THE UNIVERSITY OF SCRANTON

DEPARTMENT OF NURSING

GRADUATE STUDENT HANDBOOK

2021-2022 Academic Year

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WELCOME

The purpose of this handbook is to provide you with guidelines for policies, procedures and core information that will be needed while you are enrolled as a graduate student in the Department of Nursing at The University of Scranton, this includes both master of science in nursing (MSN) and post-graduate APRN certificate students. These policies and procedures are the basis for decision-making regarding student matters.

Every graduate nursing student, including master's and post-master's APRN certificate students, are responsible for adhering to the policies and procedures contained in the Department of Nursing **GRADUATE STUDENT HANDBOOK.** Upon admission to the program, the graduate student is expected to read and review all policies. In addition, a copy of the Confidentiality Policy, Professional Nursing Behaviors Policy, and Verification of Receipt of the Graduate Student Handbook must be signed and returned to the administrative assistant. Should you have any questions regarding these policies, please see the Director of the Graduate Nursing Program, Dr. Mary Jane Hanson.

General policies in this handbook apply to all graduate nursing students, including master's and post-master's APRN certificate students. In addition, included are some policies that are specific to certain tracks, these policies are clearly labeled as such. Students are also governed by the policies at the agencies where they receive their clinical education.

PREAMBLE TO THE POLICIES OF THE
DEPARTMENT OF NURSING GRADUATE PROGRAM

The educational policies and policies governing admission, advisement and counseling of students can be found in *The University of Scranton Graduate Studies Catalog.* The policies in this handbook apply to students in the Department of Nursing and were approved by the Dean of the Panuska College of Professional Studies.

IMPORTANT PHONE NUMBERS AT A GLANCE

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    Campus Ministry 941-7419

    Career Services 941-7640

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    Counseling Center...941-7620

    Financial Aid Office 941-7700

    Handicap Coordination...941-7580

    Royal Card (University ID System) 941-6181

    Learning Resources Center..941-4038

    Library 941-7451

    Parking/Security 941-7888

    Security – Emergencies..941-7777

    Student Health Center...941-7667

    Wellness Center..941-4253

    Weather information Line 941-5999

Mission Statement

The Mission of the Department of Nursing at The University of Scranton is to prepare nurses at the baccalaureate, masters, and doctoral levels, who are grounded in the Catholic and Jesuit tradition, and committed to excellence in practice for the 21st century. Our graduates have the knowledge and competencies to deliver high-quality, evidence-based, holistic person-centered care.

Philosophy

The Department of Nursing is an integral part of the J. A. Panuska College of Professional Studies of The University of Scranton and reflects the heritage, mission, values, and goals of the University and of the College.

The philosophy of the Department of Nursing is based on a holistic view of the person who has inherent worth, dignity, and human rights. The individual is recognized as a total entity, with consideration given to the interdependent functioning of the physiological, psychological, cognitive, social, cultural, and spiritual domains. Every person is unique and demands the respect of free choice. The person is in constant interaction with a changing environment. The integrity of an individual's potential for growth is maintained and supported.

Each person has the right and responsibility to determine and participate in decisions affecting health and deserves access to health care. Health is viewed on a continuum, as a dynamic state of physiological, psychological, sociocultural, and developmental adaptation. One's state of health is influenced by genetic endowment, sociocultural background, environmental forces, and lifestyle. The primary responsibility for health lies with the individual, and secondarily with the family and community.

The professional nurse accepts responsibility and accountability for the practice of nursing based upon sound clinical judgment. Nurses collaborate with members of the interprofessional healthcare team to promote optimal health. The professional nurse responds to the changing needs of individuals, families, communities, and populations within society. Professional nurses are guided by ethical principles, legal regulations, and standards of practice; and use clinical judgment to provide high quality, safe, and competent care. The professional nurse uses knowledge of the research process and evidence to advance nursing practice. Grounded in faith, evidence-based practice, and clinical expertise, our graduates are prepared to advocate for individuals, families, communities, and populations; and to provide leadership in the delivery of safe, comprehensive, person-centered care.

Learning involves a dynamic interaction between students and faculty. Self-directed learning is expected. The faculty guides, instructs, and facilitates student learning by encouraging development of intellectual curiosity, stimulating self-direction, and enhancing involvement both in professional activities and service to society. Faculty members serve as role models for the students as educators, leaders, researchers, clinicians, and advocates.

