

GRADUATE NURSING HANDBOOK, POLICIES & PROCEDURES

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.

OVERVIEW OF JOANN MCGRATH SCHOOL OF NURSING AND HEALTH PROFESSIONS

Mission

The mission of the JoAnn McGrath School of Nursing & Health Professions (JMSNHP) 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 JMSNHP 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 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.

Overview of Advanced Practice Master of Science in Nursing (MSN) Degree and Post-Master's Certificate Programs

The advanced practice graduate nursing programs, available to women and men, carry on Alverno College's tradition in the professional liberal arts, with particular focus on integrative, experiential, and reflective approaches to learning. The advanced practice MSN degree and post-master's certificate curriculum supports students' development of advanced knowledge and advanced competence in the abilities that frame the undergraduate curriculum at Alverno College: 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 and in diverse health care settings. Alverno College offers the following advanced practice MSN degree programs:

- Adult-Gerontology Clinical Nurse Specialist
- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Dual Adult-Gerontology Primary Care and Acute Care Nurse Practitioner
- Family Nurse Practitioner
- Neonatal Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner

The following advanced practice post-master's certificate programs are offered:

- Adult-Gerontology Clinical Nurse Specialist
- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Neonatal Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner

Foundations of Advanced Practice MSN Degree and Post-Master's Certificate Curriculum

Three American Nurses Association (ANA) 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* (3rd ed.; ANA, 2015)
- *Guide to the Code of Ethics for Nurses with Interpretive Statements: Development, Interpretation, and Application* (2nd ed.; ANA, 2015)

- *Guide to Nursing's Social Policy Statement: Understanding the Profession from Social Contract to Social Covenant* (ANA, 2015)

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

- *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (Commission on Collegiate Nursing Education [CCNE], 2018)
- *The Essentials of Master's Education in Nursing* (American Association of Colleges of Nursing [AACN], 2011)

The following standards have been incorporated into the curriculum of the advanced practice MSN degree and post-master's certificate nurse practitioner programs:

- *Standards of Practice for Nurse Practitioners* (American Association of Nurse Practitioners [AANP], 2019)
- *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)
- *Crosswalk Table: Comparing the CCNE's Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2018) and the National Task Force on Quality Nurse Practitioner Education (NTF) Criteria for Education of Nurse Practitioner Programs (2016)* (CCNE, 2018).

The following standards have been incorporated into the Adult-Gerontology Clinical Nurse Specialist program curriculum:

- *Statement on Clinical Nurse Specialist Practice and Education* (3rd ed.; National Association of Clinical Nurse Specialists [NACNS], 2019)
- *Adult-Gerontology Clinical Nurse Specialist Competencies* (AACN, 2010)
- *Gerontology Nursing: Scope and Standards of Practice* (3rd ed.; ANA, 2012)

The following population-focused competencies and standards have been incorporated into the nurse practitioner programs, as appropriate:

- *Adult-Gerontology Acute Care and Primary Care Nurse Practitioner Competencies* (AACN & NONPF, 2016).
- *Education Standards and Curriculum Guidelines for Neonatal Nurse Practitioner Programs*, (National Association of Neonatal Nurse Practitioners [NANNP], 2017).
- *Neonatal Nurse Practitioner Competencies and Orientation Toolkit for Neonatal Nurse Practitioners* (2nd ed.; NANNP, 2014)
- *Population-Focused Nurse Practitioner Competencies: Family/Across the Lifespan, Neonatal, Acute Care Pediatric, Primary Care Pediatric, Psychiatric-Mental Health, & Women's Health/Gender-Related* (NONPF, 2013)

Outcomes of Advanced Practice MSN Degree and Post-Master's Certificate Curriculum

In the role of the Advanced Practice Registered Nurse (APRN), the MSN program graduate and post-master's certificate program graduate:

- Exhibits mastery of communication skills in multiple modes to build crucial inter-professional team relationships that promote collaboration to ensure safe and effective outcomes
- Provides holistic, patient-focused, evidence-based care

- Evaluates and applies informatics using current and evolving technology to facilitate and enhance optimal clinical care and organizational decision-making
- Skillfully engages in collaborative and trans-disciplinary leadership to (re)construct strategies for innovative and transformative change in complex healthcare settings
- Synthesizes current and emerging science and theory to design ethical and cost-effective approaches to care that consider the uniqueness of individuals, families, communities and populations

Advanced Practice MSN Degree and Post-Master's Certificate Programs Admission Requirements

Advanced Practice MSN Degree Program Applicants:

- BSN degree conferred by a college or university accredited by a nursing accreditation agency approved by the U.S. Department of Education
- Unencumbered WI registered nurse (RN) license or multi-state compact licensure
- RN employment (full or part-time) (See Section VI: Employment Policy)
- 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.

Advanced Practice Post-Master's Certificate Program Applicants:

- MSN degree conferred by a college or university accredited by a nursing accreditation agency approved by the U.S. Department of Education
- Unencumbered WI registered nurse (RN) license or multi-state compact licensure
- RN employment (full or part-time) (See Section VI: Employment Requirement Policy)

Non-U.S. Applicants: minimum TOEFL score of 550

Adult-Gerontology Acute Care Nurse Practitioner Program and Dual Adult-Gerontology Primary Care and Acute Care Nurse Practitioner Program Applicants Only:

- Minimum of one year of full-time acute care nursing work experience as an RN (or its part-time equivalent) within five years of admission
- Minimum of one year of full-time acute care specialty or critical care nursing work experience as an RN (or its part-time equivalent) within five years prior to entering track courses
- Current ACLS certification preferred on admission and required prior to and throughout clinical practicum courses

Neonatal Nurse Practitioner Program Applicants Only:

- Minimum of two years of full-time (or its part-time equivalent) clinical practice experience as an RN in the care of critically ill neonates or infants prior to and within five years of entering the NNP track
- courses. The majority of this practice experience must be obtained in a Level III and/or IV NICU.
- Current employment (full or part-time) in a Level III and/or Level IV NICU is a requirement for admission to and continued progression in the Neonatal Nurse Practitioner Program

- Current NRP certification required prior to clinical and throughout clinical practicum courses.

Summary of Graduate Advanced Practice Nursing Program Curriculum

All graduate students enrolled in an advanced practice MSN degree program must take the graduate nursing advanced practice program core courses and the set of courses specific to their program track. With the exception of the Capstone courses (i.e., MSN-755 and MSN-760), all core courses must be completed prior to enrollment in the track courses. Advanced practice MSN degree seeking students enroll in MSN-600 Orientation concurrent with their first semester; advanced practice post-master's program students enroll in MSN-600a Orientation concurrent with their first track course. MSN-600 and MSN-600a are delivered online and must be completed by the student within two weeks (14 days) of the semester start date of graduate weekend college (WEC) 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 Alverno College Bulletin.

Graduate Nursing Advanced Practice Program Core Course Descriptions

MSN-600: Orientation to MSN Program (0 credits)

Prerequisite: Admission to the advanced practice MSN degree program.

Students engage in on-line activities to become oriented to Alverno College and the Graduate Nursing Program. CastleBranch requirements are completed.

MSN-600a: Orientation to Post-Master's Certificate Program (0 credits)

Prerequisite: Admission to the post-master's certificate program.

Students engage in on-line activities to become oriented to Alverno College and the Graduate Nursing Program. Castle Branch requirements are completed.

MSN-602 Nursing Inquiry, Research, and Scholarship (3 credits)

Prerequisite: MSN-615 completed or concurrent, or equivalent course pre-approved for transfer credit. Completion of undergraduate inferential statistics course within 5 years of admission to the advanced practice MSN program

Students develop research skills to facilitate utilization of knowledge that promotes high quality health care to clients, initiates change, and improves nursing education and advanced practice. These skills include the ability to: critically evaluate the appropriateness and usefulness of research; identify problems in practice settings through data review and develop strategies to address them through either application of research findings or quality improvement processes; evaluate the quality of practice guidelines; and relate study findings to practice outcomes. Ethical principles and practices in the conduct of nursing research with human subjects are explored.

MSN-603 Health Care Systems: Organization, Economics, and Politics (3 credits)

Prerequisite: MSN-615 completed or concurrent, or equivalent course pre-approved for transfer credit.

Students comprehensively and systematically examine the interrelationships among health care policy and politics, delivery and access to care issues, and financing of health care in order to make high quality, costeffective choices in the allocation of health care resources and to participate in formulating health care agendas for individuals and communities. Students become intimately knowledgeable of federal, state, and local health care resources. They analyze the interaction and

the impact of politics, organization, and economics on their areas of practice.

MSN 615 Advanced Practice Roles and Nursing Theories (3 credits)

Prerequisite: MSN-600 or MSN-600a completed or concurrent.

Students explore current and emerging roles of advanced practice nurses (APRNs) in various settings, including required competencies, scope of practice, and issues of specialization. They examine the roles of the APRN within an interdisciplinary health care system, with an emphasis on legal and professional issues, models of practice, and leadership. Students also examine the evolving theoretical foundations of the nursing profession through the exploration of nursing and related disciplines' theories. They learn to analyze, critique, and evaluate various theories to determine their utility to guide APRN practice and education in select populations. Advanced practice nurses use multiple theories in their work with individuals, families, communities, and organizations. This course provides students with a solid grounding in theoretical analysis and application within their specific roles. *Note: MSN-615 is not required for post-master's certificate students with current national board certification practicing in the APRN role.*

MSN-616 Ethics for the Advanced Practice Nurse (1 credit)

Prerequisite: MSN-600 completed or concurrent.

Students start with an examination of their own moral decision-making and are then introduced to ethical models and frameworks will be introduced. Ethical decision-making processes are discussed as they relate to the role of the advanced practice nurse and are applied to practice situations including informed consent and end-of-life issues. The role of ethics committees and consultations is also explored.

MSN-617 Population-Based Health (3 credits)

Prerequisite: MSN-615 completed or concurrent, or equivalent course pre-approved for transfer credit.

This course introduces students to health promotion fundamentals in advanced practice nursing. Basic epidemiological principles and international, national, and local health promotion goals are examined with emphasis on cultural competence and environmental principles, individual assessment, and evidence-based practice. Students are introduced to concepts of inter-professionalism and patient-centered care while exploring the leadership role of the APRN. Students analyze and describe health information technologies and data sources that promote safe practice environments, patient safety, cost-effectiveness, and optimal population health outcomes.

MSN-621 Advanced Physiology and Pathophysiology (3 credits)

Prerequisite: MSN-600 or MSN-600a completed or concurrent.

Students use theory and research to explore the etiology, pathogenesis, and clinical manifestations of common diseases for individuals across the lifespan, including adult and older-adult populations. They also study variations in physiological health and illness processes attributable to age, race, culture, ethnicity, gender, and socioeconomic status. The focus is on generalized stress response and how the body adapts to a variety of acute and chronic illnesses throughout the span of one's life. This course is the supporting foundation for advancedpractice clinical decision making, diagnosing, and managing a therapeutic approach across the lifespan. Prior knowledge of basic physiology and pathophysiology is required.

MSN-622 Advanced Health and Physical Assessment (3 credits)

Prerequisite: MSN-621 completed or equivalent course pre-approved for transfer credit. Current CPR certification and updated immunization records required.

Students examine and apply advanced health and physical assessment techniques and theories in the collaborative care of culturally diverse individuals and families with an emphasis on individuals across the lifespan, including adult and older-adult populations. They develop advanced physical assessment skills and use data and clinical decision making within the defined context of their professional practice. They use differential diagnoses to identify physical and/or psychological illness based on possible pathology, given the lifestyle practices of clients. Prior knowledge and experience of basic health and physical assessment techniques are required.

MSN-623 Advanced Pharmacotherapeutics and Clinical Decision Making (3 credits)

Prerequisite: MSN-621 completed or equivalent course pre-approved for transfer credit. Current CPR certification and updated immunization records required.

Students examine and apply principles of advanced pharmacology in the management of clients across the lifespan with an emphasis on the adult-gerontology population. The course emphasizes pharmacokinetics and pharmacotherapeutics of major drug classifications, and current clinical drug research. Students evaluate ethnopharmacological research studies to discern clinical applications with individuals from racially and ethnically diverse backgrounds. This course also helps prepare students for national certification and for meeting state requirements for prescriptive authority as an APRN after graduation from the MSN program.

MSN-755 Capstone 1 (1 credit)

Prerequisites: All advanced practice program core courses completed; second track theory course (MSN-701, MSN-625, MSN-635, MSN-645, MSN-655, MSN-685, or MSN-695) concurrent or completed.

The capstone is a project that synthesizes student's learning from all previous semesters in a final demonstration of meeting program outcomes for graduation. Each student works throughout the semester to develop a proposal for the planned capstone project. The proposal includes a solid case for the need for the identified project, a clear purpose statement, and a review of literature. The methods for implementing the project is also outlined. The student works closely with a chosen faculty capstone mentor throughout this process.

MSN-760 Capstone 2 (1 credit)

Prerequisite: MSN-755 completed.

In this course, students implement the project identified in their capstone proposal. They will then analyze the result of the project and identify areas for improvement and further exploration. The final product must be approved by their chosen faculty capstone mentors as meeting program outcomes for graduation.

Capstone Project

All advanced practice MSN degree program students are required to complete a capstone project; advanced practice post-master's certificate programs do not have this requirement. The Capstone is a summative scholarly project conceptualized and executed in MSN-755 and MSN-760. Typically, students enroll in these courses and conduct the project during the two final semesters of their program. Alternatively, some students conduct the project after completing their track courses.

The Capstone serves as the final graduation requirement for advanced practice MSN degree program students. Completed under the guidance of a faculty mentor, the capstone project reflects high standards of scholarly inquiry, technical mastery, and literary skill commensurate with graduate education. The overriding goal of the Capstone is for the student to demonstrate knowledge and proficiency in a specific area of

interest. Through the project, students integrate and apply the knowledge and skills they acquired through the academic coursework of their program to a particular problem within the scope of their future advanced practice. The problem of interest and the importance of addressing it is established through the literature, thereby justifying the need for the project. The Capstone is grounded in theoretical frameworks and research evidence located in peer-reviewed journals, culminating in scholarly paper and professional poster presentation.

The student assumes full responsibility for understanding and fulfilling the most current requirements of the project, which are described in the Capstone Guidelines located in the Capstone 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.

Elective Courses Available to Advanced Practice Graduate Nursing Students

There are elective courses available to all advanced practice MSN degree and post-master's certificates students. Examples include:

MSN-697 Independent Study (1 credit)

Prerequisite: permission of the course faculty

MSN-697 Independent Study: Topics vary and are jointly determined by faculty and student.

MSN-653-02 Advanced Clinical Procedures (2 credits)

Prerequisites: Admission to the AGACNP or Dual AGPCNP/AGACNP program, or with permission of the course faculty. AGACNP students: MSN 654 completed or concurrent. Dual AGPCNP/AGACNP students: MSN-694 completed or concurrent. All other students: MSN-644, MSN-624, or MSN-700 completed or concurrent. Current CPR and updated immunization health records required.

This is a clinical procedures course wherein graduate nursing students gain knowledge and psychomotor skills commensurate with their future advanced practice role. Through hands-on instruction and supervised practice, students are prepared to maximize experiential learning opportunities in the clinical practice of their program of study. This course involves advanced clinical procedures low-fidelity simulation workshops facilitated by expert clinicians, self-paced self-study online learning modules, interactive case studies, and focused discussion. Professional scope and standards of practice, patient safety, and quality of care are emphasized. Additionally, a digital record of supervised advanced clinical procedures simulation education and practice is created in Typhon; multiple advanced practice continuing education credits (contact hours, including pharmacology hours granted by an American Nurses Credentialing Center [ANCC] sanctioned provider) are completed; and with the permission of faculty, up to 8 hours of non-direct patient care may be credited toward the clinical practice hours requirement of the student's concurrent practicum course.

Travel Courses (variable credits)

Prerequisites: Variable courses, specific to any given course offered.

The International and Cultural Center sponsors courses that involve domestic or international studies. Courses that may be of special interest to advanced practice graduate nursing students are the clinical practice travel courses (listed under INS courses in IOL). Usually, one of these travel courses is offered each semester. Historically, travel has been to underserved areas in Mississippi, Cuba, Costa Rica, Belize, and Jamaica, but the destination site may vary from semester to semester. MSN students in the AGPCNP, AGACNP or dual AGPCNP/AGACNP, FNP, CNS, and PMHNP programs are eligible to take these courses. With the permission of their program Chair, direct patient care hours completed

during travel courses may be applied toward clinical practicum hour requirements. Students interested in taking an INS practicum course should consult their academic advisor.

Adult-Gerontology Clinical Nurse Specialist (AG-CNS) Curriculum

The AG-CNS program prepares students to provide advanced care across the age continuum from illness to wellness and from acute care to primary care. Clinical nurse specialists are leaders and facilitators of change, coordinators of specialized care, and implementers of evidence-based care within and between organizations to facilitate quality improvement, patient safety, and lower health care costs. AG-CNS track courses are offered on a planned rotating basis.

Students in the AG-CNS MSN degree program complete 39 credits in theory and practicum courses, including 600 hours of supervised clinical practice in approved specialty care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. AG-CNS MSN degree program students are required to complete all graduate nursing advanced practice core courses prior entering the AG-CNS track courses.

The post-master's certificate AG-CNS program provides students holding a master's degree in nursing with the additional course and clinical work necessary to fulfill requirements for AG-CNS board certification. Post-master's AGCNS program applicants' transcripts are reviewed and academic plans are individualized based on educational background at the time of admission. If applicable, applicants' current national board certification in an APRN specialty and respective current APRN practice experience are also considered. At minimum, post-master's AG-CNS students' program of study includes MSN 600a and all AG-CNS track courses. Students complete 600 hours of supervised clinical practice in approved specialty care settings with appropriately credentialed and approved preceptors. A minimum of 15 track course credits must be completed at Alverno.

AG-CNS Track Course Descriptions

MSN-700 Advanced Practice Nursing: Individual and Population Based Health (3 credits)

Prerequisites: Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-700P concurrent. Advanced practice post-master's certificate students- MSN-600a, MSN-615, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit. MSN 700P concurrent. Note: MSN 615 is not required for post-master's certificate students with current national board certification and currently practicing in the APRN role. Current CPR and updated immunization records required.

Emphasis for this course will be direct care for the adults and older adults. Students will focus on theories of aging and the geriatric syndromes. Prevention through health management will be stressed, continuing concepts of population-based health and epidemiology from previous courses. There will be a focus on team-building and interprofessional collaboration for care coordination and improvement. Continuing work in the competency of evidence-based practice will be stressed as they relate to culture, genetics, and outcomes. Program development will be introduced. Students will identify an area of concern and do an informal needs assessment to start their capstone project.

MSN-700P Advanced Practice Nursing: Individual and Population Based Health Practicum (2 credits)

Prerequisites: Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-700

completed or concurrent. Advanced practice post-master's certificate students- MSN-600a, MSN-615, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit. MSN-700 completed or concurrent. Note: MSN-615 is not required for post-master's certificate students with current national board certification and currently practicing in the APRN role. Current CPR and updated immunization records required.

The NACNS describes nursing practice as falling in the Nursing and Nursing Practice sphere, the Client Direct Care sphere, and/or the Organizations and System sphere. Activities that fall within these spheres and are informed by specialty standards of practice, specialty practice, specialty skills/competencies and/or specialty knowledge may accrue toward the clinical hours. Within the MSN Curriculum, the APRN learner will achieve outcomes within all three spheres of influence. MSN-700 in conjunction with MSN-700P will focus on direct care as it overlaps with organizations/systems and nursing/nursing practice. Program outcomes supported by this course(s) include mastery of communication skills to build interprofessional relationships, provision of patient-focused, evidence-based care in the role of an APRN and synthesis of emerging science and theory to design effective approaches to care. (*This course includes a 200-hour practicum.*)

MSN-701 Advanced Practice Nursing: Program Development and Evaluation (3 credits)

Prerequisites: MSN-700 and MSN-700P completed. MSN-701P concurrent. Current CPR and updated immunization records required.

