is responsible to fulfill all requirements of the Agreement to successfully complete the course on the second attempt to progress the program.

Appeal of Unsuccessful Progress Code:

1. The student follows the Conflict Resolution policy in this handbook if they disagree with a course progress code. If unable to come to satisfactory resolution through collaboration with the course faculty, the student has the right to appeal an unsuccessful progress code by sending a letter of appeal with supporting documentation to the Chair of GNAA.
2. If an unsuccessful progress code (U) is imminent and known prior to the end of the semester, the student wishes to appeal the U, they may send a letter of appeal and supporting documents to the Chair of GNAA on or after December 1 (fall semester), May 1 (spring semester) or August 1 (summer session) but not later than 10 days after the progress code of U was made available to the student by the Registrar's office.
3. The Chair of GNAA has responsibility for inviting the course faculty to a GNAA meeting to discuss the student's progression in their course and justification for the administration of the unsuccessful progress code.
4. The Chair of GNAA has the responsibility for scheduling and inviting the student, in writing, to a GNAA meeting to present their perspective and supporting evidence within ten (10) working days of receipt of the student's notice of appeal. The Chair also informs the student that they have the option of presenting their case to GNAA in writing.
5. The Chair of GNAA has the responsibility of informing the student (in writing) who chooses to present their case in person that (a) they will be allowed a **maximum** of 30 uninterrupted minutes to present their perspective and evidence to GNAA (b) GNAA members will have up to 15 minutes to subsequently ask questions of the student and (c) the course faculty who administered the unsuccessful progress code will not be present during the meeting.
6. The Chair of GNAA has the responsibility of informing the student (in writing) who chooses to present their case in writing of the specific date and time by which their letter and supporting evidence must be received.
7. To allow sufficient time for consideration, the Chair of GNAA must distribute any and all written information pertaining to the unsuccessful progress code provided by the student and course faculty no less than 72 hours prior to the scheduled committee meeting wherein the case will be reviewed.
3. GNAA considers the evidence presented and after careful consideration, determines whether the progress code will be upheld or overturned.
4. The Chair of GNAA will notify the student, in writing, of GNAA's determination within 10 working days of that determination. The Chair of GNAA is also responsible for notifying the course faculty, program Director, the Dean of Students, the Director of Academic Advising, and the Dean in which the student's program is housed of the Committee's determination.

Second Level of Appeal: If the student does not accept GNAA's decision or is not satisfied that that due process was fully or properly applied, they have a right to appeal. In that case, the student submits a letter of appeal to the Dean of the JMSNHP within 10 working days of receiving GNAA's decision.

Upon receipt of the student's letter of appeal, the Dean launches an investigation, and within 5 working days, offers the student an opportunity to present their perspective in writing or via a 1:1 meeting. The Dean also meets with the course faculty, and GNAA as appropriate. The Dean carefully considers the findings of the investigation and renders a decision, which is communicated to the student, in writing, within 10 working days of that decision.

Third Level of Appeal: If the student does not accept the Dean's determination, or is not satisfied that due process was fully or properly applied, they have the right to appeal. In that case, the student submits a letter of appeal to the Vice President of Academic Affairs (VPAA). The third and final level of appeal is not intended to reconsider the substance of the case. Instead, this appeal is designed to ensure that fairness and due process has been properly applied, and that the established process has been properly followed. The appeal letter from the student to the VPAA should directly and explicitly address where the student believes there has been a violation of due process or where there has been an act of either an arbitrary or capricious nature that has resulted in a wrongful decision. The VPAA may follow-up with the student, course faculty, program Director, Chair of GNAA, or Dean of the JMSNHP, as appropriate.

If the VPAA determines that the appeal lacks sufficient warrant or justification based on the available evidence, the VPAA will notify the student in writing of the decision within 10 working days of that decision. The VPAA is also responsible for notifying the course faculty, program Director, the Dean of Students, the Director of Academic Advising, and the Dean of the JMSNHP of the determination.

If the VPAA determines that due process has not been properly afforded to a student for any reason, the unsuccessful progress code may be overturned. Prior to overturning any decision made by the Dean of JMSNHP, the VPAA must consult with the Dean of the JMSNHP, Chair of GNAA, and if needed, GNAA-as-a-shole to discuss where there is a perceived problem and the appropriate recourse to remedy the issue. All decisions made by the VPAA are final.

Appeal of Dismissal Resulting from Unsuccessful Progression:

GNAA reviews the progression of all students earning a “U” (or UW) in any given semester. A student earning a “U” (or UW) in the same course twice or who has been unsuccessful in any two nursing courses is recommended by GNAA for dismissal from their program (2-U rule) to the Graduate Status Committee. If the recommendation for dismissal is accepted, the student is notified of their dismissal from the College by the Dean of the School of Professional and Graduate Studies within 5 days of that decision.

First Level of Appeal: If the student does not accept their dismissal from the College, or is not satisfied that due process was fully or properly applied, they have the right to appeal. If the student wishes to appeal, they must send a letter of appeal to the Dean of the School of Professional and Graduate Studies within 10 working days their receipt of the notice of dismissal. Upon receipt of the student’s letter of appeal, the Dean launches an investigation, and within 5 working days, offers the student an opportunity to present their perspective in writing or via a 1:1 meeting. The Dean also meets with the Chair of GNAA as well as the Program Director and/or relevant course faculty, as appropriate. The Dean carefully considers the findings of the investigation and renders a decision, which is communicated to the student, in writing, within 10 working days of that decision.

Second Level of Appeal: If the student does not accept the determination of the Dean of Professional and Graduate Studies, or is not satisfied that that due process was fully or properly applied, they may submit a letter of appeal to the Vice President of Academic Affairs (VPAA) within 10 working days of receiving notice of that Dean’s decision. The second appeal is not intended to reconsider the substance of the case. Instead, this appeal is designed to ensure that fairness and due process has been properly applied, and that the established process has been properly followed. The appeal letter from the student to the VPAA should directly and explicitly address where the student believes there has been a violation of due process or where there has been an act of either an arbitrary or capricious nature that has resulted in a wrongful decision. The VPAA may follow-up with the student, the Dean of Professional and Graduate Studies, the Dean of the JMSNHP, the Program Director, the Chair of GNAA, or GNAA, as appropriate.

If the VPAA determines that the appeal lacks sufficient warrant or justification based on the available evidence, the VPAA will notify the student in writing within 5 working days of their decision. The VPAA is also responsible for notifying the Dean of the School of Professional and Graduate Studies, Dean of the JMSNHP, Program Director, Dean of Students, and Director of Academic Advising of the determination.

If the VPAA determines that due process has not been properly afforded to a student for any reason, the unsuccessful progress code may be overturned. Prior to overturning any decision made by the Dean of the School of Professional and Graduate Studies, the VPAA must consult with that Dean and the Dean of JMSNHP, and if appropriate, the Program Director, Chair of GNAA, and/or GNAA-as-a-shole to discuss where there is a perceived problem and the appropriate recourse to remedy the issue. All decisions made by the VPAA are final.

Extension of Doctor of Nursing Practice Degree Program Completion

POLICY:

All coursework work must be successfully completed by within 7 years of entry to a graduate advanced practice nursing program. If the student is unable to complete and their program of study within the required timeframe, they must submit a request for an extension in a letter to GNAA including a plan and timeline for program completion. The Committee will review the student’s request and communicate a decision.

PROCEDURE:

1. If unable to complete the DNP degree program of study within the required timeframe, the student submits a written letter requesting extension including a plan and timeline for program completion, to GNAA. The request for extension should be submitted as soon as possible and no later than four months prior to the previously anticipated graduation date.
2. GNAA reviews the student’s request and academic record and renders a decision regarding extension of the student’s program completion.
3. The student assumes responsibility for any/all fees or tuition resulting from a program completion extension.