Purpose of the Bachelor of Science in Nursing (BSN) Program

The purpose of the baccalaureate program is to prepare professional nurses, who as generalists, possess clinical competence to function in a variety of settings. Patient-centered care, quality and safety, collaboration and teamwork, the use of evidence-based practice, informatics, and ethics are emphasized. The program prepares graduates to deliver holistic nursing care to individuals, families, communities, and populations, and to participate in the advancement of the nursing profession.

Purpose of the Master of Science in Nursing (MSN) Program

The master's program is designed to prepare nurses for current and emerging roles in health care delivery, who are equipped with advanced nursing knowledge for improving health outcomes. The program prepares graduates with the competencies to engage in higher level nursing practice and leadership in a variety of roles and settings.

Purpose of the Doctor of Nursing Practice (DNP) Program

The DNP program is designed to prepare graduates for independent practice in advanced nursing practice specialties. The DNP graduate will possess enhanced organizational and leadership skills in health care delivery, expertise in the application of evidence-based practice to improve patient and health care outcomes, and the ability to lead inter-professional teams.

Baccalaureate of Science in Nursing (BSN) Program Outcomes

Upon completion of the baccalaureate program the graduate is prepared to:

1. Integrate a personal philosophy into nursing practice and service to others, based on the uniqueness, worth, dignity, and diversity of human beings.

2. Synthesize concepts of leadership, quality improvement, and safety in the provision of evidence-based, person-centered care

3. Assess, plan, implement, and evaluate professional nursing practice through the integration of scientific evidence and the application of clinical judgement.

4. Utilize informatics and other patient care technologies to inform, improve, and create an environment for safe and effective delivery of quality nursing care.

5. Advocate for patient's rights using an understanding of healthcare systems, regulation policies, and scope of practice.

6. Apply interprofessional communication and collaboration to deliver safe, evidence-based, person-centered care.

7. Synthesize evidence to promote health and prevent disease in individuals, families, communities, and populations across the lifespan.

8. Demonstrate responsible and accountable behavior that reflects standards of professional nursing practice.

9. Engage in critical thinking, ethical reasoning, and lifelong learning to support excellence in professional nursing practice.

Master of Science in Nursing (MSN) Program Outcomes

Upon completion of the master's program the graduate is prepared to:

1.   Integrate knowledge from nursing and other disciplines to provide evidence-based care to diverse populations at an advanced practice level.

2.   Apply leadership skills that emphasize ethical principles and critical decision making to promote quality and safety in master's level nursing practice.

3.   Articulate the process of quality improvement and apply quality and safety principles within an organization.

4.   Incorporate research evidence within the clinical setting to resolve practice problems and disseminate results.

5.   Utilize informatics and patient-care technologies to deliver nursing care at an advanced practice level.

6.   Employ advocacy strategies to promote health and improve health care.

7.   Establish interprofessional relationships to mobilize resources and coordinate quality health care.

8.   Engage in master's level nursing practice in accordance with applicable specialty nursing standards, integrating concepts of person-centered, and culturally appropriate clinical prevention and population health activities.

9.   Demonstrate master's level knowledge and competencies in nursing and relevant sciences to influence healthcare outcomes for individuals and populations.

10.   Articulate a commitment for continuous professional development and service to others

Doctor of Nursing Practice (DNP) Program Outcomes

Upon completion of the DNP program the graduate is prepared to:

1. Incorporate science-based theories from nursing and other disciplines to develop, implement, and evaluate practice approaches that improve health care.

2. Utilize organizational and systems leadership to promote quality, cost effectiveness, and patient safety in the delivery of health care.

3. Demonstrate leadership in the application and critical evaluation of evidence-based practice to improve patient and health care outcomes.

4. Apply information systems/technology to monitor and improve patient care and health care delivery systems.

5. Consistent with Jesuit values, advocate for health care policies that comply with ethical principles and address health disparities and vulnerable populations.

6. Organize and lead inter-professional teams to improve patient and population health outcomes.

7. Analyze epidemiological, biostatistical, and environmental data to develop, implement, and evaluate clinical prevention and population health initiatives.

8. Function independently in an advanced nursing practice role to improve patient outcomes in a specialty area of practice.