Students will examine the specific skills in program development and evaluation. Building upon the threads of direct patient care competencies from previous courses, students will learn how to design innovative nursing practice approaches. They will explore how to design, implement, and manage clinical programs including chart development, building budgets, fiscal evaluation, and outcomes/benefits for both large and small innovations. Integration of informatics and health care technology in program development will be emphasized. Students will develop the proposal for their capstone project, including the needs assessment, review of literature, and plan for implementation.

MSN-701P Advanced Practice Nursing: Program Development and Evaluation Practicum (2 credits)

Prerequisites: MSN-700 and MSN-700P completed. MSN-701 completed or concurrent. Current CPR and updated immunization records required.

This clinical practicum is designed to provide students with an in-depth opportunity to plan, design, deliver, and evaluate population-based advanced nursing practice using program development and education models and services. Through this practicum, students have the opportunity to function in the role of the advanced practice nurse using the three spheres of influence with an emphasis on the nurse and nursing practice sphere. The student will reflect on practicum experiences while applying selected theories and frameworks. The overall outcome for the practicum experience will be to perform Clinical Nurse Specialist (CNS) duties that are consistent with the mission, values, and program development goals of the selected practicum site. (*This course includes a 200-hour practicum.*)

MSN-730 Advanced Practice Nursing: Leadership for Systems Improvement (3 credit)

Prerequisites: MSN-701 and MSN-701P completed. MSN-730P concurrent. Current CPR and updated immunization records required.

As the final course in the program, students will demonstrate synthesis of previous course contents as they explore the leadership role of the CNS. Leadership theories, models and styles will be examined, along

with the concepts of consultation, mentoring, coaching, and teaching. Students will explore the IRB process, the importance of certification, and the meaning of membership on state and national professional boards. Students will implement their capstone project and evaluate their work.

MSN-730P Advanced Practice Nursing: Leadership for Systems Improvement Practicum (2 credits)

Prerequisites: MSN-701 and MSN-701P completed. MSN-730 completed or concurrent. Current CPR and updated immunization records required.

This clinical practicum is designed to provide students with an in-depth opportunity to plan, design, deliver, and evaluate processes that impact health care at the system/organizational level. Through this practicum, students will have the opportunity to function in the role of the advanced practice nurse using the three spheres of influence with an emphasis on the system/organizational sphere and development of leadership skills. The student will reflect on practicum experiences while applying selected theories and frameworks. The overall outcome for the practicum experience will be for students to integrate all Clinical Nurse Specialist (CNS) skills and competencies and apply them successfully in practice. (This course includes a 200-hour practicum.) Note: Advanced practice MSN degree program students in the AG-CNS track should enroll in MSN-755 concurrent with MSN-701 and MSN-760 concurrent with MSN-730.

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Curriculum

The AGACNP program prepares students to provide advanced acute care to adults, ranging from adolescents to the frail elderly. The stabilization of patients with multiple complex health problems and prevention of complications through high-quality, cost-effective inter-professional team management is emphasized. Generally, the AGACNP track courses are offered in spring and fall semesters. Note: This program has additional RN work experience requirements that must be met prior to entering and throughout progression in the track courses (See Section III: Admission Requirements).

Students in the AGACNP MSN degree program complete 41 credits in theory, advanced clinical procedures, and practicum courses, including 600 hours of supervised clinical practice in approved acute and/or critical care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. AGACNP MSN degree program students are required to complete all graduate nursing advanced practice core courses prior entering the AGACNP track courses.

The post-master's certificate AGACNP program provides students holding a master's degree in nursing with the additional course and clinical work necessary to fulfill requirements for AGACNP board certification. Postmaster's AGACNP program applicants' transcripts are reviewed and academic plans are individualized based on educational background at the time of admission. If applicable, applicants' current national board certification in an APRN specialty and respective current APRN practice experience are also considered. At minimum, the post-master's AGACNP students' program of study includes MSN 600a and all AGACNP track courses. Students complete 600 hours of supervised clinical practice in approved acute and/or critical care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. A minimum of 17 track course credits must be completed at Alverno.

AGACNP Track Course Descriptions

MSN-653-01 Advanced Clinical Procedures (2 credits)

Prerequisites: Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623

completed or equivalent courses pre-approved for transfer credit; MSN-654 and MSN-654P concurrent. Advanced practice post-master's certificate students- MSN-600a, MSN-615, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-654 and MSN-654P or MSN-694 and MSN-694P concurrent. Note: MSN-615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.

This is a clinical procedures course wherein graduate nursing students gain knowledge and psychomotor skills commensurate with their future advanced practice role. Through hands-on instruction and supervised practice, students are prepared to maximize experiential learning opportunities in the clinical practice of their program of study. This course involves advanced clinical procedures low-fidelity simulation workshops facilitated by expert clinicians, self-paced self-study online learning modules, interactive case studies, and focused discussion. Professional scope and standards of practice, patient safety, and quality of care are emphasized. Additionally, a digital record of supervised advanced clinical procedures simulation education and practice is created in Typhon; multiple advanced practice continuing education credits (contact hours, including pharmacology hours granted by an American Nurses Credentialing Center [ANCC] sanctioned provider) are completed; and with the permission of faculty, up to 8 hours of non-direct patient care may be credited toward the clinical practice hours requirement of the student's concurrent practicum course.

MSN-654 Advanced Acute Care Adult-Gerontology 1 (3 credits)

Prerequisites: Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-653 and MSN-654P concurrent. Advanced practice post-master's certificate students- MSN-600a, MSN-615, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit. MSN-653 and MSN-654P concurrent. Note: MSN-615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.

This is the first of two theory courses in the AGACNP program, wherein content is organized by body system. The third and final theory course in the AGACNP program is focused on the management of critical and complex physical and mental illnesses across the adult spectrum from late adolescent to frail older adult. The primary emphasis of MSN 654 is advanced practice nursing care management of episodic and chronic health problems. Students build upon knowledge gained in the MSN program core courses, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating adult-gerontology acute care to optimize health and health care systems. Disease prevention and treatment as well as the restoration of maximum health in adult individuals and populations, including the frail elderly are also addressed.

MSN-654P Adult-Gerontology Acute Care Practicum 1 (2 credits)

Prerequisites: Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-653-01 and MSN-654 concurrent. Advanced practice post-master's certificate students- MSN600a, MSN-615, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-653-01 and MSN-654 concurrent. Note: MSN-615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.

This course provides a situated experiential learning opportunity, conducted in outpatient and/or inpatient hospital settings where episodic and chronic health problems spanning the adult-gerontology continuum are diagnosed and treated. Under the direct oversight of an approved clinical preceptor, the student engages in collaborative, interprofessional acute care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology acute care. It is expected that students apply theoretical knowledge, skills, and abilities attained in prerequisite MSN program core courses, as well as the corresponding AGACNP track theory course, Advanced Acute Care Adult-Gerontology 1 (MSN-654), as they partner with patients in the clinical environment to optimize health outcomes. 200 practicum hours required in this course. *(This course includes a 200-hour practicum)*

MSN 655 Advanced Acute Care Adult-Gerontology 2 (3 credits)

Prerequisites: MSN-654 and MSN-654P completed. MSN-655P concurrent. Current CPR certification and updated immunization records required. This is the second of two theory courses in the AGACNP program, wherein content is organized by body system. The third and final theory course in the AGACNP program is focused on the management of critical and complex physical and mental illnesses across the adult spectrum from late adolescent to frail older adult. The primary emphasis of MSN-655 is advanced practice nursing care management of episodic and chronic health problems. Students build upon knowledge gained in the MSN program core courses, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating adult-gerontology acute care to optimize health and health care systems. Disease prevention and treatment as well as the restoration of maximum health in adult individuals and populations, including the frail elderly are also addressed.

MSN-655P Adult-Gerontology Acute Care Nurse Practitioner Practicum 2 (2 credits)

Prerequisites: MSN-654 and MSN-654P completed. MSN-655 completed or concurrent. Current CPR and ACLS certification and updated immunization records required.

This course provides a situated experiential learning opportunity, conducted in outpatient and/or inpatient hospital settings where episodic and chronic health problems spanning the adult-gerontology continuum are diagnosed and treated. Under the direct oversight of an approved clinical preceptor, the student engages in collaborative, interprofessional acute care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology acute care. It is expected that students apply theoretical knowledge, skills, and abilities attained in pre-requisite MSN program core courses, as well as the corresponding AGACNP track theory course, Advanced Acute Care Adult-Gerontology 2 (MSN-655), as they partner with patients in the clinical environment to optimize health outcomes. 200 clinical hours required in this course. *(This course includes a 200-hour practicum)*

MSN-656 Advanced Acute & Critical Care Adult-Gerontology (3 credit)

Prerequisites: MSN-655 and MSN-655P or MSN-695 and MSN-696 (dual track students only) completed. MSN656P or MSN-698P (dual track students only) concurrent. Current CPR certification and updated immunization records required.

This is the third theory course in the AGACNP program with content focusing on the management of critical and complex physical and mental illnesses across the adult spectrum from late adolescent to frail

older adult. The primary emphasis of MSN 656 is advanced practice nursing care management of acute episodic and critical health problems. Students build upon knowledge gained in the MSN program core courses, MSN-654 and MSN-655, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating adultgerontology acute care patients to optimize health and health care systems. Critical management of single and multiple body systems as well as the restoration of maximum health in adult individuals and populations, including the frail elderly will also be addressed.

MSN-656P Adult-Gerontology Acute Care Nurse Practitioner Practicum 3 (2 credits)

Prerequisites: MSN-655 and MSN-655P only completed. MSN-656 completed or concurrent. Current CPR and ACLS certification and updated immunization records required.

This course provides a situated experiential learning opportunity, conducted in outpatient and/or inpatient hospital settings where episodic and chronic health problems spanning the adult-gerontology continuum are diagnosed and treated. Under the direct oversight of an approved clinical preceptor, the student engages in collaborative, inter-professional acute care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology acute care. It is expected that students apply theoretical knowledge, skills, and abilities attained in pre-requisite MSN program core courses, as well as the corresponding AGACNP track theory course, Advanced Acute and Critical Care AdultGerontology (MSN-656), as they partner with patients in the clinical environment to optimize health outcomes. The student completes 200 clinical hours in this course. *(This course includes a 200-hour practicum)* Note: Advanced practice MSN degree program students in the AGACNP track should enroll in MSN-755 concurrent with MSN-655 and MSN-760 concurrent with MSN 656.

Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Curriculum

The AGPCNP program prepares students to provide advanced primary care to adults, ranging from adolescents to the frail elderly. Advanced health promotion, disease prevention, and high-quality, cost-effective management of episodic and chronic health problems are emphasized. Generally, AGPCNP track courses are offered in spring and fall semesters.

Students in the AGPCNP MSN degree program complete 39 credits in theory and practicum courses, including 600 hours of supervised clinical practice in approved primary care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. AGPCNP MSN degree program students are required to complete all graduate nursing advanced practice core courses prior entering the AGPCNP track courses.

The post-master's certificate AGPCNP program provides students holding a master's degree in nursing with the additional course and clinical work necessary to fulfill requirements for AGPCNP board certification. Postmaster's AGPCNP program applicants' transcripts are reviewed and academic plans are individualized based on educational background at the time of admission. If applicable, applicants' current national board certification in an APRN specialty and respective current APRN practice experience are also considered. At minimum, postmaster's AGPCNP students' program of study includes MSN-600a and all AGPCNP track courses. Students complete 600 hours of supervised clinical practice in approved primary care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three

practicum courses. A minimum of 15 track course credits must be completed at Alverno.

AGPCNP Track Course Descriptions

MSN-644 Advanced Primary Care Adult-Gerontology 1 (3 credits)

Prerequisites: Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-644P concurrent. Advanced practice post-master's certificate students- MSN-600a, MSN-615, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit. MSN644P concurrent. Note: MSN-615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.

This is the first of two theory courses in the AGPCNP Program, wherein the course content is organized by body system and spans the adult-geriatric primary care wellness-illness continuum. Health promotion and protection, and disease prevention and treatment in adult-geriatric individuals and populations, including the frail elderly, are addressed.

There is an emphasis on advanced-practice primary care management of episodic and chronic health problems. Students are expected to build upon knowledge gained in the MSN program core courses, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating adult-gerontology primary care to optimize health and health care systems.

MSN-644P Adult-Gerontology Primary Care Nurse Practitioner Practicum 1 (2 credits)

Prerequisites: Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-644 completed or concurrent. Advanced practice post-master's certificate students- MSN-600a, MSN-615, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-644 completed or concurrent. Note: MSN-615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.

This course provides a situated experiential learning opportunity, conducted in an outpatient setting where episodic and chronic health problems spanning the adult-geriatric wellness-illness continuum are diagnosed and treated. Under the direct supervision of an approved clinical preceptor, the student engages in collaborative, inter-professional primary care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology primary care. It is expected that students apply theoretical knowledge, skills, and abilities attained in pre-requisite MSN program core courses, as well as the corresponding AGPCNP track theory course, as they partner with patients in the clinical environment to optimize health outcomes. *(This course includes a 200-hour practicum)*

MSN-645 Advanced Primary Care Adult-Gerontology 2 (3 credits)

Prerequisites: MSN-644 and MSN-644P completed. MSN-645P concurrent. Current CPR and updated immunization records required.

This is the second of two theory courses in the AGPCNP program in which course content is organized by body system and spans the adult-geriatric primary care wellness-illness continuum. Health promotion, health protection, and disease prevention and treatment in adult-geriatric individuals and populations, including the frail elderly are addressed. There is an emphasis on advanced-practice primary care management

of episodic and chronic health problems. Students are expected to build upon knowledge gained in the MSN program core courses, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence and the cost of care in formulating and evaluating adult-gerontology primary care to optimize health care systems.

MSN-645P Adult-Gerontology Primary Care Nurse Practitioner Practicum 2 (2 credits)

Prerequisites: MSN-644 and MSN-644P completed. MSN-645 completed or concurrent. Current CPR and updated immunization records required.

This course provides a situated experiential learning opportunity, conducted in outpatient settings where episodic and chronic health problems spanning the adult-geriatric wellness-illness continuum are diagnosed and treated. Under the direct supervision and guidance of an approved clinical preceptor, the student engages in collaborative, inter-professional primary care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology primary care. It is expected that students apply theoretical knowledge, skills, and abilities attained in MSN program core courses, build upon prior MSN-644 and MSN-644P learning, and apply the corresponding AGPCNP track theory course (MSN-645) contents, as they partner with patients in the clinical environment to optimize health outcomes. 200 practicum hours required in this course. *(This course includes a 200-hour practicum)*

MSN-646 Advanced Primary Care Adult-Gerontology and Related Specialties (3 credits)

Prerequisites: MSN-645 and MSN-645P or MSN-695 and MSN-695P (dual track students only) completed. MSN-646P or MSN-696P (dual track students only) concurrent. Current CPR and updated immunization records required.

In this course, students will explore special topics in advanced practice nursing gerontology. Exemplars may include but are not limited to long-term management, self-neglect in older adults, anticipatory management of geriatric syndromes, maximizing the health and well-being of older veterans, technologies that support aging in place, and advanced practice management of end-of-life care. Advanced practice topics relative to the care of older adults in the specialty areas of nephrology, endocrinology, rheumatology, orthopedics, dermatology, oncology and others will be explored.

MSN-646P Adult-Gerontology Primary Care Nurse Practitioner Practicum 3 (2 credits)

Prerequisites: MSN-645 and MSN-645P completed. MSN-646 completed or concurrent. Current CPR and updated immunization records required.

This course provides a situated experiential learning opportunity, typically conducted in an outpatient setting where episodic and chronic health problems spanning the adult-geriatric wellness-illness continuum are diagnosed and treated. In some cases, alternative clinical experiences in geriatric specialty clinical settings may be negotiated with the AGPCNP program chair, for part or all the 200 clinical practice hours required to this course. Key to student placement in a geriatric specialty clinical are the care needs of the population served. Under the direct supervision of an approved clinical preceptor, the student engages in collaborative, interprofessional primary care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of adult-gerontology primary care. It is expected that students apply theoretical knowledge, skills, and abilities attained in MSN program core courses and prior AGPCNP track courses as well as the corresponding AGPCNP track theory course (MSN-646), as they partner with patients

in the clinical environment to optimize health outcomes. 200 practicum hours required in this course. (*This course includes a 200-hour practicum*)
Note: students should enroll in MSN-755 concurrent with MSN-645 and enroll in MSN-760 concurrent with MSN-646.

Dual Adult-Gerontology Primary Care Nurse Practitioner and Acute Care Nurse Practitioner (AGPCNP/AGACNP) Curriculum (A Dual Track Program)

The dual track Adult-Gerontology Primary and Acute Care Nurse Practitioner (AGPCNP/AGACNP) program prepares students to provide advanced primary and acute care to adults, ranging from adolescents to the elderly. Students complete 50 credits in theory, advanced clinical procedures, and clinical practicum courses, including 1,200 total hours of supervised clinical practice, 600 hours in primary care and 600 hours in acute and/or critical care settings, thereby expanding their scope of practice and increasing their employability. Completion of the dual-track program requires only one semester more of full-time study than either the AGPCNP or AGACNP program alone. Upon graduation, students are eligible to apply for dual national certification as an adult-gerontology primary care nurse practitioner and adult-gerontology acute care nurse practitioner. All graduate nursing advanced practice core courses must be completed prior to entering the dual AGPCNP/AGACNP program track courses. Generally, AGPCNP/AGACNP track courses are offered in spring and fall semesters. Practice hours are allocated across four courses.

Note: This program has additional RN work experience requirements that must be met prior to entering and throughout progression in the track courses (See Section III: Admission requirements).

Dual AGPCNP/AGACNP Track Course Descriptions

MSN-653-01 Advanced Clinical Procedures (2 credits)

Prerequisites: Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-654 and MSN-654P concurrent. Advanced practice post-master's certificate students- MSN-600a, MSN-615, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-654 and MSN-654P or MSN-694 and MSN-694P concurrent. Note: MSN-615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.

This is a clinical procedures course wherein graduate nursing students gain knowledge and psychomotor skills commensurate with their future advanced practice role. Through hands-on instruction and supervised practice, students are prepared to maximize experiential learning opportunities in the clinical practica of their program of study. This course involves advanced clinical procedures low-fidelity simulation workshops facilitated by expert clinicians, self-paced self-study online learning modules, interactive case studies, and focused discussion. Professional scope and standards of practice, patient safety, and quality of care are emphasized. Additionally, a digital record of supervised advanced clinical procedures simulation education and practice is created in Typhon; multiple advanced practice continuing education credits (contact hours, including pharmacology hours granted by an American Nurses Credentialing Center [ANCC] sanctioned provider) are completed; and with the permission of faculty, up to 8 hours of non-direct patient care may be credited toward the clinical practice hours requirement of the student's concurrent practicum course.

MSN-694 Dual Advanced Primary and Acute Care Adult-Gerontology 1 (3 credits)

Prerequisites: Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-653-01

and MSN-694P concurrent. Advanced practice post-master's certificate students- MSN600a, MSN-615, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit. MSN-653-01 and MSN-694P concurrent. Note: MSN-615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.

This is the first of two theory courses in the dual AGPCNP/AGACNP program, wherein content is organized by body system and spans the adult-gerontology wellness-illness continuum. The primary emphasis of MSN694 is advanced practice nursing care management of episodic and chronic health problems. Students build upon knowledge gained in the MSN program core courses, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating adult-gerontology primary and acute care to optimize health and health care systems. Health promotion and protection, and disease prevention and treatment, as well as the restoration of maximum health in adult individuals and populations, including the frail elderly are also addressed.

MSN-694P Dual AGPCNP/AGACNP Practicum 1 (3 credits)

Prerequisites: Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-653-01 and MSN-694 concurrent. Advanced practice post-master's certificate students- MSN600a, MSN-615, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-653-01 and MSN-694 completed or concurrent. Note: MSN-615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.