Interrupted Program of Study Return after Leave of Absence

POLICY:

If a graduate nursing student wishes to return to a graduate nursing program after a leave of absence extending one semester or longer, the student must submit a written letter of intent and request to re-enter their program to the Chair of GNAA. GNAA reviews the request and determines whether the student may re-enter the program and, if appropriate, under what conditions. The number of semesters the student has been on leave will be taken into consideration when determining the student's requirements for satisfactory return to their program. There is no guarantee that a student's request for re-entry will be granted, and in some cases, the student may be required to reapply for admission. If the student has been enrolled at another institution of higher learning during their absence from the JMSNHP, they must provide official transcripts from those institutions attended.

PROCEDURE:

1. A graduate student wishing to return after a **leave of absence** must submit a letter requesting readmission no later than June 1 for reentry in the fall semester and November 1 for reentry in the spring semester, and March 1 for reentry in the summer semester.
2. The letter requesting readmission should begin with "The purpose of this letter is to request readmission to the (insert program name) in the fall/spring/summer (select one) of (insert year)." For example, "The purpose of this letter is to request readmission to the DNP program in the fall of 2023."
3. If the student was enrolled at any institution(s) of higher learning since their leave of absence from Alverno, a copy of the respective transcript(s) must be submitted to the Chair of GNAA along with their letter requesting readmission. An unofficial transcript will be accepted initially for the purposes of GNAA's review, but the student must also arrange for an official transcript(s) to be sent to the Registrar's office.
4. GNAA carefully considers all requests for readmission and review's the student's academic history, prior to rendering one of the following decisions:
 - a. Readmission denied.
 - b. Readmission granted.
5. The Chair of GNAA communicates the committee's decision, in writing, to the student, within 5 working days of that decision.
6. All tuition and fees associated with imposed readmission requirements are the responsibility of the student.

Requesting Readmission after Dismissal from Program

POLICY:

GNAA will consider requests for readmission from students who have been dismissed from their graduate nursing program. At minimum, a student who has been dismissed from a JMSNHP program will be out for at least one semester. Students who have been dismissed but are seeking readmission must send a letter requesting readmission to the Chair of GNAA. GNAA will then review the request and determine whether the student may be readmitted and if appropriate, under what conditions. There is no guarantee that a student's request for readmission will be granted. If the student has been enrolled at another institution of higher learning since the time of their dismissal from the JMSNHP, they must provide official transcripts from those institutions attended.

PROCEDURE:

1. The student seeking readmission after dismissal from a graduate nursing program submits a letter requesting readmission no later than June 1 for reentry in the fall semester and November 1 for reentry in the spring semester, and March 1 for reentry in the summer semester.
2. The student begins the body of their letter with, "The purpose of this letter is to request readmission to the (insert program name) in the fall/spring/summer (select one) of (insert year)." For example, "The purpose of this letter is to request readmission to the DEMSN program in the fall of 2023."
3. Within the letter requesting readmission, the student:
 - a. Thoughtfully reflects upon and acknowledges ownership in the circumstances that lead to their dismissal.

- b. Provides a detailed plan for success to be implemented if readmission is granted.
4. If the student was enrolled at any institution(s) of higher learning since their dismissal from Alverno, a copy of the respective transcript(s) must be submitted to the Chair of GNAA along with their letter requesting readmission. An unofficial transcript will be accepted initially for the purposes of GNAA's review, but the student must also arrange for an official transcript(s) to be sent to the Registrar's office.
5. GNAA carefully considers all requests for readmission and review's the student's academic history and relevant circumstances of dismissal, prior to rendering one of the following decisions:
 - a. Readmission denied.
 - b. Readmission granted.
6. The Chair of GNAA communicates the committee's decision, in writing, to the student, within 5 working days of that decision.
7. All tuition and fees associated with imposed readmission requirements are the responsibility of the student.

Graduation

POLICY:

The graduate student who has successfully completed all required courses (or equivalent) in their program, and track-specific practicum hours (as appropriate) and the DNP project is eligible for graduation. Students should anticipate and plan for special expenses associated with graduation.

PROCEDURE:

1. The Registrar's Office maintains formal course completion records.
2. The JMSNHP maintains documented evidence of DNP program preceptor qualifications and completed practicum hours.
3. The student is responsible for maintaining and retaining documented evidence of completed practicum hours, during and after graduation.
4. The Registrar's office notifies students of graduation processes.
5. The student meets financial obligations associated with graduation.

Responsibility for Contents of the *Doctor of Nursing Practice Handbook, Policies, and Procedures*

POLICY:

The graduate student is responsible to secure and maintain current knowledge of the JoAnn McGrath Alverno College School of Nursing & Health Professions' *Graduate Nursing Student Handbook, Policies, and Procedures*. A record of student acknowledgement of securing the Handbook and responsibility for knowing its contents is maintained in the School office. A record of the student's signed *Permission Form-Nursing Program of Studies* granting permission for their work to be shared for academic purposes only, with notification by faculty is maintained in the School office.

PROCEDURE:

1. Regularly, the *DNP Program Student Handbook: Policies, and Procedures* is reviewed, revised, and uploaded on the Alverno website, www.alverno.edu. The graduate student is responsible for keeping up-to-date on all information, policies and procedures therein; content of the Handbook is subject to change without notice.
2. Upon admission to the graduate program, the student is accountable to obtain and read the *DNP Program Student Handbook: Policies and Procedures*, and sign and submit the required attestation (p. 2) of responsibility form to the School of Nursing & Health Professions by way of a DNP 800 assignment, as appropriate.
3. Upon admission to the graduate program, the student is accountable to sign and submit the *Permission Form-Nursing Program of Studies* by way of a DNP 800 assignment, as appropriate (Appendix I).

Student Advising

A primary goal of advising at Alverno College is to assist the student to become a self-directed learner in professional studies. Faculty advisors provide students with academic information, assist with planning a program of study, and act as a counselor or referral agent for other concerns. When students are accepted in a nursing graduate program, an advisor is assigned to each. It is important for graduate students to initiate and maintain ongoing contact with their faculty advisor throughout the program.

Graduate nursing students also have access to other faculty who may assist with various aspects of the students' program. Specifically, the Chair of the DNP program serves as resources for policies, procedures, and academic curricular assistance unique to each program. The Director of Graduate Nursing Programs will assure all students receive pertinent advising information through newsletters, e-mails, one-on-one conversations, group interactions, and/or other means of communication. Faculty in the DNP program also serve as resources to students about their respective courses. Students may contact graduate faculty via the phone or e-mail. In addition, the Director of Graduate Nursing Programs, Program Chairs and graduate faculty have weekly office hours posted near their offices and on-line.

If a student is not able to reach an advisor in Milwaukee, a message can be left:

1. By phone or e-mail
2. With the Nursing Office Academic Administrative Assistant
3. In the mailboxes in Christopher Hall or in the basement of Founders Hall

If a student is not able to reach an advisor in Mesa, a message can be left:

1. By phone or e-mail
2. With the Nursing Office Academic Administrative Assistant

In any message, students should identify themselves and the nature of the inquiry. Indicate a phone number for a return call or an e-mail address, and a schedule of times available. The advisor can then contact the student. Suggested times to meet with the advisor:

- When first assigned the Faculty advisor
- When returning from an Interrupted Program of Studies or Student-on-Leave status
- When having questions about sequence of courses or special requests, e.g., prerequisites
- When there is a special academic status such as probation or probation-with-warning
- When seeking academic advice

Student Conflict Resolution

POLICY:

All members of the Alverno community are expected to communicate in positive ways to resolve issues and conflicts. Communication and constructive controversy promote increased learning in a collaborative culture, encouraging better problem solving, creativity and involvement, and influencing individuals to view problems and issues from different perspectives and rethink their response. Constructive controversy is most productive in an atmosphere where individuals:

- make every attempt to first resolve conflicts with the person(s) involved;
- value controversy and different viewpoints;
- focus the controversy on ideas and determine the best direction or decision;
- are open to be influenced by new ideas and information;
- reflect on one's actions, thoughts and the reaction of others;
- communicate information accurately and clarify miscommunication; and
- recognize and communicate feelings as they relate to the issues being discussed.