9. Engage in lifelong learning and service to others.

Competencies of the Nurse Practitioner

The graduate of the Family Nurse Practitioner program will demonstrate the nine (9) core competencies identified by the National Organization of Nurse Practitioner Faculties (2017), which are outlined below:

1.   Scientific Foundation Competencies

2.   Leadership Competencies

3.   Quality Competencies

4.   Practice Inquiry Competencies

5.   Technology and Information Literacy Competencies.

6.   Policy Competencies

7.   Health Delivery System Competencies

8.   Ethics Competencies

9.   Independent Practice Competencies

Glossary of Terms

<u>Accountability</u> - ultimate responsibility of own actions.

<u>Adaptation</u> - as a process, it is a patient's response to a changing internal and external environment.
as a state, it is the result of a patient's response to an altered internal and/or external environment.

<u>Advocate</u> - one who acts in the interest of the health care consumer.

<u>Alteration in Health Pattern</u> - change in any dimension of one or more health patterns.

<u>Altered State of Health</u> - a condition that changes one's usual position on the wellness-illness continuum.

<u>Benchmark</u> - a standard set in the Assessment Plan for measuring the outcome criteria or expected results of the nursing program.

<u>Care-giver</u> - one who implements the nursing process in directing and providing the care of the patient.

<u>Clinical Associate</u> - a representative of a clinical agency who serves as a clinical resource person for a student.

<u>Clinical Competence</u> - the student's ability to demonstrate complex decision-making abilities, technical nursing skill and competence in communication.

<u>Common Health Problem</u> - the most frequently occurring alterations in health of a particular population based on mortality and morbidity of that population.

<u>Community</u> - social groups of people with common characteristics, locations, or interests, living together within a larger society.

<u>Competencies</u> - the content and learning experiences designed to facilitate student achievement of the objectives of the program.

<u>Discipline (of Nursing)</u> - a field of study in which there is a focus on the practice of the discipline as well as the generation of new knowledge to be applied in the practice.

<u>Environment</u> - all internal and external factors, i.e., physiological, sociocultural, psychological, and developmental, with which the individual, family, community, and group interacts.

<u>Evaluation Plan</u> - an ordered set of activities designed to monitor the effectiveness, the efficiency, and the quality of attainment toward meeting the goals of the program. The plan includes evaluation of all elements necessary for the conduct of the program, i.e., faculty, students, curriculum, resources, and outcomes.

<u>Expected Results</u> - the attainment of nursing knowledge, clinical competence, service to others and program satisfaction, which stem from the mission statement of the University and philosophy and purpose of the Department of Nursing.

<u>Faculty</u> - the collective group (body) of professional persons responsible and accountable for the attainment of goals of the program.

<u>Faculty member</u> - the individual professional person.

<u>Family</u> - a social system comprised of two or more interdependent persons, which remains united over time and serves as a mediator between needs of its members and the forces, demands and obligations of society.

<u>First Professional Degree</u> - academic preparation in a senior college or university preparing the student for professional generalist practice in nursing (baccalaureate and generic master's in nursing)

<u>Goal</u> - a desired outcome of the program in general, rather than the more specific outcome of instructional process.

<u>Governance</u> - the government of an institution that includes the shared responsibility for general education and administrative policy, long-range planning, allocation of resources and determinations of faculty status.

<u>Group</u> - a collection of individuals who interact with each other.

<u>Health</u> - a dynamic state of physiological and psychological adaptation that constitutes a patient's well-being. The state of health, at any given point in time throughout the life cycle, is relative to the patient's adaptation.

<u>Health Care</u> - services provided, which enhance the well-being of individuals, families, communities, and groups.

<u>Health Care Recipient</u> - recipients (individuals, families, communities, and groups) of professional nursing care regardless of the state of health.

<u>Health Pattern </u>- a complex of human behaviors forming consistent and/or characteristic forms of adaptation to the environment occurring in sequence across time. Behaviors refer to developmental, physiological, psychological, and sociocultural dimensions of human functioning.

<u>Health Promotion</u> - activities directed toward developing the resources of patients that maintain or enhance wellbeing.

<u>Holistic</u> - recognition of the individual as a total entity; considering the interdependent functioning of the affective physiological, psychological, cognitive, social, and spiritual domains.

<u>Knowledge</u> - the student's ability to demonstrate a grasp of theoretical concepts necessary for competent nursing practice.