This course provides a situated experiential learning opportunity, conducted in outpatient and/or inpatient hospital settings where episodic and chronic health problems spanning the adult-gerontology continuum are diagnosed and treated. Under the direct oversight of an approved clinical preceptor, the student engages in collaborative, interprofessional primary and/or acute care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology primary and/or acute care. Students complete 300 clinical practice hours, which are appropriately applied toward meeting the primary care and/or acute care clinical practice hour requirements of the dual AGPCNP/AGACNP program (1200 hours total: 600 in primary care and 600 in acute care). It is expected that students apply theoretical knowledge, skills, and abilities attained in prerequisite MSN program core courses, as well as the corresponding dual AGPCNP/AGACNP track theory course, *Dual Advanced Primary and Acute Care Adult-Gerontology 1* (MSN-694), as they partner with patients in the clinical environment to optimize health outcomes.

MSN-695 Dual Advanced Primary and Acute Care Adult-Gerontology 2 (3 credits)

Prerequisites: MSN-694 and MSN-694P completed. MSN-695P concurrent. Current CPR and ACLS certification and updated immunization records required.

This is the second of two theory courses in the dual AGPCNP/AGACNP program, wherein content is organized by body system and spans the adult-gerontology wellness-illness continuum. The primary emphasis of MSN695 is advanced practice nursing care management of episodic and chronic health problems. Students build upon knowledge gained in the MSN program core courses, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence, and the

cost of care in formulating and evaluating adult-gerontology primary and acute care to optimize health and health care systems. Health promotion and protection, and disease prevention and treatment, as well as the restoration of maximum health in adult individuals and populations, including the frail elderly are also addressed.

MSN-695P Dual AGPCNP/AGACNP Practicum 2 (3 credits)

Prerequisites: MSN-694 and MSN-694P completed. MSN-695 completed or concurrent. Current CPR and ACLS certification and updated immunization records required.

This course provides a situated experiential learning opportunity, conducted in outpatient and/or inpatient hospital settings where episodic and chronic health problems spanning the adult-gerontology continuum are diagnosed and treated. Under the direct oversight of an approved clinical preceptor, the student engages in collaborative, interprofessional primary and/or acute care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology primary and/or acute care. Students complete 300 clinical practice hours, which are appropriately applied toward meeting the primary care and/or acute care clinical practice hour requirements of the dual AGPCNP/AGACNP program (1200 hours total: 600 in primary care and 600 in acute care). It is expected that students apply theoretical knowledge, skills, and abilities attained in prerequisite MSN program core courses, as well as the corresponding dual track AGPCNP/AGACNP theory course, *Dual Advanced Primary and Acute Care Adult-Gerontology 2 (MSN-695)*, as they partner with patients in the clinical environment to optimize health outcomes.

MSN-646 Advanced Primary Care Adult-Gerontology and Related Specialties (3 credits)

Prerequisites: MSN-645 and MSN 645P or MSN-695 and MSN-695P (dual track students only) completed. MSN-646P or MSN-696P (dual track students only) concurrent. Current CPR and updated immunization records required.

In this course, students will explore special topics in advanced practice nursing gerontology. Exemplars may include but are not limited to long-term management, self-neglect in older adults, anticipatory management of geriatric syndromes, maximizing the health and well-being of older veterans, technologies that support aging in place, and advanced practice management of end-of-life care. Advanced practice topics relative to the care of older adults in the specialty areas of nephrology, endocrinology, rheumatology, orthopedics, dermatology, oncology and others will be explored.

MSN-696P Dual AGPCNP/AGACNP Practicum 3 (3 credits)

Prerequisites: MSN-695 and MSN-695P completed. MSN-646 concurrent. Current CPR certification and updated immunization records required.

Students complete 300 clinical practice hours, which are appropriately applied toward meeting the primary care and/or acute care clinical practice hour requirements of the dual AGPCNP/AGACNP program (1200 hours total: 600 in primary care and 600 in acute care). It is expected that students apply theoretical knowledge, skills, and abilities attained in prerequisite MSN program core courses as well as the prior and corresponding track theory courses as they partner with patients in the clinical environment to optimize health outcomes.

MSN-656 Advanced Acute & Critical Care Adult-Gerontology (3 credit)

Prerequisites: MSN-655 and MSN-655P or MSN-696P (dual track students only) completed. MSN-656P or MSN-698P concurrent. Current CPR certification and updated immunization records required.

This is the third theory course in the AGACNP (and dual AGPCNP/AGACNP) program with content focusing on the management of critical and complex physical and mental illnesses across the adult spectrum from late adolescent to frail older adult. The primary emphasis of MSN-656 is advanced practice nursing care management of acute episodic and critical health problems. Students build upon knowledge gained in the MSN program core courses, MSN-654 (MSN-694 dual track students) and MSN-655 (MSN-695 dual track students), applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating adultgerontology acute care patients to optimize health and health care systems. Critical management of single and multiple body systems as well as the restoration of maximum health in adult individuals and populations, including the frail elderly will also be addressed.

MSN-698P Dual AGPCNP/AGACNP Practicum 4 (3 credits)

Prerequisites: MSN-696P completed; MSN-656 concurrent. Current CPR certification and updated immunization records required.

Students complete 300 clinical practice hours, which are appropriately applied toward meeting the primary care and/or acute care clinical practice hour requirements of the dual AGPCNP/AGACNP program (1200 hours total: 600 in primary care and 600 in acute care). It is expected that students apply theoretical knowledge, skills, and abilities attained in prerequisite MSN program core courses, as well as the prior and corresponding track theory as they partner with patients in the clinical environment to optimize health outcomes. Note: students should enroll in MSN-755 concurrent with MSN-646 and MSN-760 concurrent MSN-656.

The Family Nurse Practitioner (FNP) program prepares students to work in the community and care for patients across the life span, treating common acute and chronic illnesses. Working in primary care settings, FNPs provide high-quality, patient-centered health care to a broad range of consumers. Generally, FNP track courses are offered in spring and fall semesters.

Students in the FNP MSN degree program complete 39 credits in theory and clinical practicum courses, including 600 hours of supervised clinical practice in approved primary care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. FNP MSN degree program students are required to complete all graduate nursing advanced practice core courses prior entering the FNP track courses.

The post-master's certificate FNP program provides students holding a master's degree in nursing with the additional course and clinical work necessary to fulfill requirements for FNP board certification. Post-master's FNP program applicants' transcripts are reviewed and academic plans are individualized based on educational background at the time of admission. If applicable, applicants' current national board certification in an APRN specialty and respective current APRN practice experience are also considered. At minimum, post-master's FNP students' program of study includes MSN 600a and all FNP track courses. Students complete 600 hours of supervised clinical practice in approved primary care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. A minimum of 15 track course credits must be completed at Alverno.

FNP Track Course Descriptions

MSN-624 Advanced Primary Care Management of Middle-Aged and Older Adults (3 credits)

Prerequisites: Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623

completed or equivalent courses pre-approved for transfer credit; MSN-624P concurrent. Advanced practice post-master's certificate students- MSN-600a, MSN-615, MSN-621, MSN-622, and MSN 623 completed or equivalent courses pre-approved for transfer credit. MSN624P concurrent. Note: MSN-615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.

Students will be engaged in didactic experiences derived from evidence-based practices in health promotion, disease prevention, and illness care management for middle-aged and older adults. Students will use advanced critical thinking to apply culturally sensitive care.

MSN-624P FNP Practicum 1 (2 credits)

Prerequisites: Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-624 concurrent. Advanced practice post-master's certificate students- MSN-600a, MSN-615, MSN621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN 624 concurrent. Note: MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.

Students integrate theories and concepts from advanced pharmacology, advanced health assessment, and advanced pathophysiology in the collaborative care of culturally diverse individuals and families. They will have didactic and clinical practice related to health promotion, illness prevention, and disease management of the middle age and older adult. Students will use their advanced critical thinking to apply culturally sensitive care, perform examinations, and formulate differential diagnoses and treatment plans for middle age to older adult populations. They will use differential diagnoses to identify physical and/or psychological illness based on possible pathology given lifestyle practices of clients, families, and communities. *(This course includes a 200-hour practicum)*

MSN-626 Advanced Primary Care Management of Vulnerable Populations (3 credits)

Prerequisites: MSN-624 and MSN-624P completed. MSN-626P concurrent. Current CPR and updated immunization records required.

Students will continue to build their knowledge of more vulnerable populations and complex health conditions (i.e., cardiac, pulmonary, cancer and mental health) and learn their role in the management of these diagnoses within their scope of practice as an FNP in Primary Care. Emphasis will be placed on the care of the elderly and diagnoses often seen in this and other high-risk populations. The student will be engaged in many levels of skill refinement, intellectual investigation, theoretical exploration, and evidence-based advanced nursing practice application of health assessment and physical examination approaches. Emphasis on other issues a well-rounded family nurse practitioner will need to be knowledgeable of are included: coding/payment structures, ethics and values, death/dying/grief and bereavement, and topics of professionalism such as scope of practice/accountability/collaboration and quality assurance.

MSN-626P FNP Practicum 2 (2 credits)

Prerequisites: MSN-624 and MSN-624P completed. MSN-626 completed or concurrent. Current CPR and updated immunization records required.

Students will continue to refine their approach to both common, acute and chronic care based on current and emerging national guidelines. The student may explore a specialty practice in the community setting

to advance their knowledge in areas of orthopedics, pain management, dermatology, etc., to augment their expertise in the primary care practice environment. Preventative care and lifestyle changes continue to be central to all treatment plans along with cost efficient options, when available. *(This course includes a 200-hour practicum)*

MSN-625 Advanced Primary Care Management of Women and Children (3 credits)

Prerequisites: MSN-626 and MSN-626P completed. MSN-625P concurrent. Current CPR and updated immunization records required.

Students will increase knowledge necessary for advanced practice nursing in the primary health care of women, infants, children and adolescents. Emphasis will be placed on principles of health promotion, disease prevention, common primary health care problems, and diagnoses often seen in these populations. The student will develop a holistic approach to advanced primary health care incorporating the needs of women, infants, children and adolescents. Pathophysiological, social, and development theories, relevant research findings, and the implications of these for health care are explored. Students will begin to examine and identify when referrals may be necessary in these populations.

MSN-625P FNP Practicum 3 (2 credits)

Prerequisites: MSN-626 and MSN-626P completed. MSN-625 completed or concurrent. Current CPR and updated immunization records required.

Students will continue to develop their approach to both common acute and chronic primary health care across the lifespan based on current and emerging national guidelines. Students will continue to focus in on areas to ensure a well-rounded clinical experience to fulfill the scope of practice as a Family Nurse Practitioner. These areas should include experience with populations across the lifespan consistent with Family Practice. Preventative care, disease prevention, health maintenance, and lifestyle changes are central to all treatment plans along with cost-efficient options, when available. *(This course includes a 200-hour practicum)*

Neonatal Nurse Practitioner (NNP) Curriculum

The Neonatal Nurse Practitioner (NNP) program prepares students to provide advanced care to infants across the spectrum, from premature neonates to infants up to two years of age. All courses are offered online, except for one clinical procedures course involving limited on-campus workshops. Generally, the NNP track courses are offered in spring and fall semesters. Note: This program has additional RN work experience requirements that must be met prior to entering and throughout progression in the track courses (See Section III: Admission Requirements).

Students in the NNP MSN degree program complete 45 credits in theory, advanced clinical procedures, and clinical practicum courses, including 600 hours of supervised clinical practice in primary care, specialty newborn care units, and level II-IV neonatal intensive care units with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. NNP MSN degree program students are required to complete all graduate nursing advanced practice core courses prior entering the NNP track courses.

The post-master's certificate NNP program provides students holding a master's degree in nursing with the additional course and clinical work necessary to fulfill requirements for NNP board certification. Post-master's NNP program applicants' transcripts are reviewed and academic plans are individualized based on educational background at the time of admission. If applicable, applicants' current national board certification in an APRN specialty and respective current APRN practice experience are

also considered. At minimum, post-master's NNP students' program of study includes MSN 600a and all NNP track courses. Students complete 600 hours of supervised clinical practice in primary care, specialty newborn care units, and level II-IV neonatal intensive care units with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. A minimum of 21 track course credits must be completed at Alverno.

NNP Track Course Descriptions

MSN-681 Advanced Pathophysiology and Pharmacology in Neonatology (3 credits)

Prerequisites: Admission to the NNP program. Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; Advanced practice post-master's certificate students- MSN-600a, MSN-615, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit. Note: MSN-615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.

This graduate level course incorporates scientific concepts, principles, and theories into discussion of advanced pathophysiologic processes of the neonate for the advanced practice provider. The course also provides content specific to neonatal pharmacotherapeutics. These two topics are combined in this course to offer a unique understanding of how these two scientific processes relate to the neonate. Neonatal pathophysiology and pharmacotherapeutics will combine processes to connect the combined science that encompasses definition/classification, epidemiology, risk factors, etiology, pathogenesis, and clinical manifestations to the neonatal pathophysiology. This course will provide physiologic and practical knowledge for the neonatal nurse practitioner to pharmacologically manage the health care needs of the neonate at the advanced practice nursing level. Course content focuses on systemic recognition, pathophysiology, and pharmacologic management of common conditions affecting the newborn. Principles and content in neonatal pharmacotherapeutics, including pharmacokinetics, mechanisms of action and potential adverse effects of medications commonly used in the management of acutely and critically ill neonates will be discussed in this course.

MSN-682 Advanced Neonatal Physical Assessment (1 credit)

Prerequisite: Admission to the NNP program. MSN-681 completed or concurrent. Current CPR certification & updated immunization records required.

This course is designed to develop the student's knowledge of comprehensive neonatal physical assessment. The content is organized by body system and encompasses the wellness-illness continuum of the preterm and term neonate. The primary emphasis of MSN 682 is to prepare the NNP student to use advanced assessment skills to diagnose and provide differential diagnosis of physical findings in the premature and term neonate within the advanced practice nursing role. Emphasis is on acquisition and analysis of relevant data for the development of a comprehensive and holistic assessment. The major focus is on neonatal assessment in neonates, interpretation of screening and diagnostic tests, history and physical to formulate a differential diagnosis.

MSN-683 Advanced Clinical Procedures in Neonatology (2 credits)

Prerequisites: Admission to the NNP program. Current CPR and Neonatal Resuscitation Program (NRP) certification. Updated immunization records required. Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623

completed or equivalent courses pre-approved for transfer credit; MSN-681 and MSN-682 completed or concurrent. Advanced practice post-master's certificate students- MSN-600a, MSN-615, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit. MSN-681 and MSN-682 completed or concurrent. Note: MSN-615 is not required for post-master's certificate students with current national board certification practicing in the APRN role.

MSN-683 is an introductory advanced clinical procedures course wherein graduate nursing students gain advanced knowledge and psychomotor skills commensurate with their future NNP role. This course is primarily online, involving self-paced self-study online learning modules, interactive case studies, and focused discussions; limited on-campus required participation integrates advanced newborn assessment skills and practice along with advanced clinical procedures in a low-fidelity simulation workshop facilitated by expert clinicians. Through hands-on instruction and supervised practice, NNP students are prepared to maximize experiential learning opportunities in their clinical practice. Professional scope and standards of practice, patient safety, and quality of care are emphasized. Additionally, a digital record of supervised advanced clinical procedures simulation education and practice is created in Typhon; multiple advanced practice continuing education credits (contact hours, including pharmacology hours granted by an American Nurses Credentialing Center [ANCC] sanctioned provider) are completed.

MSN-684 Advanced Practice Neonatology 1 (3 credits)

Prerequisites: Admission to the NNP program. Current CPR and Neonatal Resuscitation Program (NRP) certification. Updated immunization records required. Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-681 and MSN-682 completed or concurrent. Concurrent enrollment in MSN 684P. Advanced practice post-master's certificate students- MSN-600a, MSN-615, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN 681 and MSN 682 completed or concurrent. Concurrent enrollment in MSN-684P. Note: MSN-615 is not required for post-master's certificate students with current national board certification practicing in the APRN role.

MSN-684 is the first of three theory courses in the NNP program designed to provide theoretical and practical knowledge to manage the healthcare needs of infants in the hospital setting (special care nursery and level II NICU) with the exception of student participation in the neonatal follow up clinic. This course focuses on content related to common conditions affecting the newborn in the setting of low acuity care, promotion of continuity of care, neurodevelopmental considerations, and primary care management. The content will also emphasize the identification, synthesis, and implementation of evidence-based management strategies to support the infant and family in these settings. The knowledge gained from this course contributes to the foundation of increasingly intensive practicum practice which begins in MSN-685, MSN-685P.

MSN-684P NNP Practicum 1 (2 credits)

Prerequisites: Current CPR and Neonatal Resuscitation Program (NRP) certification. Updated immunization records required. Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-681, MSN-682, MSN-684 completed or concurrent. Advanced practice post-master's certificate students- MSN-600a, MSN-615, MSN-621, MSN-622, and MSN-623 completed or equivalent courses preapproved for transfer credit; MSN-681, MSN-682, MSN-684 completed

or concurrent. Note: MSN-615 is not required for post-master's certificate students with current national board certification practicing in the APRN role.

This course provides a situated experiential learning opportunity, conducted within an inpatient hospital setting (special care nursery, level II NICU, attendance at deliveries) where common and episodic health problems of the neonatal care occur. Additionally, students gain experience in an outpatient setting to participate in care beyond discharge of complex neonates. Under the direct oversight of an approved clinical preceptor, the student engages in collaborative, interprofessional acute and critical care of newborn patients, including attendance at deliveries, thereby progressing toward competence in the delivery of advanced practice neonatal care. It is expected that students apply theoretical knowledge, skills, and abilities attained in pre-requisite MSN program core courses, along with the corresponding NNP track theory course, *Advanced Practice Neonatology I* (MSN-684).

MSN 685 Advanced Practicum Neonatology 2 (3 credits)

Prerequisites: Admission to the Neonatal Nurse Practitioner (NNP) program; completion of all MSN core courses, 684, and 684P; current American Heart Association Cardiopulmonary Resuscitation (CPR) Health Care Provider certification; current Neonatal Resuscitation Program (NRP) certification and compliance with all health requirements for MSN students as described in the Alverno College Graduate Nursing Student Handbook Policies and Procedures.

MSN 685 is the second of three theory courses in the NNP program designed to provide theoretical and practical knowledge to manage the health care needs of infants in critical care settings, such as level III and IV neonatal intensive care unit (NICU). The primary emphasis of MSN 685 is advanced practice nursing care management of the critically ill newborn with the inclusion of extremely and very preterm infants. Students build upon knowledge gained in the MSN core courses, applying theoretical frameworks, cultural perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating neonatal intensive care to optimize health and health care systems. The content emphasizes the implementation of evidence-based management strategies to support the infant and family in these settings.

MSN 685P Neonatal Nurse Practitioner Practicum 2 (2 credits)

Prerequisites: Admission to the NNP program; completed MSN 685 or concurrent enrollment; current American Heart Association Cardiopulmonary Resuscitation (CPR) Health Care Provider certification; current Neonatal Resuscitation Program (NRP) certification and compliance with all health requirements for MSN students as described in the Alverno College Graduate Nursing Student Handbook Policies and Procedures.

This course provides a situated experiential learning opportunity in the critical care setting, such as level III and IV NICUs. Under the direct oversight of an approved clinical preceptor, the student engages in collaborative, interprofessional acute care of newborn patients, including the attendance at deliveries, participation with invasive procedures, thereby progressing toward competence in the delivery of advanced practice neonatal care in an increasingly higher acuity critical care setting. This course experience will build upon the experiences gained from the prior practicum course (MSN 684P). It is expected that students apply theoretical knowledge, skills, and abilities attained in pre-requisite MSN program core courses, as well as the corresponding NNP track theory course, *Advanced Practice Neonatology 2* (MSN 685).