All members of the Alverno academic community are expected to act in ways that contribute to a supportive academic environment. Students, faculty, and staff are expected to use skills in communication, social interaction, and problem solving in positive ways to resolve conflicts. Graduate students are accountable for adhering to this process. When academic performance is at issue, students must review their own progress using

feedback and assessments of faculty and attempting to resolve conflicts with persons involved.

PROCEDURE:

There may be times when the graduate student disagrees with various policies or actions taken by individual faculty or staff members, Graduate Nursing Program Committees, or the JMSNHP leadership. At times students may wish to share opinions in a formal way with the JMSNHP, individual faculty, or staff member. The following procedures have been established to assist students in resolving problems and sharing viewpoints that may arise:

1. Clarify and describe the concern or viewpoint and consult any appropriate source materials, such as syllabi or handbooks, to ensure that the issue is clearly identified.
2. Approach the person (faculty, advisor, staff member, or peer) most directly involved with the concern and discuss it using any necessary documents (assignments, assessments, memos, handbook references, syllabi, etc.). If the student cannot resolve the conflict after talking to the person involved, the following steps are pursued:
 - a. ***If the conflict is course related:*** The student contacts the faculty advisor and makes an appointment to discuss the concern. The faculty advisor assists the student in following JMSNHP procedures for conflict resolution.
 - b. ***If the issue is one of academic progression:*** The student contacts the faculty advisor and makes an appointment to discuss the concern. The faculty advisor assists the student in processing the concern through GNAA.
 - c. ***If the issue is a viewpoint, opinion, or concern related to a graduate program:*** The student clarifies and describes the opinion, viewpoint, issue, concern, and/or request by communication with the DNP Chair. If in the opinion of the student, their concern is not resolved, they may write to the Director of Graduate Nursing Programs, providing supporting documentation if appropriate. As with any conflict, the conflict resolution procedures cited above are also available to the student.
 - d. ***If the conflict is related to a situation outside the classroom or School:*** The student submits a written description of the circumstances to the Dean of JMSNHP and the Dean of Students in the College. After an interview with those involved, the Dean of Students may convene a committee to deal with the issue.
3. Knowing how to navigate an organizational structure to accomplish goals and resolve conflict is a necessary and critical step the student's professional as a DNP-prepared nurse. In health care settings, this structure is conceptualized and operationalized as "chain of command." In the JMSNHP students should initially seek to resolve conflict with the person most closely involved. If unable to come to satisfactory resolution, the student should next contact the person at the next level in the JMSNHP organizational structure; if subsequently, the conflict has still not been resolved, the student should seek assistance from the person at the next level, and so on:

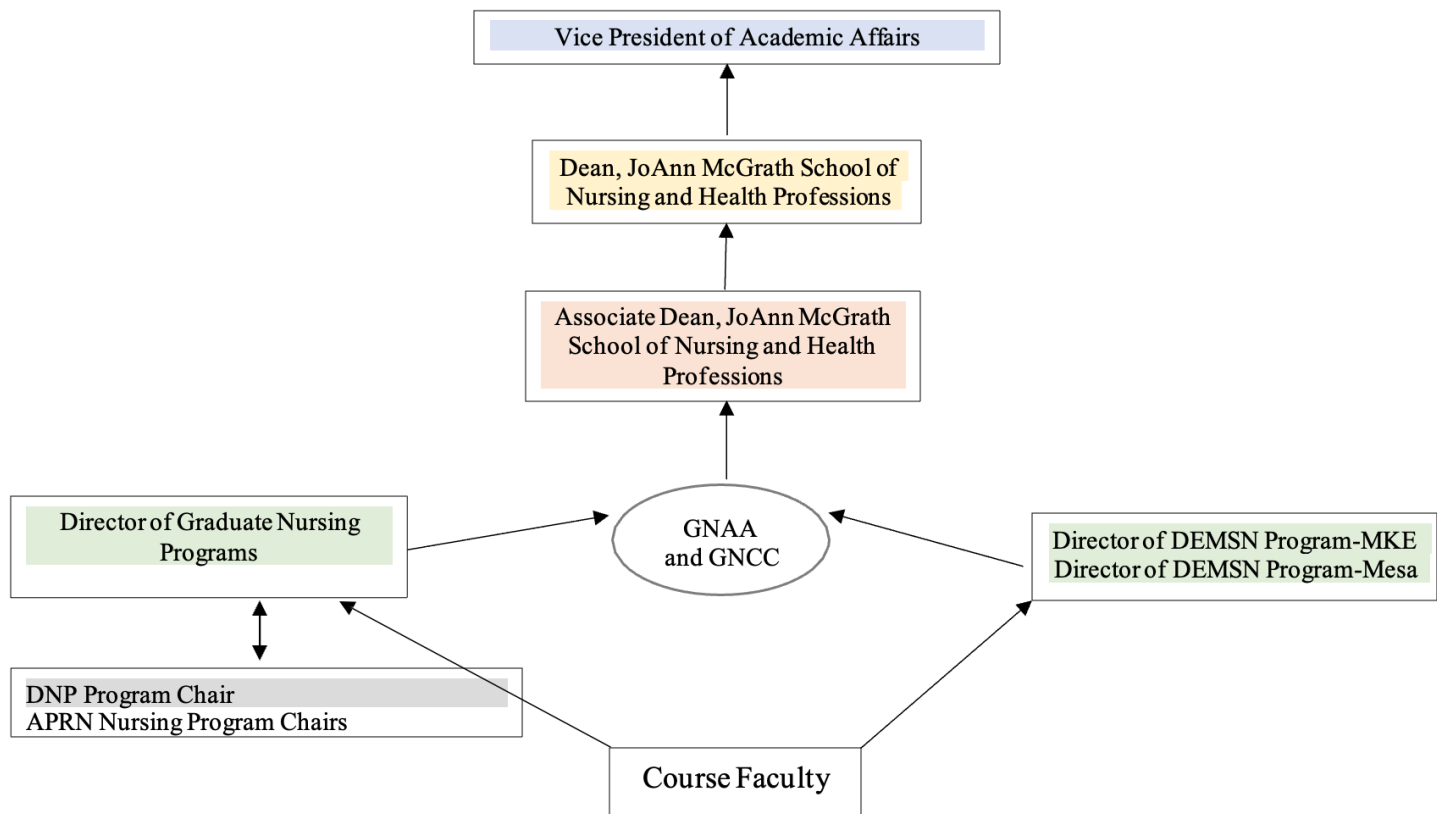


Figure 1: Key Levels of Academic Structures at Alverno relevant to Graduate Nursing Students

4. If the student has a justifiable basis for not going directly to the person involved, a formal complaint can be made without having made an informal complaint. For more information, the student may contact the Dean of Students.
5. If unsure about how to deal with the situation or if assistance is needed in how to proceed, the student may contact a member of the Student Affairs Staff to get assistance. If, after following the above procedure, the student believes the concern is not resolved, the student may pursue the matter further. For that process, consult the Alverno Student Handbook, Complaints and Conflict Procedures.