<u>Leader</u> - one who influences others in a specific direction through the judicious use of one's knowledge, ability, and power.

Leadership - the activities of coordination, collaboration and consultation utilized in the interactive processes to provide nursing care.

Learning Experience - a planned activity of the curriculum that is used by students to achieve objectives.

Manager - one responsible for the direction and delivery of nursing care to patients.

Mission - the services that the program in nursing and/or the parent institution is chartered to provide as defined by its governing body.

Nursing - the diagnosis and treatment of human responses to actual or potential health problems.

Optimal Health - achievement of adaptation relative to a patient's potential.

Organizing Framework - basic components that unify the curriculum into a functional whole.

Performance Measures - tools used to evaluate the expected results of the program.

Person - a holistic being that reflects developmental, physiological, psychological, and sociocultural dimensions, who is simultaneously an individual, a family member, part of a constantly changing society and an actual or potential recipient of health care.

Program - the educational and/or administrative unit (e.g., department, school, division) that provides planned studies in nursing leading to the first or second professional degrees.

Program satisfaction - the program has met the expectations of the senior level student and its graduates.

Service - activities serving the university, profession, community, and/or department.

Sociocultural - factors that divide people into groups within the community, such as ethnicity, religion, social class, occupation, place of residence, language, education, gender identify, race, age, and political orientation.

Teacher - one who directs and guides the learning process.

Vulnerable Populations - rural residents, the economically disadvantaged, racial and ethnic minorities, the uninsured and underinsured, those with low income, children, the elderly, women, the homeless, those with human immunodeficiency virus (HIV) and other chronic health conditions, and those lacking a usual source of health care due to race, ethnicity, age, gender, income, insurance coverage (or lack thereof), housing, poverty, inadequate education, and geographic location.

Wellness - an integrated state of optimal function with diverse developmental, physiological, psychological, and sociocultural dimensions that are manifested by adaptation to the impact of complex individual and environmental factors.

APPEAL OF A COURSE GRADE

Students who wish to appeal a final grade in a course must make a written appeal to the instructor within five (5) business days of the date the course grade becomes available to the student from the University, explaining why the grade should be changed.   If the instructor agrees that a change of grade is warranted, the student will be notified in writing and a Change of Grade form will be completed and submitted to the Dean. If the instructor finds that the grade is correct as originally submitted, the student will be notified in writing, specifically addressing the student's reason for the appeal. The instructor's response must take place within five (5) business days of the receipt of the appeal from the student. If the student is not satisfied with the written response of the instructor, the student has the right to appeal in writing to the chairperson of the Department of Nursing within five (5) business days of the instructor's response, providing a complete explanation of the appeal and supporting documentation.   The chairperson will attempt to facilitate a reasonable solution at the department level and will make written recommendation to both the student and faculty member within five (5) business days of receiving the appeal. If the matter is not resolved at the department level, the student, within five (5) business days of the chairperson review, may request in writing that the Dean review the matter. The request to the Dean shall include complete documentation explaining why the student believes the grade should be changed and any responses the student received from the instructor and chairperson.   The Dean will conduct a review and provide a written decision to the student and faculty member within ten (10) business days of receiving the written appeal. The Dean's decision is final.

A student who has a grievance in the Nursing program should first appeal the matter to the faculty member involved. If the issue cannot be resolved at this level, students should next bring the matter to the attention of the program director. If the issue cannot be resolved at this level, the student has the right to appeal to the chairperson of the Department of Nursing. If the issue cannot be resolved at this level, the student may make a request in writing to the Dean of PCPS for a review the matter.

ATTENDANCE POLICY FOR CLASS

Regular class attendance is expected. It is the responsibility of the student to report absences from class to the individual faculty member prior to the scheduled class.

ATTENDANCE POLICY FOR CLINICAL PRACTICUM

Attendance is required. The student must notify university faculty and preceptor/clinical site if absence occurs.

BACKGROUND CHECKS AND DRUG TESTING

Students enrolled in the graduate nursing program are required to submit the following prior to starting the initial clinical rotation.

(1) Pennsylvania Child Abuse Background Check (Act 34)

(2) Pennsylvania Criminal Background Check (Act 169)

(3) FBI Background Check through the Department of Human Services

(4) Drug Testing is required by clinical agencies and students will be tested annually, at their own expense while enrolled in clinical courses.