MSN 686 Advanced Critical Care Neonatology (3 credits)

Prerequisites: Admission to the Neonatal Nurse Practitioner (NNP) program; completion of all MSN core courses, 685, and 685P; current American Heart

Association Cardiopulmonary Resuscitation (CPR) Health Care Provider certification; current Neonatal Resuscitation Program (NRP) certification and compliance with all health requirements for MSN students as described in the Alverno College Graduate Nursing Student Handbook Policies and Procedures.

MSN 686 is the third of three theory courses in the NNP program with content focused on the management of critical and complex physical healthcare needs of infants in the critical care settings, such as the level III and IV NICUs. The primary emphasis of MSN 686 is advanced practice nursing management of acute, chronic, and episodic care of the critically ill newborn. Students build upon knowledge gained in the MSN core courses, MSN 684 and MSN 685, applying theoretical frameworks, cultural perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating neonatal intensive care to optimize health and health care systems. Critical management of single and multiple body systems as well as the restoration of maximum health in the newborn will also be addressed.

MSN 686P Neonatal Nurse Practitioner Practicum 3 (2 credits)

Prerequisites: Admission to the Neonatal Nurse Practitioner (NNP) program; concurrent enrollment in MSN 686; current American Heart Association Cardiopulmonary Resuscitation (CPR) Health Care Provider certification; current Neonatal Resuscitation Program (NRP) certification and compliance with all health requirements for MSN students as described in the Alverno College Graduate Nursing Student Handbook Policies and Procedures.

This course provides a situated, experiential learning opportunity in the critical care setting, such as level III and IV NICUs. Under the direct oversight of an approved clinical preceptor, the student engages in collaborative, interprofessional acute care of newborn patients, including the attendance at deliveries, participation with invasive procedures, thereby progressing toward competence in the delivery of advanced practice neonatal care in an increasingly higher acuity critical care setting. It is expected that students apply theoretical knowledge, skills, and abilities attained in pre-requisite MSN program core courses, as well as the corresponding NNP track theory course, *Advanced Critical Care Neonatology* (MSN 686), as they partner with patients in the clinical environment to optimize health outcomes.

Note: students should enroll in MSN-755 concurrent with MSN-685 and enroll in MSN-760 concurrent with MSN-686.

Psychiatric-Mental Health Nurse Practitioner (PMHNP) Curriculum

The Psychiatric Mental Health Nurse Practitioner (PMHNP) program prepares students to provide advanced comprehensive mental health care for individuals, families, and groups with psychiatric disorders across the lifespan. Generally, the AGACNP track courses are offered in spring and fall semesters.

Students in the PMHNP MSN degree program complete 42 credits in theory, advanced clinical procedures, and practicum courses, including 600 hours of supervised clinical practice in approved psychiatric and mental health care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. PMHNP MSN degree program students are required to complete all graduate nursing advanced practice core courses prior entering the PMHNP track courses.

The post-master's certificate PMHNP program provides students holding a master's degree in nursing with the additional course and clinical work necessary to fulfill requirements for PMHNP board certification. Post-master's PMHNP program applicants' transcripts are reviewed and academic plans are individualized based on educational background

at the time of admission. If applicable, applicants' current national board certification in an APRN specialty and respective current APRN practice experience are also considered. At minimum, postmaster's PMHNP students' program of study includes MSN-600a and all PMHNP track courses. Students complete 600 hours of supervised clinical practice in approved acute and/or critical care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. A minimum of 18 track course credits must be completed at Alverno.

PMHNP Track Course Descriptions

MSN-630 Psychopharmacology (3 credits)

Prerequisites: MSN-622 and MSN-623 completed.

Students will understand the basics pertaining to drugs used for both therapeutic and addictive purposes in the mental health world. At the outset, the course will present the basic structures of the nervous system necessary to understand the pharmacokinetics and pharmacodynamics of psychoactive drugs. Many psychoactive drugs are used for therapeutic purposes. Other psychoactive drugs, even though prescribed for therapeutic purposes, become the objects of addiction. The second phase of the course treats the major classes of drugs used for therapeutic purposes: antidepressants, antipsychotics, mood stabilizers, anxiolytics/hypnotics, and stimulants. In this phase of the class, the actions, side effects, and risks of the various drugs will be considered. This phase will also treat special topics such as promoting adherence, and how to monitor the clients' response to medications. The third phase of the course devotes itself to the drugs of addiction such as alcohol, cocaine, opioids, and stimulants. The medications used in the treatment of addictions will be presented in this section.

MSN-634 Advanced Mental Health Care Management of Adults (3 credits)

Prerequisites: Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-630 completed or concurrent; MSN-634P concurrent. Advanced practice post-master's certificate students- MSN 600a, MSN-615, MSN-621, MSN-622, and MSN-623 completed or equivalent courses preapproved for transfer credit. MSN-630 completed; MSN-634P concurrent. Note: MSN-615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.

Students will enhance their ability to establish and cultivate therapeutic relationships as well as deepen their awareness of theories of personality and psychopathology as they acquire further skills in the assessment and diagnosis of mental illness primarily in the adult populations. They will build upon knowledge and skills from advanced psychopharmacology. They will expand their awareness of advanced pathophysiology to encompass concepts of normal and abnormal neurophysiology. They will use all of the above components to bring their critical reflective skills to bear on the promotion of mental health, and the assessment and differential diagnoses of the depressive and anxiety spectrum disorders. They will acquire experience in developing collaborative, holistic, client-centered treatment plans taking into consideration the unique biopsychosocial circumstances of the life context of clients. Through didactic experiences, students will be able to include the psychopharmacological agents approved for the treatment of depressive and anxiety spectrums according to psychiatric guidelines and evidence-based practice, as well as the psychotherapy modalities of Cognitive

Behavioral Therapy, Behavioral Activations Therapy, Acceptance/Commitment Therapy, and Brief Solution Focused Therapy.

MSN-634P PMHNP Practicum 1 (2 credits)

Prerequisites: Advanced practice MSN degree students- MSN-600, MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-630 completed or concurrent; MSN-634 completed or concurrent. Advanced practice post-master's certificate students- MSN-600a, MSN-615, MSN-621, MSN-622, and MSN-623 completed or equivalent courses pre-approved for transfer credit; MSN-630 completed; MSN-634 completed or concurrent. Note: MSN-615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.

Students will apply knowledge and skills at the novice level learned in the theory portion of MSN-634. Students are expected to show evidence of development of beginner skills in assessing, diagnosing and choosing appropriate interventions/plan of care for their mental health clients. (This course includes a 200-hour practicum in an inpatient or outpatient mental health setting)

MSN-635 Advanced Mental Health Care Management of Children, Adolescents and the Geriatric Populations (3 credits)

Prerequisites: MSN-634 and MSN-634P completed. MSN-635P concurrent. Current CPR and updated immunization records required.

Students apply their knowledge of mental health and their skills of critical thinking to the advanced mental health care of the bipolar and psychotic spectrum disorders as well as mental health disorders pertinent to children, adolescents, and geriatric populations. Students will be guided to respectfully consider the cultural, spiritual, and unique circumstances of individual clients. Through didactic experiences, students will be able to incorporate into the treatment plans the psychopharmacological agents approved for the treatment of bipolar and psychotic spectrum disorders, attention-deficit hyperactivity disorder in children and adults, and the dementias and mood disorders of the geriatric population according to psychiatric guidelines and evidence-based practice. They will acquire knowledge of complementary/alternative modes of care known today as integrative mental health care. Students will also learn and practice principles of Group Therapy as well as learn the basic components of Dialectical Behavior Therapy.

MSN-635P PMHNP Practicum 2 (2 credits)

Prerequisites: MSN-634 and MSN-634P completed. MSN-635 completed or concurrent. Current CPR and updated immunization records required.

Students will apply knowledge and skills at the intermediate level learned in the theory portion of MSN-635. Students are expected to show evidence of development of intermediate skills in assessing, diagnosing and choosing appropriate interventions/plans of care for their mental health clients. Students should plan to spend a minimum of 30 of their 200 practicum hours with child/adolescent clients. Students should also plan to spend a minimum of 10 of their 200 clinical hours in a group therapy setting. (This course includes a 200-hour practicum in an inpatient or outpatient mental health setting)

MSN-636 Advanced Mental Health Care Management of the Seriously Ill and the Substance Addicted Populations (3 credits)

Prerequisites: MSN-635 and MSN-635P completed. MSN-636P concurrent. Current CPR and updated immunization records required.

Students will focus their clinical knowledge and their critical thinking skills on the assessment, diagnosis, and treatment of the special

needs of traumatized, eating disordered, and the substance addicted populations. Students will develop holistic, collaborative, client-centered treatment plans that take into account the special biopsychosocial needs of these complex traumatized, chronically mentally ill, and substance addicted populations. Through didactic and clinical experiences, students will be able to include the best evidence-based psychopharmacological agents used to treat complex conditions. Students will learn the theory of the Recovery Model of Chronic Mental Illness. They will deepen basic experience in the principles of Motivational Interviewing. Students will be engaged in many levels of skill refinement, intellectual investigation, theoretical exploration, and evidence-based advanced mental health nursing practice application. This course will also emphasize additional elements about which a competent psychiatric nurse practitioner will need to be knowledgeable, including but not limited to ethics, scope and standards of psychiatric mental health nursing, accountability, quality assurance, and coding/payment structures.

MSN-636P PMHNP Practicum 3 (2 credits)

Prerequisites: MSN-635 and MSN-635P completed. MSN-636 completed or concurrent. Current CPR and updated immunization records required.

Students will apply knowledge and skills at the proficient level learned in the theory portion of MSN-636. Students are expected to show evidence of development of proficient skills in assessing, diagnosing and choosing appropriate interventions/plans of care for their mental health clients. (This course includes a 200-hour practicum in an inpatient or outpatient mental health setting) Note: students should enroll in MSN-755 concurrent with MSN-635 and enroll in MSN-760 concurrent with MSN-636.

Overview of Direct Entry Master of Science in Nursing (DEMSN) Program

The Direct Entry Master of Science in Nursing (DEMSN) program is specifically designed for college graduates who hold a bachelor's degree in a discipline other than nursing and aspire to complete a second degree; specifically, a Master of Science in Nursing (MSN) degree. Successful completion of the 77 credit program results in the concurrent conferral of a BSN and MSN degree. Under no circumstance will partial completion of the program result in the conferral of a BSN degree only.

Foundations of DEMSN Curriculum

Three American Nurses Association (ANA) 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* (3rd ed.; ANA, 2015)
- *Guide to the Code of Ethics for Nurses with Interpretive Statements: Development, Interpretation, and Application* (2nd ed.; ANA, 2015)
- *Guide to Nursing's Social Policy Statement: Understanding the Profession from Social Contract to Social Covenant* (ANA, 2015)

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

- *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (Commission on Collegiate Nursing Education [CCNE], 2018)
- *The Essentials of Master's Education in Nursing* (American Association of Colleges of Nursing [AACN], 2011)

Outcomes of DEMSN Curriculum

The DEMSN program graduate:

1. Exhibits mastery of communication skills in multiple modes to build crucial inter-professional team relationships that promote collaboration to ensure safe and effective outcomes.
2. Provides holistic, patient-focused, evidence-based care.
3. Evaluates and applies informatics using current and evolving technology to facilitate and enhance optimal clinical care and organizational decision-making.
4. Skillfully engages in collaborative and trans-disciplinary leadership to (re)construct strategies for innovative and transformative change in complex healthcare settings.
5. Synthesizes current and emerging science and theory to design ethical and cost-effective approaches to care that consider the uniqueness of individuals, families, communities and populations.

DEMSN Program Admission Requirements

All Applicants:

- Bachelor's degree in a discipline other than nursing conferred by a college or university accredited by an agency approved by the U.S. Department of Education
- GPA >3.0
- Prior completion of the following courses with a grade of "C" or better at the undergraduate or graduate level of education within seven years of entry to the DEMSN program:
 - Human Anatomy and Physiology (with a lab component)
 - Microbiology (with a lab component) o Chemistry or Biochemistry o Developmental Psychology
 - Abnormal Psychology
- Prior completion of an approved undergraduate or graduate-level inferential statistics course with a grade of "B" or better within 5 years of admission.

Non-U.S. Applicants: minimum TOEFL score of 550

Summary of DEMSN Curriculum

The DEMSN Program is delivered at Alverno's Milwaukee, WI location (5-semester sequence [accelerated] and 9-semester sequence) and Mesa, AZ location (5-semester sequence [accelerated] only). In Milwaukee, students are admitted to either the 5-semester sequence program or the 9-semester sequence program. Accordingly, students' progress through their program of study as presented in either the 5-semester sequence or 9-semester sequence version of the DEMSN curriculum. There is not a 9-semester program option in Mesa. Students may not move back and forth between the 5-semester sequence and 9-semester sequence programs. Students in the DEMSN program are generally expected to attend full-time. Dropping to part-time status requires permission from the Director of the DEMSN Program-Milwaukee location or the Director of the DEMSN Program-Mesa location, as appropriate. DEMSN students must take at least three semester credits (part-time status) to be eligible for financial aid; students must take six semester credits to be considered full-time.

DEMSN Program 5-Semester (Accelerated) Sequence* Curriculum

Semester 1

- MSN-600B Orientation to DEMSN Program (0 cr)
- BI-338C Physiological Mechanisms Disease (4 cr)
- N-500 Professional Nursing Practice Essentials (3 cr)

- N-518 Pharmacology I (1 cr)
- N-522 Ethics for Nurses (1 cr)
- N-524 Health Assessment: Nursing Theory and Practice (5 cr)
- N-546 Nursing Management of Aging Adults (2 cr)

Semester 2

- N-519 Pharmacology 2 (2 cr)
- N-526 Clinical Nursing Skills (1 cr)
- N-528 Theories of Holistic Nursing (4 cr)
- N-529 Clinical Nursing Practice 1 (4 cr)
- N-530 Nursing Inquiry: Evidence-Based Practice and Quality Improvement (2 cr)

Semester 3

- N-545 Nursing Management: Women & Children (3 cr)
- N-556 Nursing Management: Complex Clients (3 cr)
- N-557 Nursing in Complex Communities (3 cr)
- N-565 Clinical Nursing Practice II (3 cr)
- MSN-610 Nursing Leadership: Advocacy, Activism, Innovation, and Policy (3 cr)

Semester 4

- N-570 Clinical Nursing Practice III (6 cr)
- MSN-605 Advanced Physiology and Pathophysiology (3 cr)
- MSN-629 Advanced Nursing Roles and Interprofessional Teams (2 cr)
- MSN-631 Advanced health and Physical Assessment (3 cr)
- MSN-632 Advanced Nursing Theory I (3 cr)

Semester 5

- MSN-614 Nursing Research and Scholarship (3 cr)
- MSN-618 Population-Based Health (3 cr)
- MSN-770 Advanced Pharmacotherapeutics and Clinical Decision-Making (3 cr)
- MSN-775 Advanced Nursing Theory II (3 cr)
- MSN-776 Nursing Clinical Practice IV (4 cr)

*Updated Curriculum approved by faculty and adopted with progressive implementation beginning summer 2022: Semester 1 and Semester 2 courses first taught in summer 2022, Semester 3 courses first taught in fall 2022, Semester 4 courses first taught in spring 2023, and Semester 5 courses first taught in summer 2023.

DEMSN Program 9-Semester Sequence (Milwaukee location)**

Curriculum

Semester 1

- MSN-600B Orientation to DEMSN Program (0 cr)
- BI-338C Physiological Mechanisms Disease (4 cr)
- N-518 Pharmacology I (1 cr)
- N-522 Ethics for Nurses (1 cr)

Semester 2

- N-500 Professional Nursing Practice Essentials (3 cr)
- N-524 Health Assessment: Nursing Theory and Practice (5 cr)
- N-546 Nursing Management of Aging Adults (2 cr)

Semester 3

- N-519 Pharmacology 2 (2 cr)
- N-526 Clinical Nursing Skills (1 cr)
- N-528 Theories of Holistic Nursing (4 cr)
- N-529 Clinical Nursing Practice 1 (4 cr)

Semester 4

- N-530 Nursing Inquiry: Evidence-Based Practice and Quality Improvement (2 cr)
- N-545 Nursing Management: Women & Children (3 cr)
- N-556 Nursing Management: Complex Clients (3 cr)

Semester 5

- N-557 Nursing in Complex Communities (3 cr)
- N-565 Clinical Nursing Practice II (3 cr)
- MSN-610 Nursing Leadership: Advocacy, Activism, Innovation, and Policy (3 cr)

Semester 6

- N-570 Clinical Nursing Practice III (6 cr)
- MSN-632 Advanced Nursing Theory I (3 cr)

Semester 7

- MSN-605 Advanced Physiology and Pathophysiology (3 cr)
- MSN-629 Advanced Nursing Roles and Interprofessional Teams (2 cr)
- MSN-631 Advanced health and Physical Assessment (3 cr)

Semester 8

- MSN-614 Nursing Research and Scholarship (3 cr)
- MSN-618 Population-Based Health (3 cr)
- MSN-770 Advanced Pharmacotherapeutics and Clinical Decision-Making (3 cr)
- N-290 Non-credit Clinical Practice Refresher (0 cr)

Semester 9

- MSN-775 Advanced Nursing Theory II (3 cr)
- MSN-776 Nursing Clinical Practice IV (4 cr)

**Students first admitted to 9-semester sequence in spring 2023

DEMSN Course Descriptions

MSN-600B Orientation to DEMSN Program (0 credits)

Prerequisite: Admission into the DEMSN Program.

BI-338C Physiological Mechanisms Disease (4 credits)

Prerequisites: Admission to the DEMSN program. Current CPR Certification and all program health requirements met.

This course deals primarily with the physiological bases of illness and the treatments used. Starting from the principles of physiology, the student learns to understand disease in terms of the damage it causes to the body, the body's attempt to compensate, and methods used to help

the body compensate. The student uses and interprets the technical terminology associated with disease and its treatment.

N-290 Clinical Re-Entry (0-credits)

This 0-credit course is required for students who are returning to a clinical setting after a semester with no clinical nursing course. This course must be completed prior to the semester in which the student will return to a clinical setting. This course is also required for students with an interrupted program of studies.

N-500 Professional Nursing Practice Essentials (3 credits)

Prerequisites: Admission to the DEMSN program. Current CPR Certification and all program health requirements met.

This course introduces students to professional nursing practice, including nurse licensure levels, and provides foundational concepts through the ANA Scope and Standards of Practice, Code of Ethics for Nurses, Social Policy Statement, and the QSEN competencies. There is further emphasis on the nursing process and legal aspects of nursing. The concepts of holistic patient-centered care to promote health and wellness, disease prevention, and safety are explored from professional, personal, cultural, family and community, standpoints.

N-518 Pharmacology 1 (1 credit)

Prerequisites: Admission to the DEMSN program. Current CPR Certification and all program health requirements met.

This course addresses introductory concepts and principles of pharmacodynamics, pharmacokinetics, and pharmacotherapeutics. The emphasis is on the nurse's role in clinical applications of drug therapy and safety across the lifespan, including correct dosage calculations using the nursing process.

N-519 Pharmacology 2 (2 credits)

Prerequisites: BI-338C and N-518 completed.

This course builds on the concepts of N-518, highlights pharmacology application. The emphasis is on the nurse's role in safe clinical application of drug therapy related to body systems, chemotherapy and infectious disease across the lifespan, including correct dosage calculations.

N-522 Ethics for Nurses (1 credit)

Prerequisites: Admission to the DEMSN program. Current CPR Certification and all program health requirements met.

In this course, students will start with an examination of their own moral decision-making and then ethical models and frameworks will be introduced. Ethical decision-making processes will be discussed as they relate to advanced nursing practice and then applied to practice situations including informed consent and end-of-life issues. The role of ethics committees and consultations will be explored.