Student Employment:

POLICY:

All DNP program students are required to have and retain APRN (if applicable) and/or RN employment (full- or part-time) upon admission and throughout progression in their program. Post-master's advanced practice program students certified as APRNs can meet the employment requirement by practicing (full or part-time) in their APRN specialty or as an RN.

Student Responsibilities

Course Participation

Alverno faculty believe that knowledge is co-constructed; therefore, regular course attendance and active participation in class, online discussions, and practice are required of all graduate students and essential for successful progression in the program. In addition to scheduled coursework, the student is expected to complete independently scheduled and assigned practicum experiences. Successful progression in the program is dependent, in part, on the student's consistent demonstration of highly effective communication, social interaction, critical thinking, and problem-solving skills.

The graduate curricula have traditional, hybrid and synchronous and asynchronous online courses. Both types require class participation. In hybrid courses, students are expected to log into Alverno College online learning systems multiple times during the week, as directed, to fully engage in graduate courses and with peers. On weeks when classes do not meet face-to-face, online and video discussions as well as other learning activities are assigned to ensure that all course content is fully covered and understood. Students have the freedom to do assigned coursework on their own schedule but must ensure that all scheduled due dates are met.

Self-Monitoring

Graduate students have primary responsibility for knowing and completing all requirements of their graduate program and therefore, it is important for students to continually self-monitor their progression through their program. All graduate courses have prerequisites and faculty advisors recommend course completion sequence to maximize learning and the professional development of the student.

Engagement in Alverno Graduate Nursing Learning Community

The personal and professional development of graduate students is central to the mission of Alverno College. Toward the achievement of this mission, graduate faculty have identified purposes, which include, but are not limited to, creating a dynamic graduate curriculum and fostering a community of learners. Student engagement is critical to the accomplishment of these purposes; thus, students are encouraged to communicate their personal perspectives on learning and meaningful participation in activities related to graduate courses, program policies, and governance. Students are expected to engage in the graduate learning community by:

- accessing the Graduate Nursing Critical News Board-ONG Moodle frequently
- attending graduate Brown Bag sessions, Town Hall meetings, and other Nursing events, as appropriate.
- providing feedback to course instructors, the program chairs, and/or Director of Graduate Nursing Program.
- volunteering to represent peers when representation is solicited.
- completing course, faculty, and program evaluations.
- participating in presentations about the curriculum.
- participating in recruitment activities.

Technical Standards for Nursing

POLICY:

To protect patient safety, ensure the delivery of effective patient care, and promote the development of professional nurses, all students enrolled in all nursing programs in the JMSNHP must meet the essential requirements outlined in the Technical Standards for Nursing. Reasonable accommodations will be granted to qualified students with disabilities to the extent that the accommodation will enable them to perform the essential functions of a professional nurse and will not create an undue hardship on the program. A reasonable accommodation is one that does not require a fundamental alteration in the nature of a program requirement or the lowering of academic and/or clinical standards of performance. Health care provider documentation of a student's disability and consequent need for accommodations is required. To demonstrate competency for any given clinical skill, all students must successfully perform that skill in accordance with criteria established by the JMSNHP. All students must demonstrate the nursing knowledge, clinical skills competencies, and professional attitudes required in any given nursing course to successfully meet the course outcomes and progress toward meeting the outcomes of their program of study. If a prospective or current student has or develops a physical, cognitive, or mental health condition that poses a significant risk to the health and/or safety of patients, self, or others that cannot be eliminated without a reasonable accommodation, the student may be denied admission, delayed in their program, or removed from their program.

Technical Standards for Nursing:

The following technical standards have been established to provide guidance to students regarding the physical and cognitive functions essential to the successful completion of Alverno nursing programs and ultimately, professional nursing practice in the clinical setting. Students must meet the following technical standards with or without a reasonable accommodation:

SENSORY/OBSERVATION

The student must have:

- functional use of the senses of touch, smell, vision, and hearing.
- functional ability to speak clearly and at a volume appropriate to clinical situations.
- functional ability to observe patients to assess their health status accurately, including verbal and nonverbal signals such as facial expressions, gestures, temperature, position, equilibrium, and movement.
- functional ability to assess patient needs and to hear and understand instructions, a patient calling out for assistance or help, and telephone conversation.
- functional ability to discern usual sounds and alarms generated by equipment commonly used in all care settings (e.g., continuous suction, IV pumps, mechanical ventilators, telemetry monitors, etc.).
- functional ability to elicit, transmit, and record patient data and other information from patients, faculty, classmates, clinicians and other personnel, and family members using the English language orally and in writing.

MOTOR SKILLS

The student must have:

- manual dexterity and other motor skills sufficient to safely and effectively execute movements reasonably required to engage in the assessment of patients and patient care procedures, including but not limited to palpation, auscultation, percussion, administration of medication, and emergency interventions such as cardiopulmonary resuscitation, application of pressure to stop bleeding, and suction of obstructed airways.
- functional ability capacity to reach overhead, carry, push, and pull.
- functional ability to lift a 50-pound load from the ground to waist and shoulder heights and then return it to the ground demonstrating controlled movement and safe body mechanics
- functional ability to maintain equilibrium and the physical strength and stamina to perform patient care, including but not limited to physical assessment and clinical skills, safely and effectively in clinical settings.
- functional ability to navigate clinical environments safely and quickly, to execute appropriate care to a patient in typical and atypical situations.
- functional ability to safely assist a patient in moving (e.g., repositioning in bed, transferring from a chair to a bed or from a wheelchair to a commode, ambulating, etc.).

PROFESSIONAL CONDUCT

The student must have:

- functional ability to critically think, exhibit moral agency, and practice nursing in a manner consistent with the American Nursing Association's *Nursing Code of Ethics*.
- willingness to learn and abide by professional standards of practice.
- functional ability to engage in patient care delivery in all settings and populations, regardless of age, ethnicity, gender, disability or any other basis protected by law.

Textbook Orders

Alverno is in partnership with MBS Direct to order textbooks. The link for Alverno is:

https://bookstore.mbsdirect.net/vbm/vb_home.php?FVCUSNO=227&url=alverno.htm When books become live, students will be able to pull up their book list by clicking the link at the bottom of the student's class schedule in Interactive Online (IOL). There is also a list of required books for a specific course in the course's syllabus.

Use of Alverno College Technology

Alverno's technology use policies outlined in the Alverno Student Handbook govern the rights and responsibilities for all Alverno students. They are based on the following principles:

Be Ethical

It is expected that the MSN student accurately identifies self and affiliations; uses the Alverno College name only for official school business; and engages with Alverno College technologies for lawful purposes only.

Be Respectful:

It is expected that the MSN student does not share confidential information; does not send offensive communications or materials; and does not send chain letters, spam, or unsolicited advertisements. **Be**

Secure:

It is expected that the MSN student does not share personal passwords; changes passwords when prompted; and if using a personal computer, the student ensures that it has anti-virus software.

Special Concerns Related to FERPA and HIPAA

For JMSNHP students, special attention needs to be followed with regard to information and photos associated with clinical practice and practice sites. Information posted online is public information and inadvertent use of identifying information could be in violation of FERPA or HIPAA regulations. Students, faculty and staff are encouraged to be prudent when posting information on social media sites. Alverno College does not routinely monitor online communities, however, pictures and information brought to the attention of the College describing or documenting behavior considered to be in violation of College policies, such as those listed on page one of this document or in other official college handbooks, on campus or off campus at a College sponsored event, will be subject to further investigation. Any College policies found to be in violation are documented as a result of the investigation and will result in appropriate disciplinary action.