This information is required by the Department of Nursing on behalf of the clinical agencies where the practicum experiences will occur. Students will receive instructions upon registration for the initial clinical rotation to register online at CastleBranch, our background screening vendor. Further instructions on obtaining background checks will be provided to the student from CastleBranch. The results of some background checks are mailed to the student's residence and need to be uploaded to CastleBranch by the student before the deadline. The student and the program director and administrative assistants can view results on the CastleBranch secure website. A positive background check may prohibit a student from participating in the clinical requirements of the course.

Drug Testing is required by clinical agencies and students will be tested annually, and more often if required by the clinical agencies, while enrolled in clinical courses. Drug testing is coordinated through CastleBranch. Students will register and pay for the drug test at CastleBranch. CastleBranch provides information on obtaining the drug test and automatically posts the results to the student's account to be viewed by the student and program director and administrative assistant.   A positive drug test may prohibit the student from participating in the clinical requirements for the course.

A student **WILL NOT** be allowed to attend clinical without obtaining and submitting the required background checks and drug tests by the due date. This information may be shared with the clinical agencies upon their request. The student wil be expected to comply with any additional testing or background checks if required by the clinical agencies. Additionally, the student may be required to submit verification of immunizations, background checks, and drug testing information directly to the clinical agencies.

Students should be aware that Pennsylvania law prohibits licensure or certification of individuals convicted of felonies related to controlled substances and may prohibit licensure if there is a conviction for a felonious act.

CPR CERTIFICATION POLICY

Prior to the initial clinical experience and continuously throughout the clinical courses, students enrolled in the graduate nursing program must be certified in Cardiopulmonary Resuscitation (CPR) and AED for health care providers by the American Heart Association. All graduate nursing students enrolled in clinical courses must upload a copy of the current CPR certification to CastleBranch.

CONFIDENTIALITY POLICY/ HIPAA

HIPAA stands for "Health Insurance Portability and Accountability Act". Although this legislative act includes a wide subject range relating to health insurance, a focus of this legislative act is the protection, security, and privacy of patients' medical records. The University of Scranton has a legal and ethical responsibility to safeguard the privacy of patients and to protect the confidentiality of their health and social information.

Confidentiality of patient information and patient records is of utmost priority in any healthcare setting/agency. While participating in clinical education experiences, students will have access to information that must remain confidential. Patients have the right to privacy and confidentiality of their medical information.

No patient information may be disclosed (verbally or in writing) to unauthorized persons such as friends, family, or other patients.

Any request by the patient to release medical information must be handled by the appropriate agency representative. No student will accept responsibility to release patient information.

Students will not discuss patient information in public areas of an agency or outside of the agency. These areas may include offices if discussions in the office may be overheard by other patients.

Students will not leave medical charts in unrestricted areas of the agency.

Under no condition may samples of documentation containing any identifying information, such as evaluations, discharge summaries, results of diagnostic tests or letters to physicians be removed from the premises of the healthcare facility/agency.

The student's obligation to keep information confidential continues outside of work hours and after the clinical experience concludes.

Any activity which is in violation of this agreement will be reported to the appropriate clinical and academic supervisor.

By signing this document, I understand and agree that I have read and will comply with all the terms of the above policy. I am aware that my individual clinical site will have a Confidentiality Policy and I agree to honor its terms.

_____
Student name (please print clearly)

_____   _____
Student Signature   Date

DRESS CODE FOR CLINICAL

Graduate students in the family nurse practitioner program are expected to wear business casual attire in the clinical settings with a clean white lab coat. Business casual attire includes slacks and blouses/shirts, dresses, or skirts, all of which should allow for safety and freedom of movement in clinical activities. A University approved name pin is to be worn on the left-hand side of the lab coat. Jeans, shorts, leggings, provocative attire, sandals, clogs, sneakers, and sling backs are not permitted. Executive nurse leadership students should wear business casual attire or other uniform consistent with setting and location.

Students are expected to be neat, clean, and well groomed. Hair should be appropriate in style and color for professional practice. No jewelry is allowed except a wedding band, watch and small pierced earrings (one per ear lobe). Jewelry may not be worn on any other pierced body part. Nails must be neat, trimmed and of appropriate length to allow for patient assessment and care. Body art and tattoos are to be covered.

Exceptions may be made by the Director of the Graduate Program when office/hospital policy differs from the above.