N-524 Health Assessment: Nursing Theory and Practice (5 credits)

Prerequisites: Admission to the DEMSN program. Current CPR Certification and all program health requirements met.

In this course, students learn to perform a health history, physical assessment, nursing skills, and patient safety. Learning strategies will include demonstrations in the classroom, skills lab, and clinical arena. Students are expected to practice in the Clinical Learning Center (CLC) outside of scheduled class time. Students will need to successfully validate safe skill technique before given the opportunity to perform

nursing care in a clinical setting. This course provides guided clinical experience correlated with theoretical content.

N-526 Clinical Nursing Skills (1 credit)

Prerequisites: N-528 completed or concurrent

In this course, students learn to demonstrate the application of the nursing process using professional psychomotor nursing skills and therapeutic communication while in a simulated environment. There is a focus on safety, timely/organized skills performance, interprofessional collaboration, and patient outcomes. This course focuses on introducing higher-level psychomotor nursing skills to complement the students' first hospital clinical. As students demonstrate successful validations, they will begin providing similar nursing care in the clinical environment with real patients.

N-528 Theories of Holistic Nursing (4 credits)

Prerequisites: BI-338C, N-500, N-518, N-522, N-524, and N-546 completed.

Drawing on prior learning, students will apply the nursing process to holistically examine health promotion and nursing care of individuals' responses to experiencing acute and chronic conditions. Course emphasis will be on using culturally congruent evidence-based practice in the care of individuals, families, communities, and populations. The concepts of a multidisciplinary approach and health promotion will be applied throughout the course.

N-529 Clinical Nursing Practice I (Practicum) (4 credits)

Prerequisites: N-519, N-526, and N-528 completed or concurrent.

In this course, students continue to refine nursing practice in an acute care setting managing multiple patients, working with minimal supervision, growing in independence and engaging in collaborative teams.

N-530 Nursing Inquiry, Evidence-Based Practice, and Quality Improvement (2 credits)

Prerequisites: N-500 completed; N-522 completed or concurrent.

In this course, learners build upon their prior knowledge of the scientific method and basic statistics to gain understanding about how research findings are combined with clinical expertise and patient values to deliver safe, high quality, cost-effective patient care. Concepts of nursing research, evidence-based nursing practice, and quality improvement and patient safety are emphasized.

N-545 Nursing Management: Women & Children (3 credits)

Prerequisites: N-519, N-526, N-528, and N-529 completed.

Students will apply the nursing process to holistically examine health promotion and nursing care of the childbearing and childrearing family. Principles of best evidence will be accurately applied in determining appropriate care of the childbearing and childrearing family during antepartum, intrapartum, post-partum, neonatal and pediatric care.

N-546 Nursing Management of Aging Adults D (2 credits)

Prerequisites: Admission to the DEMSN program. Current CPR Certification and all program health requirements met.

This course addresses health promotion, health protection, and disease prevention and treatment in older adult geriatric individuals and sub-populations. There is an emphasis on holistic person-directed nursing care of episodic and chronic health conditions, interprofessional

teamwork, and care at end-of-life. Students are expected to build upon prior knowledge gained from the sciences.

N-556 Nursing Management: Complex Clients (3 credits)

Prerequisites: N-519, N-526, N-528, and N-529 completed.

Building on previous nursing courses, students examine, apply and evaluate multiple factors related to nursing care of the complex patient population. Students will foster interdisciplinary collaboration and integrate evidence-based standards to promote well-being and population health.

N-557 Nursing in Complex Communities (3 credits)

Prerequisites: N-519, N-526, N-528, N-529 completed; N-530 completed or concurrent.

Building on previous coursework, theoretical concepts, and best practices, the student creates approaches to nursing care within complex patient populations and health situations in local, national, and global contexts. The student will be challenged to synthesize multiple factors associated with complexity, consider dynamic interrelationships, and design innovative strategies to care for diverse populations and cultures. In doing so, the student must consider available resources and constraints.

N-565 Clinical Nursing Practice II (3 credits)

Prerequisites: N-545 and N-557 completed or concurrent.

In simulated and community environments, the student integrates, applies, and evaluates advanced nursing science concepts in professional practice. Refining her clinical judgment abilities, the student crafts interventions appropriate to the unique needs of individuals, groups, or populations. The student generates and implements new and innovative strategies.

N-570 Clinical Nursing Practice III (6 credits)

Prerequisites: N-565 completed; MSN-610 completed or concurrent.

Students will continue to refine nursing practice in an acute care setting managing multiple patients, working with minimal supervision, growing in independence and engaging in collaborative teams.

MSN-605 Advanced Physiology and Pathophysiology (3 credits)

Prerequisites: N-556 and N-570 completed or concurrent.

Students use theory and research to explore the etiology, pathogenesis and clinical manifestations of common diseases for individuals across the lifespan including adult and older adult populations. Variations in physiological health and illness processes attributable to age, race, culture, ethnicity, gender, and socioeconomic status will also be considered. This course is the supporting foundation for advanced practice clinical decision making, diagnosing and managing a therapeutic approach across the lifespan. Prior knowledge of basic physiology and pathophysiology is required.

MSN-610 Nursing Leadership: Advocacy, Activism, Innovation, and Policy (3 cr)

Prerequisites: N-529 completed; N-530 completed or concurrent.

This course emphasizes personal leadership development in the context of ever-changing complex organizations and environments. The student critically examines current and emerging health issues at the local to global system level. Students will explore and integrate the many facets of leadership and the skill sets needed to facilitate change, including their roles within the professional organization to advance nursing and health

care. They will advocate for policies and strategies that maintain or improve health outcomes for diverse populations, especially considering organizational structures and the economics of health care.

MSN-614 Nursing Research and Scholarship (3 credits)

Prerequisites: N-530 completed; completed or taken concurrently. Concurrent enrollment in MSN 632P. Prerequisites beginning summer 2023: N-530 completed; MSN-629 and MSN-632 completed or concurrent.

In this course, students develop research skills to facilitate utilization of knowledge that promotes high-quality health care to clients, initiates change, and improves nursing education and advanced nursing practice. These skills include the ability to critically evaluate the appropriateness and usefulness of research, identify problems in practice settings and develop strategies to address them through the application of research findings or quality improvement processes, and relate study findings to practice outcomes. Ethical principles and practices in the conduct of nursing research with human subjects are explored.

MSN-618 Population-Based Health (3 credits)

Prerequisites: N-546, N-555, N-556, N-557, N-565, and MSN-605 completed. MSN-614 and MSN-631 completed or taken concurrently. Concurrent enrollment in MSN 632P. Prerequisites beginning summer 2023: MSN-605 and MSN-632 completed; MSN-629 completed or concurrent.

This course introduces students to health promotion fundamentals in advanced practice nursing. Basic epidemiological principles are discussed as they relate to population-based health. Local, national, and international health promotion goals are examined with emphasis on cultural competence, environmental principles, individual assessment and evidence-based practice. Students will continue to explore the concepts of inter-professional and patient-centered care as they relate to the leadership role of advanced nursing practice. Students will analyze and describe health information technologies and data sources that promote safe practice environments, patient safety, cost-effectiveness, and optimal population health outcomes.

MSN-629 Advanced Nursing Roles and Interprofessional Teams (2 credits)

Prerequisites fall 2022 and spring 2023 for 5th semester students: MSN-614, MSN-618, MSN-632, and MSN632P completed. Prerequisites beginning spring 2023 semester for 4th semester students: MSN-610 completed; MSN-632 completed or concurrent.

Students explore current and emerging roles of master's prepared nurses in various settings, including required competencies, scope of practice, and issues of specialization. Students examine the evolving theoretical foundations of the nursing profession through the exploration of nursing and related disciplines' theories. They will learn to analyze, critique, and evaluate various theories to determine their utility to guide their advanced nursing practice and education in select populations. Nurses engaged in advanced nursing practice use multiple theories in their work with individuals, families, communities and organizations. This course provides a solid grounding in theoretical analysis to a variety of MSN nursing roles.

MSN 631 Advanced Health and Physical Assessment (3 credits)

Prerequisites: N-546, N-555, N-556, N-557, N-565, and MSN-605 completed. MSN-614, MSN-618, and MSN632, and MSN-632P completed or taken concurrently. Prerequisites beginning spring 2023: N-545 and N-556 completed; MSN-605 completed or concurrent.

In this course, students examine and apply advanced health and physical assessment techniques and theories in the collaborative care

of culturally diverse individuals, families, and communities with an emphasis on adult gerontology populations. Students advance their understanding of differential diagnoses to identify physical and/or psychological illness findings suggesting current and possible pathology given lifestyle practices and health seeking behavior of clients, families, and communities. Prior knowledge and experience of basic health and physical assessment techniques are required.

MSN-632 Advanced Nursing Theory I (3 credits)

Prerequisites: N-545, N-556, N-557, and MSN-610 completed. In this course, students apply their knowledge of general nursing principles to individuals and or groups with acute or exacerbation of chronic conditions while taking into account the influence of health disparities on health outcomes among vulnerable populations in the United States at the local, national, and international levels.

This course will help students continue to develop the concept of vulnerability and apply vulnerability framework, which will cover social, individual, and systematic influences on health and vulnerability. Students will continue to explore the concepts of interprofessionalism and patient centered care as they relate to the leadership role of the MSN-prepared nurse.

MSN-770 Advanced Pharmacotherapeutics and Clinical Decision-Making (3 credits)

Prerequisites beginning summer 2023: MSN-605 and MSN-631 completed or concurrent.

Students examine and apply principles of advanced pharmacology in the management of clients across the lifespan with an emphasis on the adult-gerontology population. The course emphasizes pharmacokinetics and pharmacotherapeutics of major drug classifications, and current clinical drug research. Students evaluate ethnopharmacological research studies to discern clinical applications with individuals from racially and ethnically diverse backgrounds.

MSN-775 Advanced Nursing Theory II (3 credits)

Prerequisites beginning summer 2023: MSN-632 completed; MSN-629 completed or concurrent.

In both classroom and clinical settings, students grow in understanding of specialized concepts such as: integrating patient care technology to deliver and enhance care including participation in research processes, and communication technologies. Understanding of the roles of boards and committees in making decisions that affect positive patient outcomes is emphasized. Working in project management teams, students address an actual problem identified by a clinical leader in a health care setting under the guidance of a site preceptor and a faculty member. The team will move the project through to completion and presentation of findings in their clinical setting and to the class.

MSN-776 Nursing Clinical Practice IV (4 credits)

Prerequisites beginning summer 2023: N-570 and MSN-631 completed; MSN-775 completed or concurrent.

Students will apply knowledge and skills at the advanced level during situated experiential learning opportunities. Focus will be on managing multiple complex patients in the acute care setting with minimal supervision. Holistic care of diverse and vulnerable complex patients will be emphasized.

Public Health Specialization and Course Descriptions

Beginning fall 2022, DEMSN student have the option of completing their DEMSN program with an additional master's-level, 9-credit specialization

in Public Health. Through this specialization, students will broaden and deepen their ability to analyze societal and environmental factors that impact the health of populations, use public health frameworks to analyze public health issues, and evaluate health policies to address health and health care disparities and inequities.

- PHTH-611 Health Policy & Advocacy (2 cr)
- PHTH-612 Global Health Contemporary Issues (4 cr)
- DNP-810 Epidemiology & Biostatistics (3 cr)

Graduate Nursing Policies and Procedures

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 APRN 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 course
The 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 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 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.

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 (MSN-600b [DEMSN], MSN-600 [APRN MSN degree program], MSN-600a [post-MSN APRN certificate program]).
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 MSN-600, MSN600A, MSN 600B, or DNP-800, as appropriate.
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 (Milwaukee and Mesa Locations) 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 MSN-600, MSN-600A, and MSN-600B 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. 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. Explicit requirements for Mesa students are communicated in writing during their MSN600B orientation course and must be followed accordingly.

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). Explicit requirements for Mesa students are communicated in writing during their MSN-600B orientation course and must be followed accordingly.
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 (MSN-600, MSN-600B, MSN-600B, or 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. *Note: DEMSN students do not self-register; however, they should be aware that registration deadlines still apply.

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.

DEMSN and advanced practice MSN program 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 [APRN students]).

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.

Center for Clinical Education (CCE)

There is a Center for Clinical Education (CCE) located at the Alverno JMSNHP Milwaukee and Mesa locations. In Milwaukee, the CCE is composed of the Clinical Learning Center (CLC) and Clinical Simulation Center (CSC); the CCE in Mesa also includes clinical skills and simulation learning spaces. The CCE in both locations houses the equipment and resources needed to teach, practice, and learn clinical nursing therapeutic interventions. Clinical sessions, simulated clinical assessments, psychomotor skill rehearsals, and physical assessment practice sessions may be conducted in the CCE. Because two BSN programs and the DEMSN program are offered in Milwaukee, there is also a designated Skills Practice Room (AX-210) on the Milwaukee campus used for clinical skills teaching assistant-guided skills practice. Practice room availability is based on a first come, first-serve basis, meaning that practice time cannot be reserved by a student. CCE hours are posted outside the entrance to the CCE and may vary based on student need. Likewise, Skills Practice Room hours are posted outside the entrance to AX-210; the hours are variable and based on student need and the availability of clinical teaching assistants. **DEMSN students at the Mesa location** are referred to the *Student Center for Clinical Education and Simulations Handbook for Labs and Simulations* for Mesa-specific policy and procedures. The handbook is provided during the Student Success Residency orientation to the lab.

POLICY: DEMSN students enrolled in clinical courses with skills validation assignments will:

- schedule an appointment for each clinical skill validation assignment, using the established CLC scheduling process.
- sufficiently practice the assigned clinical skills in the CLC, prior to the day of their scheduled validation appointments.
- present to their validation appointments on-time. A missed skills validation appointment will be reported to the student's clinical faculty and constitute an absence from the clinical course.
- demonstrate the assigned clinical skill within the allotted timeframe to successfully complete the validation. The allotted timeframe will be identified on clinical skills validation forms; students should be cognizant of these time limits when they practice.
- demonstrate and/or verbalize, as appropriate, ALL of the **key criteria** to successfully complete the validation. The key criteria for each clinical skill will be identified by bold font on the skills validation forms; students should critically attend to these criteria as they practice.

Examples of student skills performance behaviors always resulting in an unsuccessful clinical skill competence validation attempt:

- *Student is not well-practiced*, as determined by the CLC monitor. In this case, the validation process may be stopped by the CLC monitor, who will kindly inform the student that they have not practiced sufficient to demonstrate competence and be validated in the skill.
- *Break in sterile field*: In this case, the validation process may be stopped by the CLC monitor.
- *Medication administration error* (e.g., proper patient identifier checks not completed, incorrect amount of tablets/capsules/solution etc., identified for a PO dose, incorrect dose of insulin drawn, incorrect drip rate calculation, etc.): In this case, the validation process may be stopped by the CLC monitor. Students should note that they will not be allowed to correct a dose error (e.g., redraw an insulin dose) within a given validation attempt as the means to successfully complete a validation.
- *Clinical skill not completed in the allotted timeframe*
- *All key criteria are not met*
- *Any student action or lack thereof that jeopardizes patient safety*

Responses to an unsuccessful skill validation attempt:

- The CLC monitor will kindly communicate the need for more practice to the student.
- The student will use the established process to schedule another skill validation appointment on a date no less than one week from the unsuccessful attempt.
- The student will practice in the CLC, sufficient to demonstrate successful completion of the skill validation on the next attempt, seeking the assistance of a CLC monitor for guided practice if necessary.
- Consequences for a second (or more) unsuccessful skills validation attempt are specific to each clinical practicum course and explicated in the relative course syllabi.

Others in the CCE: The CCE is available for Alverno College Nursing Student use ONLY. It is not available for students of other disciplines or children. Children who are not part of a validation demonstration or simulation are not allowed in the CCE at any time. Student parents will need to make childcare arrangements when working and/or practicing in the CCE or the Skills Practice Room (AX-210).

Use of equipment outside of the CCE: Supplies (such as otoscopes and laryngoscopes) and computers are available in the CCE. All equipment is to be used in the CCE and only in the CCE, unless the CCE Manager has given the student specific permission to remove it. All equipment removed from the CCE must be "signed out" and "signed in upon return" by the student under the direct supervision of the CCE Manager or designee.

Students are expected to demonstrate safe and professional behavior at all times, especially when participating in performance demonstrations and psychomotor skill validations.

Students are expected to be prompt when appointments are made for required demonstrations and/or practice sessions. Further description of expectations, resources, and guidelines for behaviors are provided to students in selected courses. Food and beverages are not allowed in the CCE on either campus without expressed permission of the CCE Manager.

PROCEDURE:

If the student's course involves the validation of psychomotor skills (i.e., criterion-referenced assessment of student performance) by the CCE staff, this is the procedure:

1. **Sign Up for Skills Validation and Cancellation:** Appointments for skill validations are to be scheduled through the online scheduling system. Students are expected to be well-practiced in advance of all skills validation appointments. A student may cancel an appointment; however, if the student cancels on the day of an appointment, they student must call the CCE directly. Student "no show/no cancellation" or "less than 12-hour notification of cancellation" will be reported to the relevant course faculty, who will apply the skills validation cancellation policy of their course. Students should be aware that a faculty may consider a cancelled or missed skills validation appointment as an absence in their course. In that case, JMSNHP and/or course absence policy may apply.
2. **Behavior Incident Form:** Unprofessional behavior exhibited by any student, as determined by CCE staff or faculty, will be reported to the relevant course faculty and the CCE Manager by way of the Behavior Incident Form. A copy will be placed in the student's file. Students are advised to refer to the Professional Behavior policy and procedures section of this Handbook as professional behavior violations can result in serious consequences for student progression in their program.

Change of Major (Advanced Practice Graduate Nursing Program Students Only)

POLICY: Advanced practice graduate nursing program students wishing to change their program of study must first meet with their faculty advisor to discuss their situation. Program change requests must be preapproved by the Chair of the program the student wishes to transfer into. All program admission requirements must be satisfied prior to Chair approval of a student's request for a change in their program of study. In part, student enrollment levels will be considered in determining whether a change request can be granted.

PROCEDURE:

1. Student makes an appointment and meets with their faculty advisor to discuss their desire to change their program of study.
2. The faculty advisor assists the student in ensuring whether all admission requirements specific to the desired new program have been met.
3. The student completes and submits a Change of Major Form (Appendix B), with the appropriate signatures (identified on form) to the Registrar's Office.

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
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.

PROCEDURE:

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 an Advanced Practice MSN-degree or post-MSN certificate program sequence may be taken at another institution of higher learning ONLY if 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. Courses required in the DEMSN program may NOT be taken at another institution of higher learning because all courses in the program are offered fall, spring, and summer semesters.

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 their advanced practice MSN degree or post-MSN certificate 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:
 - i. Does the course offer the same credit hours as the Alverno course?
 - ii. Does the course teach the same content and offer the same learning experiences?
 - iii. Is the course being offered at Alverno for the semester of the request?
 - iv. 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: Advanced Practice Nursing Programs Practicum Experience POLICY: Practicum Hours Requirements

All advanced practice MSN degree program students are required to complete at least 600 post-baccalaureate practicum hours in a nursing practice area of their choosing and that fills track-specific requirements. (Note: Students in the dual AGPCNP/AGACNP program must complete 1200 hours.) Practicum hours are conducted with preceptors in practice settings approved by the appropriate program Chair.

Clinical practica in the Alverno College advanced practice programs are designed so that students build and assimilate knowledge for advanced specialty practice. Practicum hours are distributed across three courses (in the dual track program, over 4 semesters). Practicum hours are defined and described according to professional practice standards for AG-CNS, AGACNP, AGPCNP, FNP, NNP and PMHNP definitions of direct and indirect advanced practice nursing interventions from the American Nurses Association (ANA).

Advanced practice program students who seek ANCC certification after graduation are responsible for ensuring that they meet all specialty standards and criteria as identified by the ANCC credentialing body (see ANCC website). Practicum hours may be accomplished through nursing care that is direct or indirect, but Alverno advanced practice nursing students must engage in and log nearly all of their required hours as direct patient care.