V. GENERAL INFORMATION

JoAnn McGrath School of Nursing & Health Professions Committee Structure

The organizational structure of the JMSNHP provides the framework for the work of the program in the accomplishment of the goals and objectives of the College and the School. The Dean of the JMSNHP is responsible for the administration of the School and reports directly to the Vice President for Academic Affairs of the College. The Graduate Nursing Program Director is responsible for all graduate nursing programs and reports to the Dean. Advanced Practice MSN Program Chairs are responsible for oversight and execution of their respective program tracks. Each reports to the Director of the Graduate Nursing Programs. DEMESN Program Directors are responsible for oversight and execution their programs at their location (Milwaukee or Mesa) and report directly to the Dean. Faculty members assume multiple roles and responsibilities to support and assure the effectiveness of the JMSNHP.

The following committees have been established for programmatic decision making within the nursing graduate programs and to encourage shared governance between faculty and administration.

Graduate Nursing Admission and Advancement Committee (GNAA)

The GNAA committee reviews applicants for the graduate nursing programs and determines individual admissibility. It creates and monitors policies related to the admission and advancement of students into and through the graduate nursing programs. The Committee provides a forum for students requesting permission to deviate from a course of studies and petitioning review of their academic status. The GNAA collaborates with Alverno's Graduate Council to determine and implement processes to support masters' student admissions, advising, and determination of status.

Graduate Nursing Curriculum Committee (GNCC)

The GNCC is responsible for the development, implementation, and evaluation of graduate nursing course syllabi, learning experiences, and key assessments of student performance that are appropriate to the graduate student's developmental level and congruent with graduate course and program outcomes. The GNCC is also responsible to assure the quality of the graduate program through implementation of the graduate curriculum evaluation plan.

JMSNHP Assessment Committee

The JMSNHP Assessment Committee is responsible for ensuring the quality and congruence of undergraduate and graduate nursing assessments, respective of JMSNHP curricula and Alverno College pedagogy. Members of the Committee are responsible for systematically reviewing and evaluating all new criterion-referenced assessments of student performance. The Committee also periodically reviews, evaluates, and provides feedback on all extant course-based and external (as appropriate) criterion-referenced assessments of student performance. As needed, the Committee monitors the administration of criterion-referenced assessments of student performance, including recruiting, training, and evaluating assessors in the undergraduate program.

JMSNHP Program Evaluation Committee

Evaluation of educational programs is essential and should be approached systematically. Planning for quality improvement requires ongoing self-assessment and analysis of performance data, both quantitative and qualitative. The Program Evaluation Committee has the overall responsibility for program evaluation design, the synthesis and analysis of data, and the interpretation of results for all programs in the JoAnn McGrath School of Nursing and Health Professions. All faculty assist with development, revision and implementation of data collection tools and the process of data collection.

Program evaluation processes are designed to meet the following outcomes:

- Develop an integrated approach to evaluation to inform program planning, development, implementation, and revision.
- Provide data essential to monitoring of ongoing program operations.
- Provide formative and summative information concerning student progress and outcome achievement.
- Provide data needed by administration, faculty, and accrediting bodies related to achievement of program outcomes and mission.

JMSNHP Community Advisory Board

The JMSNHP Community Advisory Board (CAB) may be comprised of persons from Southeastern Wisconsin area health care systems, nursing education communities, other employers, and representatives from the other communities of interest. The CAB is responsible to provide advice to the JMSNHP, the nursing leadership team, and nursing faculty about curriculum, course projects and assessments, practice hours/preceptorships, and other issues as brought to the Board.

Right to Modify Course Syllabi and Maps, and *Doctor of Nursing Practice Handbook, Policies, and Procedures*

Nursing faculty reserve the right to modify, amend, or change any course syllabus and map (schedule, course assignments and assessments, determinants of student performance, etc.) and the content of the *Graduate Nursing Handbook, Policies, and Procedures* herein, including policies and procedures, in response to the assessment of student engagement, learning, and need, and/or upon considering published evidence and recommendations set forth by professional organizations, national credentialing agencies, and accrediting bodies. Students will be notified, via the Graduate Critical News Board-ONG Moodle, of program and policy updates made subsequent to the publication of this handbook in any given academic year.

V. APPENDICES

Appendix A

Clinical Requirements Completed via CastleBranch

Clinical Requirement	Description of Requirement	Frequency of Completion
WI-Caregiver Background Check (Baseline)	Submit your completed CastleBranch Background Check Form. Be sure to address all elements of the form; failure to do so will result in your form being rejected by CastleBranch. <i>You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.</i>	Once, upon entry to your program in the JMSNHP.
Background Information Disclosure Form (BID)	Submit your completed BID Form, annually by August 1st, January 1st, or May 1st, depending upon whether you entered your program in the fall, spring, or summer semester. Be sure to address all elements of the form; failure to do so will result in your form being rejected by CastleBranch. <i>You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.</i>	Annually by January 1, May 1, or August 1, depending upon semester of your entry to your program (i.e., spring, summer, or fall semester, respectively)
Health History and Physical Examination Form (Pages 1-4; Baseline)	Submit your completed Health History and Physical Examination Form (4 pages), signed and dated by your healthcare provider. Be sure to address all elements of the form; failure to do so will result in your form being rejected by CastleBranch. <i>You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.</i>	Once, upon entry to your program in the JMSNHP.
AQ88 eLearning Tracker (multiple online modules for OSHA, HIPAA etc.)	Complete all elements of the OSHA and HIPAA training online through your CastleBranch account as directed. <i>You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.</i>	Once, upon entry to your program in the JMSNHP.

Health History and Physical Examination Form Annual Renewal (Pages 1-3; Annual)	<p>Submit your completed Health History Form (3 pages) by August 1st, January 1st, or May 1st, depending upon whether you entered your program in the fall, spring, or summer semester. Be sure to address all elements of the form; failure to do so will result in your form being rejected by CastleBranch. <i>You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.</i></p>	<p>Annually by January 1, May 1, or August 1, depending upon semester of your entry to your program (i.e., spring, summer, or fall semester, respectively)</p>
CPR Certification	<p>Submit evidence of current American Heart Association (AHA) Provider Certification. ONLY AHA CPR certification meets your program requirement. CPR certification granted by the American Red Cross or any agency other than the AHA will not be accepted. You may submit either a copy of electronic certificate of completion of the course (must include "hands-on" skills testing) OR copy of your AHA CPR-provider card. Student's CPR may not expire at any time during their Spring, Summer, or Fall semester. The renewal date will be set in CastleBranch as January 1st, May 1st, or August 1st of the spring, summer, or fall semester in which expiration date on the student's CPR card falls. For example, if expiration date CPR card is 3/20/23, the student must renew prior to 1/1/2023. <i>You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.</i></p>	<p>Bi-annually by January 1, May 1, or August 1, depending upon semester of your entry to your program (i.e., spring, summer, or fall semester, respectively).</p>
Influenza Vaccination (Annual)	<p>Submit documentation of your influenza vaccination administered between September 1 and October 15 of the current flu season, annually. Documentation of vaccination must include student name, date of administration, and vaccine manufacturer and lot number. Religious exemption from the influenza vaccination requirement will not be granted. <u>Requests</u> for a medical exemption from the influenza vaccination requirement will be accepted and reviewed by a JMSNHP Administrator or designee, but you should be aware that there is NO guarantee that such a request will be granted, regardless of accompanying documentation. All requests for a medical exemption from the influenza requirement submitted to CastleBranch must include a completed exemption request form and a signed statement from your healthcare provider indicating the reason you cannot receive the vaccination. Provider documentation must include the clinic name, address, and provider contact information. <i>You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.</i></p>	<p>Annually by October 15 of the current flu season.</p>