ESSENTIAL FUNCTIONS AND SAFETY STANDARDS

Faculty in the Department of Nursing at the University of Scranton identified essential functions and safety standards that are critical to the successful preparation of nursing students and to future success in their career as nurses and nurse practitioners. These essential functions establish performance levels required to provide safe patient care, with or without reasonable accommodations.

All skills taught and evaluated in the nursing program are required for successful completion of the program. Qualified applicants to the University of Scranton Department of Nursing are expected to meet all admission criteria, including these essential functions with or without reasonable accommodations.

No qualified individual with a disability shall, based on that disability, be excluded from the University of Scranton Nursing Program. In accordance with the applicable law and University policy, the University shall provide reasonable accommodation to a qualified individual with a disability. To request accommodations, individuals must contact the University's Center for Teaching and Learning Excellence.

To enroll in the pre-licensure and nurse practitioner programs, a student must meet the essential functions as described below, with or without reasonable accommodations, and maintain related satisfactory demonstration of these functions for progression through the program. Reasonable accommodations must be arranged through the University's Center for Teaching and Learning Excellence (CTLE). The essential functions to meet nursing curriculum performance standards include but are not necessarily limited to the information in the table below. "Essential Functions and Safety Standards for Pre-Licensure and Nurse Practitioner Students."

These essential functions are not intended to be a complete listing of all nursing behaviors, but some examples of types of abilities needed by nursing students to meet program outcomes and requirements. The University of Scranton, Department of Nursing or its affiliated agencies may identify additional critical behaviors or abilities. Additional criteria may apply at the discretion of the University of Scranton Department of Nursing.

The nursing program reserves the right to dismiss a student who fails to meet the essential functions, whose physical fitness, work, personal or professional behavior demonstrates lack of fitness for the profession, or endurance to continue in the program.

Essential Functions and Safety Standards for Admission, Progression, and Completion of Pre-Licensure and Nurse Practitioner Programs (I – V)	
Essential Functions	**Related Examples**
I. General Abilities: In order to provide safe and effective nursing care, an applicant and/or student in the University of Scranton nursing program is expected to possess **functional use of the senses of vision, touch, hearing, taste, and smell**. All information received by the senses must be integrated, analyzed, and synthesized in a consistent and accurate manner. The applicant/student must be able to observe a patient accurately at a distance and close at hand. In addition, the individual is expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium, and movement.	**Visual Ability** • Sufficient to independently assess patients and their environments. **Examples of relevant activities*** • Detect changes in skin color or condition. • Collect data from recording equipment and measurement devices used in patient care (ex. Blood pressure). • Detect a fire in a patient area and initiate emergency action. • Draw up the correct quantity of medication into a syringe. • Clearly observe a person and objects at a near and far distance. • Read fine print (Ex. medication or nutrition labels). **Tactile Ability** • Sufficient to independently assess patients and implement the nursing care developed from such assessment. **Examples of relevant activities*** • Detect changes in skin temperature. • Detect unsafe temperature levels in heat-producing devices used in patient care. • Detect anatomical abnormalities (e.g,, subcutaneous crepitus, edema, or infiltrated intravenous fluid). • Detect changes in surfaces (e.g., skin) • Feel pulses **Auditory Ability** Sufficient to independently assess patients and implement the nursing care developed from such assessment. **Examples of relevant activities*** • Hear sounds within normal range. • Effectively listen with a stethoscope.