A maximum of 24 hours of indirect care may be counted toward meeting the student's total clinical hours requirement. "Direct care" refers to nursing care provided to individuals or families that is intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings including acute and critical care, long term care, home health, community-based settings, and educational settings (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007). "Indirect care" refers to nursing decisions, actions, or interventions that are provided through or on behalf of individuals, families, or groups. These decisions or interventions create the conditions under which nursing care or self-care may occur. Nurses might use administrative decisions, population or aggregate health planning, or policy development to affect health outcomes in this way. Nurses who function in administrative capacities are responsible for direct care provided by other nurses. Their administrative decisions create the conditions under which direct care is provided. Public health nurses organize care for populations or aggregates to create the conditions under which care and improved health outcomes are more likely. Health policies create broad scale conditions for delivery of nursing and health care (AACN, 2004, 2006; Suby, 2009; Upenieks et al., 2007; Essentials of Master's Education in Nursing, [AACN, 2011, p. 33]).

In the event that extreme circumstances limit the student's access to clinical preceptors and settings, such as worldwide pandemic, faculty may determine that a reduction in the number of practicum hours required to successfully complete a clinical course and/or advanced practice program is appropriate; however, such a reduction should not ever be taken by the student to mean they may "opt" out of clinical hours and choose to complete the lesser amount, despite the continued availability of their preceptor and clinical setting to students. It is expected that all students maximize the clinical learning opportunities available to complete 200 hours per practicum course (300 hours for dual AGPCNP/AGACNP students) and 600 total program hours (1200 hours

for dual AGPCNP/AGACNP students) as a patient-centered, professional responsibility. Lastly, students are reminded here that clinical practicum course outcomes cannot be achieved prior to the start of a course and that clinical hours cannot be “banked” for credit in a future course.

Choosing a Preceptor and Practicum Site

Advanced practice MSN degree and post-MSN program students are encouraged to identify potential practicum sites and qualified preceptors whenever possible and in accordance with health care system policy regarding APRN preceptorships. The preceptor(s) is knowledgeable in the area in which the student wishes to develop expertise and serves as a role model for the track specialty. The qualified preceptor must also be willing to precept and complete all necessary and required preceptor paperwork, including written student evaluations.

The JMSNHP clinical liaison is available to assist with finding appropriate preceptors, but it may be to the student’s advantage to seek out qualified preceptors and settings as a means to ensuring a practicum schedule that best fits their personal schedule and limiting the need to travel long distances to clinical settings. All preceptors for advanced practice nursing program students must have, at a minimum, an:

- MSN or medical degree
- Unencumbered RN in WI
- Unencumbered prescriptive authority in WI
- National Board Certification in their practice specialty (APRNs only)

Students must comply with all requirements of the practicum site(s). Demonstration of the required practicum course outcomes must be achieved within the practicum setting. Students are encouraged to select a preceptor and practicum site outside of their current work/department/unit employment setting whenever possible. In the event that the student chooses a practicum site where employed, current employment and practicum hours must be clearly differentiated by the agency involved and the Graduate Nursing Admission and Advancement Committee. It is expected that the student’s 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. If a student has any question of learning activities that constitute appropriate advanced practice MSN program practicum hours, the student should consult the practicum course instructor and/or their program Chair. Practicum and capstone project hours may not run concurrent with the student’s work hours.

Alverno advanced practice MSN degree and post-MSN certificate students are responsible completing and submitting the Student Preceptor Request Form (see Appendix C). The Alverno College Clinical Liaison formalize the contractual agreement through the institution’s procedures for practicum placements. Review and approval of clinical placements and preceptors is the responsibility of the student’s program track Chair.

All preceptor requests must be filed with the Clinical Liaison by the Saturday of the 4th weekend of the current semester’s Weekend College in order for Alverno to secure an appropriate preceptor and meet agency deadlines for the next semester (spring or fall). Exact due dates are posted to the Preceptor ONG Moodle site. If preceptor request deadlines are not adhered to, students will be in jeopardy of not being able to enroll and participate in a clinical practicum course in the subsequent semester.

The student may not begin practicum hours until:

- the practicum site(s) and preceptor have been formally approved by the student’s program track Chair,
- a contract(s) between the practicum site(s) and Alverno College has been secured by the JMSNHP Clinical Liaison, and
- all prerequisites have been successfully completed, required documentation is submitted, and the student is registered for the practicum track course.

For continuing students, if circumstances preclude the completion of practicum hours in the usual semester timeframe, practicum hours may only be extended in accordance with the current “Incomplete” progress code policy of the College and only with willingness of the clinical course faculty and approval of the Director of Graduate Nursing Programs and the Dean of the JMSNHP.

Advanced practice MSN degree and post-MSN program students are reminded here that:

- 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.

PROCEDURE:

1. Prior to the start of the first semester of courses, the student should meet with their nursing faculty advisor to discuss the student’s plan of study and ANCC certification after graduation.
2. The student is expected to review practicum course outcomes and required practicum hours associated with the requisite advanced practice nursing track course at least one semester prior to taking that course. The nature of the every-other weekend college (WEC) curriculum and practicum site rules requires that arrangements for practicum hours be solidified whenever possible prior to the beginning of the semester in which the student plans to take the course.
3. The student completes the required Student Preceptor Request Form (Appendix C) by the Saturday of the fourth weekend of the current semester’s Weekend College (in order for Alverno to secure an appropriate preceptor for the next semester (spring or fall)). The student submits the form to the JMSNHP Clinical Liaison, who formalizes the necessary contractual agreement(s) in accordance with agency procedures for practicum placement. **All preceptor requests must be submitted to the Preceptor ONG Moodle course by the due date. The maximum number of preceptors allowed each semester is two (2) preceptors.** The JMSNHP Clinical Liaison is available to assist students in securing a preceptor for any given semester if they need assistance. The JMSNHP makes no guarantees about the distance a student may have to travel/commute to work with an assigned preceptor. If a student refuses a preceptor assigned by the JMSNHP, the student assumes full responsibility for securing a preceptor that can be qualified by their program Chair.
4. Alverno’s Nursing Clinical Liaison will secure the necessary contract and agency approvals.
5. The appropriate track program Chair is responsible to review and determine the appropriateness of all potential clinical settings and preceptors.
6. The student will be informed when all preceptorship arrangements have been approved.
7. Once the course begins, the student may start working toward practicum hours with their approved preceptor.

8. Course outcomes must be achieved between the formal course start and end dates, which are determined by the Registrar and posted in IOL.
9. **The student may not begin the practicum hours prior to the course start date.**
10. The student is responsible for distributing and reviewing the preceptor documents to each preceptor at the first practicum experience so both the student and the preceptor are aware of responsibilities throughout the semester.
11. Creation of individualized practicum outcomes is a collaborative process involving the student, the preceptor, and the instructor. After reading the course's practicum description and course outcomes, the student will draft proposed outcomes to be consistent with the course outcomes description. The student should discuss these proposed outcomes with the faculty and preceptor and revise, as indicated. Final approval of the outcomes rests with the clinical faculty. Once the faculty has approved the proposed outcomes, the student shares the final copy with his/her preceptor. The student finalizes the APRN Program Practicum Goals Form (Appendix D) to document the outcomes no later than the first week of clinicals. When the APRN Program Practicum Goals Form is completed, one copy should be given to the preceptor, one to the course faculty, and one kept by the student.
12. The student is responsible for accurately logging all practicum hours and the nature of clinical activities in Typhon, the designated web-based logging system. Typhon documentation is limited to seven days; therefore, the student must complete documentation of clinical activities within 7 days of any given clinical experience or they will not be able to record the experiences or take credit for the clinical hours of the related clinical day. The student may not log clinical hours in Typhon for any given clinical practicum day prior to the completion of those hours (doing so constitutes falsification and is a form of academic misconduct). The student may not take credit for time out for lunch breaks (or other time away from patient care) when accounting for the total number of hours logged in any given day.
13. Required practicum hours and documentation is to be completed in accordance with clinical course policy found in the course syllabus and as directed by their course faculty. Typhon documentation will be reviewed by course faculty and the respective clinical hours will be approved if and only if all requirements (documentation/patient notes, recording of procedures, coding, etc.) have been met.
14. Eligibility to extend practicum hours beyond the semester (i.e., during holidays and over summers) can only occur in accordance with College policy regarding "Incomplete (I)" progress codes and is also dependent upon sufficient progress in meeting requirements during the usual semester timeframe, clinical faculty willingness, and Director and Dean approval. Extended clinical hours can only be granted in accordance with the College policy for "Incomplete" progress codes. The student is responsible for securing all required permissions.
15. If the student exceeds the requisite hours requirements for a particular track practicum course, the excess hours may not be "banked" for use in a future clinical course.
16. Safety, personal integrity, accountability and professionalism are absolute requirements for all practicum experiences. Unsafe practice, failure to demonstrate integrity and unprofessionalism at the practicum site are subject to review by the Graduate Nursing Admissions and Advancement Committee and could result in disciplinary action including dismissal from the advanced practice MSN degree or post-MSN certificate program.
17. Once the semester begins, no student may change a preceptor after the preceptor has been approved for the semester. In the event of unusual circumstances that necessitate a change, the course faculty must make that determination in collaboration with the track program Chair. The student must contact the course faculty and obtain direction. The student has the responsibility to work with the Clinical Liaison to ensure that all required documentation has been submitted so that it can be considered by program Chair for approval. The student must take no independent action on this matter. **Hours completed under the supervision of a preceptor that was not pre-approved will not be counted in the student's total clinical hours completed to meet course requirements.**

Practica: DEMSN Program Clinical Practicum Experience

POLICY: All DEMSN students are required to complete clinical practicum hours, which are incorporated into designated courses. Clinical hours in the Alverno College DEMSN program are designed so that students build upon and assimilate knowledge, skills, and attitudes essential for and inherent to professional nursing practice. Clinical faculty are assigned to each section of a clinical course. Depending on availability, the student may have an opportunity to complete a 1:1 internship rather than a group clinical experience in the final semester of their program. Clinical practicum sites and schedules are assigned by the Program Director and are always to be considered tentative, in part, because health care system partner agencies may open or close clinical practicum sites/days/shifts at any time (prior to or during any given semester).

Students are reminded here that registration deadlines for clinical courses are firm, such that they must ensure that there are no REGISTRATION HOLDS on their account as of July 1 for fall semester courses, December 1 for spring semester courses, and April 1 for summer semester courses. Students are directed to reach out to the Office of the Registrar, Student Development and Success, Advising, Financial Aid, and Student Accounts for assistance as needed.

PROCEDURE:

1. The student is expected to review clinical course outcomes and required clinical hours associated with each DEMSN course in their program.
2. The student may not begin the clinical hours prior to the course start date.
3. Clinical assignments are always to be considered tentative- before and during any given semester. The student should anticipate and plan for the possibility of a change in their clinical site/day/shift at any point in the semester.
4. No student may change a clinical section after the semester has begun unless the change was initiated by the program Director or health care system partner.
5. During the clinical experience, students must follow policies and procedures of the JMSNHP and the practice site. Should a conflict occur between these, the student must seek direction from their clinical faculty.
6. The student must ensure that there are not REGISTRATION HOLDS on their account as of July 1 for fall semester courses, December 1 for spring semester courses, and April 1 for summer semester courses (last dates to be registered for clinical courses for the subsequent semesters). Students are directed to reach out to the Office of the Registrar, Student Development and Success, Advising, Financial Aid, and Student Accounts for assistance as needed.
7. Safety, personal integrity, accountability and professionalism are absolute requirements for all clinical experiences. Unsafe practice,

failure to demonstrate integrity and unprofessionalism at the clinical site are subject to review by the GNAA and may result in disciplinary action including dismissal from the DEMSN program.

DEMSN Student Clinical Uniform and Equipment Requirements

POLICY: The official Alverno nursing uniform with the Alverno patch is required for clinical practice courses. DEMSN students are discouraged from purchasing items other than the approved and designated uniform pieces because they will not be allowed to be worn in the clinical setting and thus will result in unnecessary and added expense. For the safety of students and others, clinical uniforms, including shoes must be in clean and in good repair. **Students may not wear leggings in lieu of the required uniform pants.**

All uniforms, scrub jackets, and shirts must be purchased at Galls (see procedures section below for Milwaukee address) or Mesa area source designated by the DEMSN Program Director- Mesa location. An Alverno photo ID is to be worn with the uniform at all times in clinical settings. It is expected that students consistently maintain a professional appearance in the clinical setting that demonstrates respect for and facilitates the safety of clients, others, and self. This includes:

- A clean, pressed uniform or attire appropriate to the setting that is free of tobacco-smoke, pet-hair, and cologne scents. Pants should be hemmed so they do not touch the floor.
- Socks must be worn at all times; color should match either shoes or pants.
- Clinical shoes used **EXCLUSIVELY** for clinical practice. Clinical shoes are to be all white, black, or red and without decoration. "Croc type" shoes (without holes) may be worn. If the shoe requires shoelaces, they must match the shoes.
- Simple jewelry, including a maximum of one small post earring per ear, may be worn. No other facial or body jewelry is acceptable and may pose a danger in some environments.
- Light makeup is acceptable; fragrances are not.
- Meticulous personal hygiene and grooming
- Clean hair of a naturally occurring color, coiffed in a hairstyle that is neat and off the shoulders
- Clean shaven face: if present, beards must be clean and neatly trimmed
- Clean and trimmed fingernails without nail polish; artificial nail tips, acrylic nails, etc. are not allowed.
- Limiting visible body art.
- Refraining from gum chewing during clinical practice.
- Refraining from smoking while traveling to clinical settings and during clinical practice breaks. Third hand smoke poses a danger to our patients.

Students may be dismissed from the clinical environment for violations of the uniform policy. Absence from the clinical environment jeopardizes students' ability to successfully meet course outcomes and successfully complete the course.

Equipment required for clinical courses is identified in course syllabi. Students are required to furnish the basic medical equipment necessary for client care (e.g., stethoscope), which can be purchased through local medical supply stores or the A Store. Students are advised to clearly mark their personal medical equipment with their name.

PROCEDURE:

1. Student purchases the required Alverno College clinical nursing uniform from Galls, which is located at 500 East Oak St., Oak Creek, WI 53154. Galls' phone number is 414-762-7300. The Director of the DEMSN Program-Mesa location will designate a source for student purchase of their Alverno uniform in the Mesa area. No substitutions are permitted without prior permission from the DEMSN Program Director. Students may not wear leggings in lieu of the required uniform pants to clinical.
2. An optional long sleeve black tee shirt may be worn under the red Alverno clinical uniform top.
3. The Alverno patch must be worn with the clinical uniform during client care.
4. Pregnant students should consult with their clinical faculty regarding uniform requirements.
5. The students' Alverno photo ID is to be worn with the uniform at all times in clinical settings; the cost of the initial ID is covered in course fees.
6. Plunging necklines, spaghetti strap tops, short skirts or dresses, and exposure of the breasts, abdomen, and buttocks are not acceptable in professional contexts and must be avoided.
7. A single pair of earrings, not larger than a dime may be worn in the clinical setting; no other visible jewelry in the eyebrow, nose, lip, tongue, etc. is acceptable and must be avoided.
8. Tattoos must be covered when possible.

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 the 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 emails, 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 of 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 realworld examples from their practice experience to promote student learning and patient confidentiality absolutely must be protected.
- 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 or abandonment of care responsibilities or 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.

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:

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 E) 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:

1. A letter of reprimand that will be copied to the student's academic file
2. An assignment focused on professionalism in nursing
3. 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 course
The 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 Graduate Nursing Courses and Programs 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 F) and speaking (Appendix G) commensurate with graduatelevel education. In addition, students are expected to consistently apply the Alverno criteria for social interaction (Appendix H) 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 one or more of the following in any given course: NCLEX-style (DEMSN program) and APRN national board certification-style (APRN MSN degree and post-MSN certificate programs) objective assessments, medication calculation competency assessments, psychomotor skills validations, and criterionreferenced assessments of student performance.

NCLEX-style/APRN National Board Certification-Style Objective Assessments

NCLEX-style/APRN national board certification-style objective assessments are administered in the JMSNHP via computerized platforms; whenever possible, assessments are administered on campus rather than from/to a remote location. Objective assessments in online asynchronous courses are administered remotely with a remote proctoring service engaged. All objective assessments are to be completed independently by the student without the use of notes, books, or other resources, unless explicitly directed otherwise by the course faculty.

Students must achieve 80% of the total assessment points possible to successfully complete any given nursing course that includes objective NCLEX-style or APRN national board certification-style objective assessments. The 80% benchmark is a determinant of successful completion of all JMSNHP courses wherein NCLEX-style or APRN national board certification-style assessments are administered. Under no circumstances will assessment scores be rounded up to assist a student in achieving the 80% benchmark (e.g., 79.9% will not be rounded up to 80%). Missed assessment questions cannot be remediated for points. Likewise, at no time will extra credit be offered as an opportunity for students to earn back points for missed assessment questions to assist them in meeting or exceeding the 80% benchmark.

Except in extraordinary circumstances, all objective assessments must be completed in accordance with scheduled course due dates. Requests for extensions will be considered on a case-by-case basis and only granted in the event of extraordinary and unavoidable

circumstances, as determined by the course faculty. This means that no late objective assessment will be allowed or accepted without (a) student communication with the course faculty prior to a scheduled assessment and (b) documented faculty approval obtained by the student prior to a scheduled assessment. In the case of a missed objective assessment without prior faculty approval, the student will earn an assessment score of zero, which will be averaged with all other assessment scores when the student's overall progress toward achievement of the 80% benchmark is determined by the course faculty.

In the event that the student is granted the opportunity to make up a missed objective assessment, that make-up assessment may contain different questions than the original assessment but will assess the same learning outcomes. Make-up assessments in all JMSNHP courses are ONLY administered during the last week of classes. When granted the opportunity to make-up one or more assessments in one or more courses, without exception, the student is required to complete all of those make-up assessments during the last week of classes.

Medication Calculation Competency Assessments

Nurse competence in medication calculation is a critical element of safe nursing practice; therefore, medication calculation competency assessments are integrated throughout the DEMSN program curriculum and may be included in selected APRN MSN program courses. Students' medication calculation competence is assessed at a level commensurate with their level of progression in their program.

Medication calculation competency assessments may be included in didactic or clinical courses. In didactic courses, medication calculation questions may be included as elements of a broader NCLEX-style or APRN national board certification-style objective assessment. In DEMSN clinical practicum courses, medication calculation competency assessments serve as a key determinant (Major Criterion) of successful course completion, meaning that a student cannot successfully complete a clinical course without successfully completing the medication calculation competency assessment, regardless of their achievement of any other course assessments or benchmarks.

Medication calculation competency assessments administered in clinical courses are timed and involve multiple questions aimed at assessing the students' ability to complete medication calculations accurately and to demonstrate pharmacological and nursing knowledge essential to the safe administration of medication to patients. To successfully demonstrate the required level of medication calculation competence in a clinical course, DEMSN students must successfully complete an assigned medication calculation competency assessment by the course deadline. Medication calculation competency assessment due dates occur prior to the first day of scheduled direct patient care in any given clinical course. Students are referred to their course syllabus and/or course calendar, accordingly.

- Students are allowed a maximum of three attempts to successfully complete an assigned medication calculation competency assessment in any given clinical course.
- If unsuccessful on the first attempt, the student has the responsibility to coordinate their subsequent attempts with Cindy Verette, the DEMSN program clinical faculty leader.
- A remediation plan to support the student's successful completion of the medication calculation competency assessment is to be determined collaboratively by the clinical faculty leader and the student. Some elements of the remediation plan may be assigned to the student by the clinical faculty leader, who may require evidence

of completion prior to the student's second or third attempt of the assessment.