Tuberculosis (TB) (Baseline)	<p>Submit documentation of either of the following completed within the last 12 months: a 2-step TB skin test administered 1-3 weeks apart OR a negative Quantiferon Gold Blood Test. IF your TB test is positive, you must submit a clear Chest X-Ray with lab report completed within the last 12 months. Documentation of the TB skin test results must include student name, administration date, measurement of induration in mm, determination of status (positive or negative), and clinic/healthcare system contact information. <i>You may not be enrolled in a clinical course if you have not completed the TB requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.</i></p>	<p>Once, upon entry to your program in the JMSNHP.</p>
Tuberculosis (TB) (Annual Renewal)	<p>Submit documentation of 1-step TB skin test or Quantiferon Gold Blood Test. IF your TB test is positive, you must submit a clear Chest X-Ray with lab report completed within the last 12 months. Documentation of the TB skin test must include student name, administration date, measurement of induration in mm, determination of status (positive or negative), and clinic/healthcare system contact information. <i>You may not be enrolled in a clinical course if you have not completed the TB requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.</i></p>	<p>Annually by January 1, May 1, or August 1, depending upon semester of your entry to your program (i.e., spring, summer, or fall semester, respectively)</p>
COVID-19 Vaccination	<p>Submit documentation of your COVID-19 vaccination #1 and #2, evidencing that you are fully vaccinated against COVID-19. Documentation must include student name, date of administration, and vaccine manufacturer and lot number. Religious exemption from the COVID-19 vaccination requirement will not be granted. <u>Requests</u> for a medical exemption from the COVID-19 vaccination requirement will be accepted and reviewed by a JMSNHP Administrator or designee, but you should be aware that there is NO guarantee that such a request will be granted, regardless of accompanying documentation. All requests for a medical exemption from the COVID-19 vaccination requirement submitted to CastleBranch must include a completed exemption request form and a signed statement from your healthcare provider indicating the reason you cannot receive the vaccination. Provider documentation must include the clinic name, address, and provider contact information. <i>You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.</i></p>	<p>Full vaccination require upon entry to your program</p>

COVID Booster #1	Submit documentation of your first COVID booster, which is highly recommended but not currently required, but may be in the future. Documentation of vaccination must include student name, date of administration, and vaccine manufacturer and lot number. <i>You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.</i>	Minimum of 1 booster completed upon entry to the program.
COVID Booster #2	Submit documentation of your second COVID booster, which is highly recommended but not currently required, but may be in the future. Documentation of vaccination must include student name, date of administration, and vaccine manufacturer and lot number.	TBD
COVID Booster #3	Submit documentation of your third COVID booster, which is highly recommended but not currently required, but may be in the future. Documentation of vaccination must include student name, date of administration, and vaccine manufacturer and lot number.	TBD
Hepatitis B Vaccination	Submit documentation of a positive antibody titer for Hepatitis B. Lab report is required (MUST include student name, administration date, lab result, normal range, and determination of immunity). If your titer is negative or equivocal, you must repeat the Hep B vaccine series. The 3-dose vaccine is given at 0 (baseline), 1, and 6 months. If you repeat a 3-dose series, you must submit documentation of compliance at 0, 1, and 6 months. If you are required to repeat the Hep B vaccine series, you will be required to submit evidence of the first dose by January 1st, May 1st, or August 1st, depending upon whether you enter your program in the spring, summer, or fall semester. The second dose and documentation will be due 4 weeks after the first dose; the third dose and documentation will be due at least 8 weeks after the second dose and at least 16 weeks after the first dose. In some areas of the country a 2-dose series (HEPLISAV-B) is available. If your provider orders this version of the vaccine, which involves administration at 0 and 1 month, you must submit evidence of the first dose by January 1st, May 1st, or August 1st, depending upon whether you enter your program in the spring, summer, or fall semester. The second dose and documentation will be due 4 weeks after the first dose. Documentation of Hep B vaccination must include the student's name and the date each vaccine was administered along with the vaccine manufacturer and lot number. <i>You MAY begin clinicals as long as your Hep B series is underway, but you must meet the deadlines for subsequent doses or you will be administratively removed from your clinical course and costs associated with the course will remain your responsibility.</i>	See description.

Tetanus, Diphtheria & Pertussis (TDaP)	Submit documentation of EITHER a TDaP vaccine administered within the last 10 years OR a TDaP vaccine administered within your lifetime AND a TDaP or Td booster administered within the last 10 years. Documentation of vaccination must include student name, date of administration, and vaccine manufacturer and lot number. <i>You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.</i>	Once, upon entry to your program in the JMSNHP
Measles (Rubeola)	Submit documentation of two measles vaccinations OR a positive measles antibody titer (lab report required and must include student name, administration date, lab result, normal range, and determination of immunity). Documentation of vaccination must include student name, date of administration, and vaccine manufacturer and lot number. If you have never received the measles vaccine or if your titer is negative or equivocal, you must receive and submit documentation of the 2-dose measles vaccine series. The two doses are given at least 28 days apart. You may not be enrolled in a clinical course if you have not completed the 2-dose series. If your vaccination documentation is incomplete and/or not available, you must submit evidence of a positive measles antibody titer as described above. <i>You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.</i>	Once, upon entry to your program in the JMSNHP
Mumps	Were you born prior to 1/1/1957? If NO, submit documentation of two mumps vaccinations OR a positive Mumps antibody titer (lab report required and must include student name, administration date, lab result, normal range, and determination of immunity). If you have never received the mumps vaccine or if your titer is negative, you must receive and submit documentation of the 2-dose mumps vaccine series. The two doses are given at least 28 days apart. You may not be enrolled in a clinical course if you have not completed the 2-dose series. If your vaccination documentation is incomplete and/or not available, you must submit evidence of a positive measles antibody titer as described above. <i>You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.</i>	Once, upon entry to your program in the JMSNHP

Rubella	Submit documentation of two Rubella vaccinations OR a positive Rubella antibody titer (lab report required and must include student name, administration date, lab result, normal range, and determination of immunity). Documentation of vaccination must include student name, date of administration, and vaccine manufacturer and lot number. If you have never received the Rubella vaccine or if your titer is negative or equivocal, you must receive and submit documentation of the 2-dose Rubella vaccine series. The two doses are given at least 28 days apart. You may not be enrolled in a clinical course if you have not completed the 2-dose series. If your vaccination documentation is incomplete and/or not available, you must submit evidence of a positive rubella antibody titer as described above. <i>You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.</i>	Once, upon entry to your program in the JMSNHP
Varicella (Chickenpox)	Submit documentation of completed 2-dose series of chickenpox vaccine OR evidence of a positive chickenpox antibody titer (lab report required and must include student name, administration date, lab result, normal range, and determination of immunity). If you have never received the chickenpox vaccine or if your titer is negative or equivocal, you must receive and submit documentation of the 2-dose chickenpox vaccine series. The two doses are given at least 28 days apart. Documentation of chickenpox vaccination MUST include student name, the date each vaccine was administered, and manufacturer name and lot number. If that information is not available, the student must submit evidence of a positive chickenpox antibody titer as described above. <i>You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.</i>	Once, upon entry to your program in the JMSNHP
RN Licensure	Are you a student in an advanced practice graduate nursing program (i.e., nurse practitioner [NP] or clinical nurse specialist [CNS]) or a doctor of nursing practice (DNP) program? If YES, submit documentation of your WI RN license (must include your name, license # and expiration date). BSN and DEMSN students select "NO."	
Drug Screen	Urine drug screens must be completed within 48 hours of the time the order is placed in CastleBranch. When ordered, students will receive an email from CastleBranch with directions that include a link to numerous testing centers located throughout the United States. Failure to submit to a drug screen, or attempting to tamper with, contaminate, or switch a urine sample violates professional standards, precluding the student from continuing in a course and achieving practicum course outcomes; consequently, the student is dismissed from their program and the JMSNHP.	Upon entry to your program in the JMSNHP as directed; random as directed.