- A minimum of 24 hours delay between attempts is required.
- If after three attempts, the student has not yet successfully completed the medication calculation competency assessment, they will no longer be eligible to continue in the clinical course. In that case, the student is responsible for formally dropping the course through the Registrar's office.

Objective Assessment Environment Policy and Procedures:

All students are required to read, sign, and submit the JMSNHP Objective Assessment Environment Policy and Procedures Student Acknowledgment Form (Appendix I) as directed in any given course by their nursing faculty. Beginning spring 2023 all graduate students entering their program will submit this signed form as a requirement of their MSN Orientation course (MSN-600b [DEMSN program], MSN-600 [Advanced practice MSN degree programs], and MSN-600a [post-MSN advanced practice certificate program]). Students are expected to follow the policy and procedures therein. The JMSNHP Proctor Checklist (Appendix J) is aimed at assisting proctors in knowing and fulfilling their responsibilities relative to the administration of assessments in group settings and private rooms with video-monitoring in the Alverno College Assessment Center or elsewhere on campus as determined by the course faculty. Objective assessment policy and procedures of the JMSNHP apply in all assessment settings.

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 MSN Capstone Project (Advanced Practice MSN degree students only). 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. Unsuccessful progress codes in MSN 755 and MSN 760 are not considered in application of the two U = dismissal rule. 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.
8. GNAA considers the evidence presented and after careful consideration, determines whether the progress code will be upheld or overturned.
9. 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 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-ashole 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-ashole 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 Advanced Practice MSN 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 advanced practice MSN 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.

DEMSN program students returning to a clinical course, after one semester or more of not being enrolled and participating in a clinical practicum course must register for and successfully complete N 290: Clinical Re-entry prior to their return.

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 DEMSN 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.
 - c. Readmission granted with the following stipulations: (specifics listed) (APRN program only)
 - d. Readmission granted with requirement of registration for and successful completion of N-290 prior to re-entry (DEMSN program only).
 - e. Readmission granted with requirement of registration for successful completion of N-290 prior, and successful demonstration of knowledge, skills, and abilities (specifics listed) (DEMSN program only)
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.
7. DEMSN Students (only): N-290 must be completed prior to re-entry after each absence of one or more semesters. At a minimum, N-290 involves:
 - a. Engagement in a specified number of clinical skills practice hours completed on campus in the CLC. Clinical practice hours must be documented and submitted upon request of faculty.
 - b. Successful completion of skills validations in the areas of HEENT, respiratory, cardiac, neuro, musculoskeletal, and abdominal assessments, as directed.
 - c. Successful completion of clinical skills validations (CVC line dressing change, trach care, IV start, foley catheter insertion, straight catheterization with specimen collection, and/or wound care) as directed.
 - d. Successful validation in safe medication administration (oral; subcutaneous or IM injection; injectable medication reconstitution and IV push), as directed.
 - e. Successful completion of one on-campus clinical simulation appropriate to the area/level of the program to which the student is returning. At a minimum, simulations will always require accurate assessment of the patient's oral temperature, apical pulse, respiratory rate, and blood pressure. The student will be provided with the expected outcomes of the simulation in advance. The student is expected to come to the simulation prepared to demonstrate readiness for the course they expect to be enrolled in the semester of their reentry.

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.
 - c. Readmission granted with the following stipulations: (specifics listed) (APRN program only)
 - d. Readmission granted with requirement of registration for and successful completion of N-290 prior to re-entry (DEMSN program only).
 - e. Readmission granted with requirement of registration for successful completion of N-290 prior, and successful demonstration of knowledge, skills, and abilities (specifics listed) (DEMSN program only)
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.
8. DEMSN Students (only): N-290 must be completed prior to re-entry after each absence of one or more semesters. At a minimum, N-290 involves:
 - a. Engagement in a specified number of clinical skills practice hours completed on campus in the CLC. Clinical practice hours must be documented and submitted upon request of faculty.
 - b. Successful completion of skills validations in the areas of HEENT, respiratory, cardiac, neuro, musculoskeletal, and abdominal assessments, as directed.
 - c. Successful completion of clinical skills validations (CVC line dressing change, trach care, IV start, foley catheter insertion, straight catheterization with specimen collection, and/or wound care) as directed.

- d. Successful validation in safe medication administration (oral; subcutaneous or IM injection; injectable medication reconstitution and IV push), as directed.
- e. Successful completion of one on-campus clinical simulation appropriate to the area/level of the program to which the student is returning. At a minimum, simulations will always require accurate assessment of the patient's oral temperature, apical pulse, respiratory rate, and blood pressure. The student will be provided with the expected outcomes of the simulation in advance. The student is expected to come to the simulation prepared to demonstrate readiness for the course they expect to be enrolled in the semester of their reentry.

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 MSN Capstone project (as appropriate) 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 advance practice MSN 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 Graduate Nursing 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 *Graduate Nursing 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 Graduate Nursing 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 an MSN 600, MSN 600a, MSN 600b 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 an MSN 600, MSN 600a, MSN 600b assignment, as appropriate (Appendix I).

Skills Practice Requirements (DEMSN students only) POLICY & PROCEDURE

All DEMSN students enrolled in a clinical course are expected to practice health assessment and clinical skills in the CLC for a minimum of 2 hours per week, outside of their scheduled class/lab/clinical time.

- Each student will sign in and out of the lab in the Record of Student Health Assessment and Skills Practice located in the CLC entry, each time they engage in a skills practice session outside of scheduled class/lab/clinical time.
- Each student will maintain a Health Assessment and Clinical Skills Practice Log (HACSPL), recording each practice session in the CLC, and obtaining the signature of a CLC monitor as validation of their time spent practicing skills in the lab. An electronic form of the HACSPL will be provided to the student by clinical faculty for printing and maintenance. Each student will submit their HACSPL to their clinical faculty at mid-term and the end of each semester for review. Additionally, clinical faculty may ask the student to submit their HACSPL at any time.
- Students are encouraged to practice in groups of two or three, with one student demonstrating the skill and verbalizing what they are doing as they progress and at least one other student acting as a timekeeper, who also prompts and eventually evaluates their peer's progress, using the appropriate skills validation criteria.

In the nursing profession, the demonstration of mastery of a particular skills competency is not a "one and done." Rather, practicing nurses are expected to demonstrate competence in selected skills, at least annually even after 20+ years of practice and even in the fundamentals (i.e., point-of-care blood sugar testing). Students are encouraged to identify a peer group for practice and schedule a regular day and time each week for practice. Students should treat their practice time as they treat their scheduled clinicals- as non-negotiable, meaning that one always "attends and participates." Sufficient practice and demonstration of skills competence are the best way to ensure nursing students' skills-readiness for professional practice.

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 Chairs of the advanced practice MSN degree and post-MSN certificate programs, and the Director of the DEMSN program serve 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 advanced practice MSN degree and post-MSN certificate programs, and the DEMSN 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 Advanced Practice MSN Program Chair or the Director of the DEMSN program (as appropriate). 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 an MSN-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.
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 Advanced Practice MSN degree and post-master's certificate students are required to have and retain 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.

DEMSN Program: It is expected that students enrolled in the DEMSN 5-Semester (accelerated) Sequence are not employed during their program of study; rather, they should consider their coursework as their "job," given Vice President of Academic Affairs Dean, JoAnn McGrath School of Nursing and Health Professions Director of Graduate Nursing Programs Director of DEMSN Program-MKE Director of DEMSN Program-Mesa APRN Nursing Program Chairs Course Faculty Associate Dean, JoAnn McGrath School of Nursing and Health Professions GNAA and GNCC 86 the demands and the rigor of the program. The DEMSN 9-Semester Sequence a rigorous, full-time program of study albeit at a somewhat slower pace that may be helpful to students with personal responsibilities and obligations that would likely not support their successful completion of the program at an accelerated pace. Like their counterparts in the 5-Semester Sequence, students in the 9-Semester Sequence are encouraged not to work while enrolled in the program and should consider their coursework as their "job." Students in both DEMSN program sequences are to be aware that their course schedules will not be adjusted to accommodate their work (employment) schedules.

PROCEDURE:

Advanced Practice MSN degree and post-master's certificate students (only): In the event of a critical circumstance/unforeseen reason preventing the advanced practice MSN degree or post-MSN Certificate program student from maintaining employment for more than 60 days, the student must request a waiver from GNAA in writing. Requests will be considered on a case-by-case basis. The student will be notified of GNAA's decision, in writing, within 30 days of the Committee's receipt of their request.

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.

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 Graduate Nursing 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.

Appendix A

Clinical Requirements Completed via CastleBranch - MKE Only

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. *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.*

Frequency of Completion: Once, upon entry to the program in the JMSNHP

Background Information Disclosure Form (BID): Submit your completed BID Form, annually by August 1, January 1 or May 1, 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. *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.*

Frequency of Completion: 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. *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.*

Frequency of Completion: Once, upon entry to the 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. 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.

Frequency of Completion: Once, upon entry to the program in the JMSNHP

Health History and Physical Examination Form Annual Renewal (Pages 1-3; annual): 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. *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.*

Frequency of Completion: 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)

CPR Certification: 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. *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.*

Frequency of Completion: 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).

Influenza Vaccination (Annual): 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. **Requests** 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. *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.*

Frequency of Completion: Annually by October 15 of the current flu season

Tuberculosis (TB) - (baseline): 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. *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.*

Frequency of Completion: Once, upon entry to the program in the JMSNHP

Tuberculosis (TB) - (annual renewal): 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. *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.*

Frequency of Completion: 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).

COVID-19 Vaccination: 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. **Requests** 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. *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.*

Frequency of Completion: Full vaccination required upon entry to your program

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. *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.*

Frequency of Completion: 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.

Frequency of Completion: 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.

Frequency of Completion: 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. *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.*

Frequency of Completion: 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. *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.*

Frequency of Completion: Once, upon entry to the 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. 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.

Frequency of Completion: Once, upon entry to the 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. *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.*

Frequency of Completion: Once, upon entry to the 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. *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.*

Frequency of Completion: Once, upon entry to the 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 chicken pox 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. *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.*

Frequency of Completion: Once, upon entry to the 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.

Frequency of Completion: Once, upon entry to the program in the JMSNHP as directed; random as directed

Clinical Requirements Completed via CastleBranch - Mesa Location Only

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. *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.*

Frequency of Completion: Once, upon entry to the program in the JMSNHP

Arizona DPS Fingerprint clearance card: Submit your level 1 fingerprint clearance card issued by the Arizona Department of Public Safety. You will receive additional instructions in CastleBranch on how to apply, pay for, and obtain this card. Please do not attempt to obtain this prior to accessing CastleBranch as you will be receiving specific instructions on the application process. *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.*

Frequency of Completion: Once, upon entry to the program in the JMSNHP

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. *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.*

Frequency of Completion: Once, upon entry to the 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. 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.

Frequency of Completion: Once, upon entry to the program in the JMSNHP

Health History and Physical Examination Form Annual Renewal (Pages 1-3; annual): 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. *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.*

Frequency of Completion: 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)

CPR Certification: 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. *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.*

Frequency of Completion: 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).

Influenza Vaccination (Annual): 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. **Requests** 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. *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.*

Frequency of Completion: Annually by October 15 of the current flu season

Tuberculosis (TB) - (baseline): 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. *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.*

Frequency of Completion: Once, upon entry to the program in the JMSNHP

Tuberculosis (TB) - (annual renewal): 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. *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.*

Frequency of Completion: 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).

COVID-19 Vaccination: 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. **Requests** 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. *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.*

Frequency of Completion: Full vaccination required upon entry to your program

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. *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.*

Frequency of Completion: 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.

Frequency of Completion: 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.

Frequency of Completion: TBD

Appendix B

Change of Major/Track Form

Fillable electronic version located on Graduate Nursing Critical News Board-ONG Moodle)

Name:

ID #:

Transfer / Internal

Current Advanced Practice Nursing Program:

I wish to change to the following Advanced Nursing Program:

NOTE: Internal transfers must meet with their CURRENT Nursing Advisor AND the Chair of the Advanced Practice Nursing Program they want to transfer into before this form is completed and processed.

Change catalog year to:

Specific comments about this change:

Student Signature:

Current Advisor Signature:

Signature of the Chair of the Advanced Practice Program student is transferring into, indicating approval:

Signature of the Director of the Graduate Nursing Programs, indicating approval:

NEW Advisor Signature: as assigned by the Director of Graduate Nursing Programs:

General Directions:

The student is responsible for obtaining all required signatures and submitting this form to the academic administrative assistant in the Nursing Office on campus, who will forward the completed and signed form to:

- Academic Advising
- The Registrar's Office
- New Program Chair
- New Nursing Academic Advisor

1. A staff member from the Registrar's Office will email the student once the CHANGE OF MAJOR has been made and the graduation date is updated (if necessary).
2. The student should refer to the CURRENT Graduate Nursing Handbook: Policies and Procedures for the requirements of the program they are transferring into
3. The student must meet with their new advisor before registering for the next semester

Appendix C

Advanced Practice MSN Degree and Post-Master's Certificate Program Clinical Preceptor Request

- All students enrolled in the AGPCNP, AGACNP, FNP, CNS, NNP, and PMHNP tracks are required to complete 600 clinical hours in their programs, 576 of which must be achieved through the delivery of

supervised *direct* patient care; 200 hours are required in each of three required clinical practicum courses; up to 8 hours each semester (24 hours total) may be credited for non-direct patient care activities (e.g., completion of an advanced clinical procedures course, CEUs earned on-line or during a professional APRN conference, etc.) if approved in advance by the student's clinical faculty.

- Students enrolled in the duap AGPCNP/AGACNP track are required to complete 1200 clinical hours in their program, 1168 of which must be achieved through the delivery of supervised *direct* patient care; 300 hours are required in each of four required clinical practicum courses; up to 8 hours each semester (32 hours total) may be credited for non-direct patient care activities (e.g., completion of an advanced clinical procedures course, CEUs earned on-line or during a professional APRN conference, etc.) if approved in advance by the student's clinical faculty.
- All clinical practicum hours are completed under the supervision of an appropriately credentialed clinical preceptor, approved by the student's clinical practicum faculty or Program Chair.
- All clinical practicum student experiences are limited to the population served by the specialty of the student's current program of study (e.g., FNP students' clinical practica are limited to primary care)
- The preferred preceptor for all programs is an APRN working in the role commensurate with the student's program of study (i.e., CNS for a CNS program student, FNP for an FNP student, etc.). See the current *Graduate Nursing Handbook: Policies and Procedures* for details.
- Per the requirement of clinical agencies, Alverno faculty or staff designee(s) must coordinate and negotiate all student clinical placements. **Students may not negotiate their clinical placement with clinical agencies!** However, ALL students are encouraged to seek willing, appropriately credentialed preceptors and clinical practice settings for their clinical practicum courses and identify them on this preceptor request form. Alverno faculty will consider the student's request(s). If approved, Ms. Amanda Gilman, Clinical Liaison, will contact the preceptor and clinical agency to negotiate the student placement.
- Students' participation in the identification of willing preceptors is the best way to ensure that their practicum experiences align with their personal schedules and are located within their preferred travel limit.
- No student may begin clinical practicum hours without formal approval of their preceptor and setting by their clinical faculty or the Program Chair.

DIRECTIONS: Submit your completed preceptor request form for the upcoming semester to the Moodle MSN Preceptor ONG (ongoing) Course folder appropriate for your program by the due date identified in the current *Graduate Nursing Handbook, Policies and Procedures*.

If you have questions about the appropriateness of a particular preceptor or of practicum site, please contact your Program Chair.

If you would like to request a change of preceptor after your initial submission of this preceptor request form, please email our clinical liaison, Ms. Amanda Gilman at amanda.gilman@alverno.edu.

Clinical Preceptor Request Form

PLEASE NOTE:

- Early submission of this form is critical to securing an appropriate preceptor and meeting agency deadlines.

- Submission of this form does not guarantee approval of your requested preceptor
- You may not begin clinical practicum hours without the formal approval of your preceptor by your clinical course faculty.

Student Name:

Date:

Semester/year for preceptor requested:

Course#:

Program (circle one): MSN or Post-MSN Certificate

Track (circle one):

- Clinical Nurse Specialist (CNS)
- Family Nurse Practitioner (FNP)
- Psychiatric Mental Health NP (MHNP)
- Neonatal Nurse Practitioner (NNP)
- AG Primary Care NP (AGNP)
- AG Acute Care AP (ACNP)
- DUAL Primary/Acute Care NP (ADNP)

Home Address:

Phone #:

Email:

Current Employer:

PRECEPTOR #1 NAME:
Requested:

Hours

Credentials (AGPCNP, AGACNP, ANP, FNP, MD, DO, PA, etc.):

If requested preceptor is a PA, provide the name of their supervising MD:

Clinical Site Name and Address:

Clinical Affiliation (i.e., Ascension Health):

Preceptor email and phone #:

Type of population this preceptor sees on a daily basis:

Copy of CV/Resume attached: YES or NO If no, please X below

CV/Resume is already on file at Alverno

I will obtain a copy ASAP and email it to amanda.gillman@alverno.edu for faculty review

PRECEPTOR #2 NAME:
Requested:

Hours

Credentials (AGPCNP, AGACNP, ANP, FNP, MD, DO, PA, etc.):

If requested preceptor is a PA, provide the name of their supervising MD:

Clinical Site Name and Address:

Clinical Affiliation (i.e., Ascension Health):

Preceptor email and phone #:

Type of population this preceptor sees on a daily basis:

Copy of CV/Resume attached: YES or NO If no, please X below

CV/Resume is already on file at Alverno

___ I will obtain a copy ASAP and email it to amanda.gillman@alverno.edu for faculty review

___ I HAVE NOT IDENTIFIED A WILLING PRECEPTOR AND NEED HELP FINDING ONE

Preceptors (clinical affiliations) I have asked so far:

I am waiting for an answer from:

Appendix D

Advanced Practice Programs Practicum Goals Form

I, _____ agree to precept

(Preceptor's Name)

(*Student's Name)

during her/his practice hours during the (Fall/Spring) 20___ semesters.
(circle semester and enter year)

I am aware that this will entail 200 practice hours during which the student will engage in the

Application _____

Name of the Practice Site for these hours:

Name the Specific Unit or Specialty Area:

THE STUDENT AND I HAVE DEVELOPED THE FOLLOWING OUTCOMES FOR THE PRACTICUM:

1. Outcome:
2. Outcome:
3. Outcome:

I agree to provide a summative report at the conclusion of the semester **200 practicum hours**

Practicum hours about the student's performance in meeting the outcomes listed above.

(Preceptor Signature & Credentials)

(Preceptor Title)

(Date)

Preceptor Contact Information:

- Agency:
- Phone:
- Email:

(Student's Signature)

(Date)

*Student is responsible to secure Preceptor Curriculum Vita/Resume; submit with agreement form to faculty. CV/Resume will be kept in Preceptor files in the JoAnn McGrath School of Nursing & Health Professions.

Appendix E

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:

- Abide by the Professional Behavior policy as outlined in the *Undergraduate Nursing Handbook, Policies, and Procedures*. ____
- 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 HIPPA 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. ____
- 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 F

CRITERIA FOR EFFECTIVE WRITING (Adapted for Entering Graduate Students)

(Note: Each level incorporates the previous one(s).)

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

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)

- a. L1 Gives audience some sense of focus and purpose (What I am telling whom and why?)
- b. L2 Throughout the writing, provides and maintains a sense of focus and purpose
- c. L3 Takes responsibility for own ideas and distinguishes them from those of others
- d. L4 Clearly articulates relationships between ideas/concepts out of an academic framework/theory and those out of her own thinking
- e. **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 / Where appropriate: Shows awareness of historical precedent

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

- a. L1 Uses language that shows some awareness of appropriate style/tone and varied word choice
- b. L2 Uses language that shows general awareness of appropriate style/tone and varied word choice — avoiding vague, empty, and condescending expression
- c. L3 Uses language that shows consistent awareness of appropriate style/tone and varied word choice
- d. L4 Uses language that reflects a refined awareness of the audience
- e. **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 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)

- a. L1 Generally follows appropriate conventions
- b. L2 Consistently follows appropriate conventions
- c. L3 Applies appropriate conventions to the expression of complex relationships
- d. L4 Shows a refined sense of appropriate conventions
- e. **Graduate Level:** As a professional, meets 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)

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

- a. L1 Shows ability to use examples and/or evidence meaningful to audience
- b. L2 Supports most generalizations with examples and/or evidence meaningful to audience
- c. L3 Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence
- d. L4 Develops ideas with appropriate depth, variety, and sufficient interest to engage audience
- e. **Graduate Level:** As a professional, Explicitly acknowledges contradictory or conflicting evidence when relevant / Relates any of own relevant work that she/he has done

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

- a. L1 Articulates ideas accurately
- b. L2 Demonstrates appropriate application of designated or selected ideas
- c. L3 Identifies key elements that indicate understanding of frameworks/theories

- d. L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/ theories, validating them with substantiated thinking and appropriately using valid sources
- e. **Graduate Level:** As a professional, Effectively integrates academic frameworks/theories into the context of the profession / Thoughtfully challenges existing frameworks and/or approaches

7. SELF ASSESSMENT

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

- c. L4 Clearly articulates relationships between ideas/concepts out of an academic Framework/theory and those out of his/her own thinking
- d. **Graduate Level:** As a professional,
 - i. Shows explicit awareness of one's own ideas as claims rather than truths in the context of disciplinary/professional discourse.
 - ii. Where appropriate, shows awareness of historical precedent

- 3. **Connects with audience through VERBAL EXPRESSION** (word choice/ style/tone—reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to n opinion, and expectation of interest)
 - a. L1 Uses language that shows some awareness of appropriate word choice/style/tone
 - b. L2 Uses language that shows general awareness of appropriate word choice/style/tone— avoiding vague, empty, and condescending expression
 - c. L3 Uses language that consistently shows awareness of appropriate word choice/style/tone
 - d. L4 Uses language that reflects a refined awareness of the audience

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

- 4. **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)
 - a. L1 Speaks with some elements of effective delivery
 - b. L2 Speaks with most elements of effective delivery
 - c. L3 Speaks consistently with elements of effective delivery
 - d. L4 Speaks with a refined repertory of effective delivery techniques
 - e. **Graduate Level:** As a professional, meets the delivery requirements of a given discipline or profession

- 5. **Connects with audience through use of APPROPRIATE CONVENTIONS** (usage, pronunciation, and sentence structure)
 - a. L1 Generally follows appropriate conventions
 - b. L2 Consistently follows appropriate conventions

Appendix G

CRITERIA FOR EFFECTIVE SPEAKING/MEDIA (Adapted for Entering Graduate Students)

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

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

- a. L1 Gives audience some sense of focus and purpose (What am I telling whom and why?)
- b. L2 Gives audience full sense of purpose and focus, distinguishing his/her own thoughts from those of others
- L3 Takes responsibility for own ideas and distinguishes them from those of others.

- c. L3 Adapts appropriate conventions to the expression of complex relationships
 - d. L4 Shows a refined sense of appropriate conventions
 - e. **Graduate Level:** As a professional, meets the stylistic requirements of a given discipline or profession
6. **Connects with audience through PURPOSEFUL STRUCTURE** (sense of introduction/development/conclusion; focusing by main point make; major/minor connections)
- a. L1 Presents a message with recognizable introduction, development, and conclusion
 - b. L2 Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development
 - c. L3 Without digression from the focus of the speech, consistently articulates relationships between points of development
 - d. L4 Maintains a refined sense of structure in relation to an academic framework
 - e. **Graduate Level:** As a professional, maintains a refined sense of structure in relation to an academic framework integrated into that of a profession
7. **Connects with audience through SUPPORT FOR A POSITION/ DEVELOPMENT OF AN IDEA**
- a. L1 Shows ability to use examples and/or evidence meaningful to audience
 - b. L2 Supports most generalizations with examples and/or evidence meaningful to audience
 - c. L3 Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence
 - d. L4 Develops ideas with appropriate depth, variety and sufficient interest to engage audience
 - e. **Graduate Level:** As a professional, explicitly acknowledges contradictory or conflicting evidence
8. **Connects with audience through CREATION and USE OF MEDIA**
- a. L1 Incorporates a visual that is legible, understandable, and appropriate to topic and audience
 - b. L2 Computer-generates eye-appealing visuals, using them purposefully to enhance presentation
 - c. L3 Smoothly incorporates high-quality and diverse media whose messages reflect the core concepts of a presentation
 - d. L4 Incorporates professional-quality media within a specific context to aid in clarifying academic frameworks
 - e. **Graduate Level:** As a professional, meets expectations for media quality for a given profession
9. **Connects with audience through APPROPRIATE CONTENT** (criteria may be further contextualized by instructor in discipline)
- a. L1 Articulates ideas accurately
 - b. L2 Demonstrates appropriate application of designated or selected ideas
 - c. L3 Identifies key elements that indicate understanding of frameworks/theories
 - d. L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/ theories, validating them with substantial thinking and appropriately using valid sources
 - e. **Graduate Level:** As a professional,
 - i. Effectively integrates academic frameworks/theories into the context of the profession • Thoughtfully challenges existing frameworks and/or approaches
10. **SELF ASSESSMENT**
- a. L1 Shows awareness of a few strengths and weaknesses in a presentation, based on specifically designated criteria
 - b. L2 Shows some understanding of development in speaking ability, based on the same criteria
 - c. L3 Articulates, providing evidence, a realistic sense of performance in all criteria areas
 - d. L4 Shows a refined sense of strengths and weaknesses in all criteria areas Graduate Level: As a professional,
 - i. Shows a refined sense of one's own strengths and weaknesses in all criteria areas, particularly in professional contexts
 - ii. Identifies reasonable plans for improvement related to one's own areas of weakness
 - iii. Shows explicit awareness of the development of one's own understanding of one's own mental models

Appendix H

CRITERIA FOR EFFECTIVE SOCIAL INTERACTION

Group Facilitation Skills, Graduate Level Task Orientation & Interpersonal Models Combined Alverno College

1. **Shaping and Working with a Task**
 - a. Clearly defines a decision making process
 - b. Accurately verbalizes a representation of the problem
 - c. Clearly defines a problem identification process
2. **Using Task Oriented Behaviors Appropriate to the Task**
 - a. Effectively exhibits task oriented group behaviors such as leading, reinforcing, seeking information, etc.
 - b. Listens analytically and affectively, trying to understand a speaker's frame of reference
 - c. Provides appropriate information before, during and following meetings
 - d. Thoughtfully includes multiple viewpoints in a discussion
 - e. Effectively demonstrates planning and implementation strategies for decisions
 - f. Effectively uses strategies to explore a wide range of possibilities, thus avoiding 'group think'

- g. Thoughtfully utilizes group techniques to promote effective decision-making
 - h. Effectively demonstrates consensus building skills
 - i. Reflectively draws upon an understanding of power dynamics to effectively lead and participate in groups
 - j. Effectively uses conflict management strategies to create win-win results
3. **Using Interpersonal Behaviors Appropriate to a Situation**
- a. Effectively exhibits interpersonal behaviors such as using 'I' statements, verbalizing feelings, etc.
 - b. Uses effective repertoire of non-verbal body language to communicate positively
 - c. Effectively creates a physical environment conducive to the groups needs
 - d. Consistently behaves proactively
 - e. Consistently creates patterns of dialogue that are healthy for group participants
4. **Using Reflection for Personal Growth in Task Oriented and Interpersonal Behaviors**
- a. Thoughtfully uses feedback to others to improve group skills
 - b. Accurately self assesses own performance related to both task and interpersonal behaviors
 - c. Consistently views feedback as a means of strengthening relationships and/or accomplishing the task
 - d. Thoughtfully reflects on stages of group development to analyze impact of own and others' behavior
- 5. I understand that if my hair is down, I must display my ears for the proctor to see immediately prior to an assessment and subsequent to a bathroom break.
 - 6. I understand that earplugs are available upon request, and that it is not acceptable for me to bring and use my own earplugs during an assessment.
 - 7. I understand that if I wear loose or baggy clothing with pockets, I will be required to expose my pockets for the proctor to see that they are empty, immediately prior to an assessment and subsequent to a bathroom break.
 - 8. I understand that I am not allowed to wear a hooded top/shirt/sweatshirt/sweater/jacket during an assessment. If I am unable to take my hooded garment off, I understand that I will be asked to leave the assessment site and not allowed to proceed with my scheduled assessment; furthermore, I understand that no assessment will be rescheduled because I could not remove a hooded garment for an assessment.
 - 9. I understand that I will be required to display my lower arms/wrists for the proctor to see immediately prior to an assessment and subsequent to a bathroom break. I also understand I may be required to remove my shoes prior to an assessment and subsequent to a bathroom break if the proctor determines a need to determine whether I have concealed information that could be used to cheat on an assessment.
 - 10. I understand that I am not allowed to have personal belongings (e.g., books, pens, papers, keys, phones, smart watches, or other electronic devices, etc.) on my person or at a computer station, table, or desk, etc., at any time immediately prior to, during, or immediately after an assessment.
 - 11. I understand that immediately prior to an assessment, I must turn off all personal electronic devices (e.g., cell phone, electronic watches, iPads, Chromebooks, laptops, etc.) in view of the proctor; then, place all personal electronic devices in my backpack (if applicable) in view of the proctor; and then, place all personal electronic devices and backpack (if applicable) on a table at the front of the room, near or at the proctor's desk, or in an assigned locker, as instructed by the proctor.
 - 12. I understand that I will be provided a colored, blank paper and a writing utensil immediately prior to an assessment, and that I may not write on that paper before the assessment begins. Only after instructed to do so by the proctor, I will document my name and the date, course number (e.g., N-225, MSN-605, etc.), and computer station number on the paper. I will not otherwise write on the paper prior to the start of or after the assessment.
 - 13. I understand that I may not talk during an assessment except (a) in the case of a medical emergency or other urgent need or (b) unless I have ADA accommodations that allow for my talking aloud during assessments administered in a single private room, which have been pre-approved by Alverno College Accessibility Coordinator. I understand that I may verbalize or raise my hand to communicate medical emergencies or urgent needs.
 - 14. I understand that I may not communicate with anyone except the proctor immediately prior to, during, or immediately after the completion of an assessment.
 - 15. I understand that whether completing an assessment in a classroom, general room of the Alverno Assessment Center, or a single private room provided by the course faculty or the Assessment Center, I must write my questions for the proctor on the colored paper provided and then raise my hand to signal that I need assistance. The proctor will come to me.

Appendix I

Objective Assessment Environment Policy and Procedures Student Acknowledgement Form

DIRECTIONS: Please critically read your responsibilities below, which were developed using NCLEX/ national board certification standards. Then sign the form to indicate your agreement and submit it as directed.

Student Responsibilities:

- 1. I understand that I am required to arrive at the site of all assessments at least 10 minutes prior to the scheduled start time.
- 2. I understand that (unless I have ADA accommodations providing for otherwise, pre-approved by the Alverno Accessibility Coordinator) I am to use the bathroom immediately prior to entering the site of an assessment if needed. If I need to use the bathroom before the assessment is completed, I will notify the proctor. I understand that ATI allows for only one up-to-5-minute break during an assessment, which is initiated by clicking the PAUSE button.
- 3. I understand that I am required to have my technology access username and password memorized prior to an assessment. I understand that I will not be allowed to access an assessment without my memorized username and password and furthermore, that no assessment will be rescheduled because I was not prepared to access that assessment with my memorized username and password.
- 4. I understand that I must bring a photo ID, preferably my Alverno picture ID, to each assessment and that there can be no additional written attachments to my ID badge. I understand that I will not be allowed to access an assessment without my photo ID and furthermore, that no assessment will be rescheduled because I did not bring my photo ID to that assessment.

16. I understand that if I take an assessment in a single private room provided by the course faculty or the Alverno Assessment Center, I will be continuously observed by the proctor in person or via camera; if I take an assessment in a classroom or quiet general room on the Assessment Center, I will be continuously observed by a proctor.
17. I understand that I must not remove any assessment materials, documents, or other material with any assessment information from the assessment site after taking an assessment. Furthermore, I understand that immediately upon completion of an assessment and prior to leaving the assessment site, I must return the writing utensil and colored paper provided at the start of the assessment to the proctor with the required information (my name, and the date, course number, and computer station number) and any of my work added to it during the assessment.
18. I understand that I cannot give help to other students or receive help from any student during an assessment either verbally or nonverbally.
19. I understand that it would be wholly unethical of me to and that I must not share any information about any given assessment with any student subsequent to my completion of that assessment at any time, whether currently or previously enrolled in the respective course.
20. I have read and understand the JoAnn McGrath School of Nursing and Health Professions (JMSNHP) Academic Misconduct and Professional Behavior policies (located online via the Critical News Board and/or my program handbook) and I promise not to engage in any cheating activities, including but not limited to those scenarios explicitly identified in my course syllabi and JMSNHP policies.
21. I understand that IF in the event of a missed assessment, I am granted the opportunity to make up that missed assessment by my course faculty, the make-up assessment may contain different questions but will assess the same learning objectives as the missed assessment. In addition, I understand that (a) all make-up assessments are ONLY administered during the last week of classes and (b) if multiple make-up assessments, in one or more courses, have been granted by my course faculty, I will be required to complete any/all of those assessments during the last week of classes.
22. I understand that to protect the integrity of nursing assessments, my faculty may or may not review specific assessment questions with me that I personally answered incorrectly or review specific questions with my class that were commonly answered incorrectly. As appropriate, my faculty will identify and communicate error patterns evident in assessment question answers and/or identify or reiterate particular course topics that that need to be further studied by me or my class as a whole.
23. I understand that if I require a religious exemption or ADA accommodations for assessment-taking for a documented medical or accessibility need, it is my responsibility to (a) contact the Alverno College Student Accessibility Coordinator to obtain approval for those accommodations and (b) ensure that my course faculty is aware of any accommodation(s) approved by the Accessibility Coordinator

By signing this form:

- I agree to follow all policy and procedures communicated above; and
- I understand that my failure to follow all policy and procedures communicated above for any given assessment will result in my earning a zero score on that assessment and may result in the administration of an unsuccessful progress code (U) for the

respective course and/or dismissal from my program in the JMSNHP and Alverno College.

Student Signature _____

Date: _____ Print Name _____

Appendix J

OBJECTIVE ASSESSMENT PROCTOR CHECKLIST:

Student Name _____

Course/SemYR: _____

Faculty Name: _____ Assessment Site: _____

Private Room? (circle one): Yes No

Video Camera Engaged? (circle one): Yes No

ADA Accommodations verified by proctor? (circle one): Yes No N/A

Student arrived at the assessment site at least 10 minutes prior to the scheduled assessment? (circle one) Yes No

Student "check-in" completed by:

_____ Date _____

Assessment Start Time: _____ End Time: _____

Bathroom Break? (circle one): Yes No Time Out: _____ Time In: _____

Proctor Name: _____ **Proctor**

Signature: _____

DIRECTIONS: Please check the applicable boxes for each item on the checklist.

Student ID: #

The student's photo ID, preferably their Alverno picture ID, was visualized by the proctor to verify their identity prior to the assessment. #

The student presented without a photo ID and thus, was instructed to leave without completing the assessment, and was directed by the proctor to contact their course faculty (if the proctor was not the course faculty).

Username and Password: #

The student had their username and password memorized prior to the assessment and accessed their assessment accordingly. #

The student did not have their username and password memorized, was not allowed to bring it to the assessment site in a written format, was instructed to leave without completing the assessment, and was directed by the proctor to contact their course faculty (if the proctor was not the course faculty).

Ears: #

The student's hair was down, but their ears were visualized prior to the assessment and subsequent to any bathroom break to ensure that

they were clear of any device other than a hearing aid (Accommodation must be approved by the Alverno Accessibility Coordinator). #

___ The student's hair was not down and their ears were visualized prior to the assessment and subsequent to any bathroom break to ensure that they were clear of any device other than a hearing aid (Accommodation must be approved by the Alverno Accessibility Coordinator).

Ear Plugs: #

___ Ear plugs were requested and provided; the student was not allowed to use their own earplugs. #

___ Ear plugs were not requested; the student was not allowed to use their own earplugs.

Loose/Baggy Clothing with Pockets: #

___ The student presented for the assessment wearing loose or baggy clothing with pockets, which were exposed by the student and observed by the proctor to ensure that they were empty, immediately prior to the assessment and subsequent to any bathroom break. #

___ The student did not present for the assessment wearing loose or baggy clothing with pockets.

Hooded Garments: #

___ The student presented wearing a hooded garment that they were unable to remove and consequently, was asked to leave, not allowed to take the assessment, and directed to contact their faculty (if the proctor was not the course faculty). #

___ The student did not present with a hooded garment.

Exposure of Lower Arms/Wrists/Shoes: #

___ The student exposed their lower arms/wrists, which were observed by the proctor immediately prior to and subsequent to any bathroom break. #

___ IF requested by the proctor, the student removed their shoes to demonstrate that no information was concealed in their shoes that could be used to cheat on the assessment, immediately prior to and subsequent to any bathroom break.

Personal Electronic Devices (e.g., cell phones, electronic watches, iPADS, Chromebooks, or other): #

___ The student turned off all personal electronic devices in view of the proctor #

___ The student stowed all personal electronic devices (power off) in their backpack (if applicable) in view of the proctor #

___ The student placed all personal electronic devices (power off) on a table at the front of the room, near or at the proctor's desk, or in an assigned locker, as instructed by the proctor.

Personal Belongings (other than electronic devices): #

___ The student did not have any have personal belongings (e.g., books, pens, papers, keys, phones, smart watches, or other electronic devices, etc.) on their person or at their computer station, table, or desk, etc., at any time immediately prior to, during, or immediately after an assessment.

Scratch Paper/Other Materials: #

___ The student was provided a blank, colored paper and a writing utensil immediately prior to the assessment #

___ The student documented their name, date, course number (e.g., N-225, MSN-605, etc.), and computer station number on the colored paper provided, only after and at the direction of the preceptor, immediately prior to the assessment #

___ The student returned the paper and writing utensil to the proctor with the required information (name, date, course number, and computer station number) and any of their work added to it during the assessment, immediately upon completion of the assessment. #

___ The student did not remove any assessment materials, documents, or any other material containing assessment information from the assessment site during a bathroom break or upon completion of the assessment.

Observation and Communication: #

___ The student was/was not (circle one) provided a single, private room in which to complete the assessment, in accordance with documented ADA Accommodations approved by the Alverno Accessibility Coordinator and was continuously observed by the proctor in person or by video monitoring. #

___ The student completed the assessment in a quiet classroom or quiet general assessment room in the Assessment Center and was continuously observed by the proctor. No persons were talking in the classroom/assessment room while the student's assessment was underway. #

___ The student did not communicate with anyone, other than the proctor, immediately prior to, during, or immediately upon completion of the assessment. #

___ The student appropriately raised their hand to communicate that they had a question or to indicate that they had completed the assessment and waited for the proctor to respond. #

___ The student communicated with a peer or person other than the proctor immediately prior to, during, or immediately upon completion of the assessment, despite NOT having documented ADA Accommodations to do otherwise, pre-approved by the Alverno Accessibility Coordinator: #

With whom? _____ #

Under what circumstance (emergency, urgent need, other) Please explain: _____

Additional Proctor Responsibilities: #

After the assessment, please scan the colored paper, email it to the course faculty, and then shred it. # After the assessment, please scan the completed Proctor Checklist, email it to the course faculty, and then shred it.

Appendix K

Health Insurance Coverage Form

I understand that it is strongly recommended that graduate nursing students 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 Office of Student Development and Success).

PRINT YOUR NAME

STUDENT SIGNATURE
DATE

Appendix L

PERMISSION FORM Nursing Program of Studies

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: _____