Appendix B

JMSNHP Student Professional Behavior Agreement

Please read each statement and initial to indicate your understanding. Then sign and date in the space provided to attest to your intent to abide by this Agreement, and submit as directed.

I will:	Initials
Abide by the Professional Behavior policy as outlined in the <i>Undergraduate Nursing Handbook, Policies, and Procedures</i> .	
Interact with faculty, staff, peers, clinical facility staff, patients, and their significant others in a manner that demonstrates respect, civility, and appreciation for their values.	
Refuse to engage in, or condone discrimination on the basis of race, creed, national origin, ethnicity, age, gender, sexual orientation, marital status, lifestyle, disability, economic status or other form of discrimination.	
Consistently demonstrate truthfulness and accountability for my actions.	
Communicate with faculty, staff, facility staff, patients and their significant others in a timely and accurate manner.	
Maintain full adherence to all clinical requirements (current American Heart Association Cardiopulmonary Resuscitation (CPR) certification, background, drug screen, education, health records, etc.) and CastleBranch timelines as well as clinical agency requirements and timelines.	
Resolve conflict in a professional manner.	
Participate in all classes, simulations, and clinical experiences as scheduled in order to fulfill credit requirements for each course and meet the course outcomes. When an absence is unavoidable, I will follow course policy published in course syllabi.	
Take the initiative to communicate with faculty if there are attendance, assignment, or other concerns.	
Use technology and social media in an ethical and legal manner.	
Follow all HIPAA and ANA guidelines for patient care.	
Not engage in any form of academic misconduct.	
Adhere to standards of professional conduct including, but not limited to, refraining from bullying, incivility, sexual misconduct or harassment, and substance abuse.	
Complete, proofread, edit, and submit assignments by the due date.	
Accept equal responsibility for group assignments and support others in doing so.	
Read my course syllabi in their entirety, and follow the information and abide by course policies published therein.	
Review course outcomes and unit outcomes/objectives, and monitor my own learning.	
Self assess using criteria and course outcomes.	

I will:	Initials
Document patient care according to criteria provided in class and the clinical agency.	
Practice to improve my abilities in nursing care skills outside of class time and not attempt to validate competency without sufficient preparation.	
Maintain a personal appearance and hygiene that reflects the standards expected of a professional nurse and adheres to the JMSNHP uniform policy.	

Printed Name

Signature

Date:

Appendix C

CRITERIA FOR EFFECTIVE WRITING

Communication Ability Department
(Adapted for Doctoral Students, 1/03; Update 2009)

In a given piece of writing, the student should show the following abilities to the level indicated:

Preliminary: Follows directions, Yes____No ____

1. Connects with audience through ESTABLISHING AND MAINTAINING CONTEXT (Clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)

L1 Gives audience some sense of focus and purpose (*What* am I telling *whom* and *why*?)

L2 Throughout the writing, provides and maintains a sense of focus and purpose

L3 Takes responsibility for own ideas and distinguishes them from those of others

L4 Clearly articulates relationships between ideas/concepts out of an academic framework/theory and those out of her own thinking

Graduate Level: As a professional, shows awareness of one's own ideas as claims rather than truths in the context of disciplinary/professional discourse

2. Connects with audience through VERBAL EXPRESSION (word choice/style/ton— reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)

L1 Uses language that shows some awareness of appropriate style/ton and varied word choice

L2 Uses language that shows general awareness of appropriate style/ton and varied word choice — avoiding vague, empty, and condescending expression

L3 Uses language that shows consistent awareness of appropriate style/ton and varied word choice

L4 Uses language that reflects a *refined* awareness of the audience

Graduate Level: As a professional,

- Incorporates word choice/style/ton unique to a particular discipline or profession
- Shows awareness of ambiguity, e.g., that words/concepts may have different meanings for different audiences
- Maintains the individuality of the writer
- Communicates a sense of ongoing dialogue, common ground, and openness to other perspectives

3. Connects with audience through APPROPRIATE CONVENTIONS (usage, spelling, punctuation, capitalization, sentence structure, format, citing and documenting sources)

L1 Generally follows appropriate conventions

L2 Consistently follows appropriate conventions

L3 Applies appropriate conventions to the expression of complex relationships

L4 Shows a refined sense of appropriate conventions

Graduate Level: As a professional, attends to the stylistic requirements of a given discipline or profession

4. Connects with audience through PURPOSEFUL STRUCTURE (sense of introduction/development/conclusion; focusing by main point made; major/minor connections)

- L1 Presents a message with recognizable introduction, development, and conclusion
- L2 Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development
- L3 Without digression from the focus of the work, consistently articulates relationships between points of development
- L4 Maintains a refined sense of structure appropriate to disciplinary and/or professional contexts

Graduate Level: As a professional, maintains a refined sense of structure in relation to an academic framework integrated into that of a profession

5. Connects with audience through SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA

- L1 Shows ability to use examples and/or evidence meaningful to audience
- L2 Supports most generalizations with examples and/or evidence meaningful to audience
- L3 Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence
- L4 Develops ideas with appropriate depth, variety, and sufficient interest to engage audience

Graduate Level: As a professional, acknowledges contradictory or conflicting evidence

6. Connects with audience through ORIGINAL AND APPROPRIATE CONTENT (criteria may be further contextualized by instructor in discipline)

- L1 Articulates ideas accurately
- L2 Demonstrates appropriate application of designated or selected ideas
- L3 Identifies key elements that indicate understanding of frameworks/theories
- L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/ theories, validating them with substantiated thinking and appropriately using valid sources

Graduate Level: As a professional,

- Integrates academic frameworks/theories into the context of the profession
- Shows ability to challenge existing frameworks and/or approaches

7. SELF ASSESSMENT

- L1 Shows awareness of a few strengths and weaknesses in a written work, based on College criteria
- L2 Shows some understanding of development in writing ability, based on College criteria
- L3 Articulates, providing evidence, a realistic sense of writing performance in all criteria areas
- L4 Shows a refined sense of strengths and weaknesses in all criteria areas

Graduate Level: As a professional,

- Shows a refined sense of one's own strengths and weaknesses in all criteria areas, particularly in professional contexts
- Identifies plans for improvement related to one's own areas of weakness
- Shows awareness of the development of one's own understanding of one's own mental models

Appendix D

CRITERIA FOR EFFECTIVE SPEAKING

Communication Ability Department

(Adapted for Entering Doctoral Students, 1/03; Update 2009)

In a given speech, the student should show the following abilities to the level indicated:

Preliminary: Follows directions, Yes ____ No ____

1. Connects with audience through SPEAKING ON ONE'S FEET

- L1 Speaks to an audience for at least a minute with little reliance on scripted or memorized input
- L2 Communicates *to* an audience, long enough to suggest the speaker has internalized her message, with little reliance on scripted or memorized input
- L3 Communicates *with* the audience, giving the impression of both thinking and speaking spontaneously without reliance on scripted or memorized input
- L4 Gives a consistent impression of communicating *with* the audience without reliance on scripted or memorized input

Graduate Level: As a professional, gives a consistent impression of communicating with the audience without reliance on scripted or memorized input in a variety of job related contexts.

2. Connects with audience through ESTABLISHING AND MAINTAINING CONTEXT

(Clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)

- L1 Gives audience some sense of focus and purpose (*What am I telling whom and why?*)
- L2 Throughout the presentation, provides and maintains a sense of focus and purpose
- L3 Takes responsibility for own ideas and distinguishes them from those of others
- L4 Clearly articulates relationships between ideas/concepts out of an academic framework/theory and those out of her own thinking

Graduate Level: As a professional, shows explicit awareness of one's own ideas as claims rather than truths in the context of disciplinary/professional discourse.

3. Connects with audience through VERBAL EXPRESSION (word choice/style/tones— reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)

- L1 Uses language that shows some awareness of appropriate style/tones and varied word choice
- L2 Uses language that shows general awareness of appropriate style/tones and varied word choice avoiding vague, empty, and condescending expression
- L3 Uses language that shows consistent awareness of appropriate style/tones and varied word choice
- L4 Uses language that reflects a *refined* awareness of the audience

Graduate Level: As a professional,

- Effectively incorporates word choice/style/tone unique to a particular discipline or profession
- Shows explicit awareness of ambiguity, e.g., that words/concepts may have different meanings for different audiences
- Maintains the individuality of the speaker
- Communicates a sense of ongoing dialogue, common ground, and openness to other perspectives

3. Connects with audience through EFFECTIVE DELIVERY (speaking with credibility demonstrated through adequate volume and voice projection, clear articulation, vocal variety, use of gestures/body language, eye contact, and projection of interest in topic and audience)

L1 Speaks with some elements of effective delivery

L2 Speaks with most elements of effective delivery

L3 Speaks consistently with elements of effective delivery

L4 Speaks with a refined repertory of effective delivery techniques

Graduate Level: As a professional, meets the delivery requirements of a given discipline or profession

4. Connects with audience through use of APPROPRIATE CONVENTIONS (usage, pronunciation, sentence structure, citing and documenting sources)

L1 Generally follows appropriate conventions

L2 Consistently follows appropriate conventions

L3 Applies appropriate conventions to the expression of complex relationships

L4 Shows a refined sense of appropriate conventions

Graduate Level: As a professional, meets the stylistic requirements of a given discipline or profession

5. Connects with audience through PURPOSEFUL STRUCTURE (sense of introduction/development/conclusion; focusing by main point made; major/minor connections)

L1 Presents a message with recognizable introduction, development, and conclusion

L2 Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development

L3 Without digression from the focus of the speech, consistently articulates relationships between points of development

L4 Maintains a refined sense of structure appropriate to disciplinary and/or professional contexts

Graduate Level: As a professional, maintains a refined sense of structure in relation to an academic framework integrated into that of a profession

6. Connects with audience through SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA

L1 Shows ability to use examples and/or evidence meaningful to audience

L2 Supports most generalizations with examples and/or evidence meaningful to audience

L3 Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence

L4 Develops ideas with appropriate depth, variety, and sufficient interest to engage audience

Graduate Level: As a professional, explicitly acknowledges contradictory or conflicting evidence

7. Connects with audience through CREATION and USE OF MULTI-MEDIA

L1 Incorporates a visual that is legible, understandable, and appropriate to topic and audienceL2

Purposefully creates and uses eye-appealing visuals to enhance presentation

L3 Smoothly incorporates high-quality and diverse media whose messages reflect the core concepts of a presentation

L4 Incorporates professional-quality media within a specific context to aid in clarifying, and enhancing the presentation of, ideas in relation to academic frameworks/theories

Graduate Level: As a professional, meets expectations for media quality for a given profession

8. Connects with audience through ORIGINAL AND APPROPRIATE CONTENT (criteria may be further contextualized by instructor in discipline)

L1 Articulates accurate representation of ideas

L2 Demonstrates appropriate application of designated or selected ideas

L3 Identifies key elements that indicate understanding of frameworks/theories

L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/theories, validating them with substantial thinking and appropriately using valid sources

Graduate Level: As a professional,

- Effectively integrates academic frameworks/theories into the context of the profession
- Thoughtfully challenges existing frameworks and/or approaches

9. SELF ASSESSMENT

L1 Shows awareness of a few strengths and weaknesses in a presentation, based on College criteriaL2

Shows some understanding of development in speaking ability, based on College criteria

L3 Articulates, providing evidence, a realistic sense of performance in all criteria areasL4

Shows a refined sense of strengths and weaknesses in all criteria areas

Graduate Level: As a professional,

- Shows a refined sense of one's own strengths and weaknesses in all criteria areas, particularly in professional contexts
- Identifies reasonable plans for improvement related to one's own areas of weakness
- Shows explicit awareness of the development of one's own understanding of one's own mental models

CRITERIA FOR EFFECTIVE SOCIAL INTERACTION

Social Interaction Department

(Adapted for Entering Doctoral Students, 8/04)

1. Shaping and Working with a Task

- Clearly defines a problem identification process
- Accurately verbalizes a representation of the problem
- Clearly defines a decision-making process

2. Using Task Oriented Behaviors Appropriate to the Task

- Effectively exhibits task-oriented group behaviors such as leading, reinforcing, seeking information, etc.
- Listens analytically and affectively, trying to understand a speaker's frame of reference
- Provides appropriate information before, during and following meetings
- Thoughtfully includes multiple viewpoints in a discussion
- Effectively demonstrates planning and implementation strategies for decisions
- Effectively uses strategies to explore a wide range of possibilities, thus avoiding 'group think'
- Thoughtfully utilizes group techniques to promote effective decision making
- Effectively demonstrates consensus building skills
- Reflectively draws upon an understanding of power dynamics to effectively lead and participate in groups
- Effectively uses conflict management strategies to create win-win results

3. Using Interpersonal Behaviors Appropriate to a Situation

- Effectively exhibits interpersonal behaviors such as using 'I' statements, verbalizing feelings, etc.
- Uses effective repertoire of non-verbal body language to communicate positively
- Effectively creates a physical environment conducive to the groups needs
- Consistently behaves proactively
- Consistently creates patterns of dialogue that are healthy for group participants

4. Using Reflection for Personal Growth in Task Oriented and Interpersonal Behaviors

- Thoughtfully uses feedback to others to improve group skills
- Accurately self-assesses own performance related to both task and interpersonal behaviors
- Consistently views feedback as a means of strengthening relationships and/or accomplishing the task
- Thoughtfully reflects on stages of group development to analyze impact of own and others' behavior

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Appendix F

HEALTH INSURANCE COVERAGE

I understand that it is strongly recommended that Doctor of Nursing Practice Student carry health insurance to cover any unforeseen incidents that might be experienced during clinical practicums. I further understand that coverage is available at a reasonable cost through Alverno College. (Information regarding that coverage is available through the Student Affairs Department located in FO 119.

DNP student printed name

DNP student signature

Date

Appendix G

**DOCTOR OF NURSING PRACTICE STUDENT HANDBOOK, POLICIES AND
PROCEDURES: STUDENT ATTESTATION OF RESPONSIBILITY**

By signing this statement, I acknowledge that:

- I have secured and read the *Doctor of Nursing Practice Student Handbook, Policies, and Procedures*, and
- I am responsible for knowing its content, including the policies and procedures therein.

DNP student printed name

DNP student signature

Date



Appendix H

PERMISSION FORM

Nursing Program of Studies

(To be completed and submitted in DNP 800)

I hereby give permission for course papers and audio/videotaped presentations I submit for my entire program of studies in nursing to be shown to college and other audiences for academic purposes only. I understand that the nursing faculty will notify me when my work is chosen for viewing.

Student ID Number: _____ Date: _____

Printed Student Name: _____

Student Signature: _____