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	• Hearing faint body sounds (e.g., blood pressure sounds, assess placement of tubes). • Hear auditory alarms (e.g., monitors fire alarms, call bells). • Hear normal speaking level sounds (e.g., person-to-person report) **Olfactory Ability** • Sufficient to detect environment and odors. **Example of relevant activity*** • Detect odors from patient and environment.
II. Observational Skills: Students require the **functional use of vision, hearing and somatic sensations**. A student must be able to observe lectures, lecture, and laboratory demonstrations, and observe microscopic studies of tissues. The student must be able to observe a patient accurately, observe digital and waveform readings, and other graphic images to determine a patient's/client's condition. Integral to the observation process is the functional uses of the senses and adequate motor capability to conduct assessment activities. [See related examples for General Abilities]	**Critical Thinking/ Clinical Judgement Ability** • Sufficient to collect, synthesize, analyze, integrate, and prioritize information and knowledge to make clinical judgments and management decisions that promote positive patient outcomes. **Examples of relevant activities*** • Evaluate response to treatment and interventions. • Prioritize tasks • Process information. • Use long- and short-term memory. • Problem solves. • Evaluate outcomes. • Transfer knowledge to accomplish application of theory information to the practice setting.
III. Communication Skills: Students must be able to communicate in many forms; these include: **speech, language, reading, writing and computer literacy (including keyboarding skills).** Students must be able to communicate in English in oral and written form with faculty and peers in classroom and laboratory settings. Students must be able to communicate effectively and sensitively with patients/clients, maintain written records, elicit information regarding mood	**Communication Ability** • Sufficient ability to speak, comprehend, and write legibly in English at a level that meets the need for accurate, clear, and effective communication. **Examples of relevant activities*** • Give clear oral reports. • Provide clear and concise written documentation. • Direct activities of others by providing clear written and oral instructions to others. • Utilize effective communication with various devices (e.g., mobile phones, electronic health records, computers, pagers, etc.) **Reading Ability** • Sufficient to comprehend the written word.

and activities, as well as perceive non-verbal communications. Students must also be able to communicate effectively and efficiently with other members of the health care community to convey information for safe and effective care.	**Examples of relevant activities*** • Read and comprehend graphs and tables (e.g., Lab reports, vital signs sheets). • Read and comprehend documents. • Speak, read, write, and comprehend the English language written at the 12th grade level. • Professionally express and exchange ideas in verbal or written form using the English language. **Math Ability** • Sufficient to do accurate computations. **Examples of relevant activities*** • Read measurement marks. • Count rates (ex. Heart and respiratory rates) • Calculate intake and output. • Read digital displays. • Tell and measure time (ex. count duration of contractions). • Accurately calculate medication dosages. • Perform math calculations (basic algebra). • Use cognitive (thinking) abilities to measure, calculate, reason, and analyze information and data. • Prioritize data to make decisions.
IV. Psychomotor Skills: Students, in the classroom, must have the ability to sit, stand, and/or walk, for up to 4 hours daily. In the clinical setting, students must have the ability to sit, stand or walk for at least twelve hours daily modified according to the schedule of the specific facility to which a student is assigned. Students must possess sufficient motor function to elicit information from the patient/client examination, by palpation, auscultation, percussing, and other examination maneuvers. Students must be able to execute movements (including twist, bend, stoop and/or squat) required to provide general and therapeutic care, such as positioning, lifting, transferring, exercising, or transporting patients; to perform or assist with technical	**Gross Motor/Physical Endurance** • Sufficient physical endurance, strength, and mobility to perform required care activities in a safe and effective manner for the entire length of the clinical experience. **Examples of relevant activities*** • Working 8 or 12-hour shifts, days, evenings or nights, weekends, holidays. • Standing, walking, bending, squatting, lifting, or moving objects weighing 25 to 50 pounds or more. Moving, transferring, and lifting patients safely. • Stand and walk without assistance for long periods of time • Promptly respond to emergencies. • Provide active nursing care over an entire shift (8-12 hours). • Have sufficient strength to push, pull, turn, and position equipment and persons. **Fine Motor** • Sufficient to perform manual psychomotor skills integral to patient care. **Examples of relevant activities*** • Manipulate small equipment and containers • Manipulate syringes, vials, ampules, pills, capsules, and medication packages) to administer medications.

procedures, treatments, administration of medications, and emergency interventions. These skills require coordination of both gross and fine muscular movement, equilibrium, physical strength and stamina, and the integrated use of touch, hearing and vision.	
V. Behavioral and Social Abilities: Students must possess the psychological ability required for the utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of responsibilities inherent to the diagnosis and care of patients/clients, and for the development of mature, sensitive, and effective relationships with patients. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to tolerate and adapt to a changing, unfamiliar (and perhaps, uncomfortable) environment, display flexibility, respect individual differences, and learn to function in the face of ambiguities inherent in the clinical problems of patients/clients. Concern for others, honesty, integrity, accountability, interest, and motivation are necessary personal qualities. As a component of their education and practice, students must demonstrate ethical behavior. Examples include recognizing and appropriately reacting to one's own immediate emotional responses to situations while maintaining a professional demeanor. Students should maintain	**Psychological/Social/Cultural Functions** • Function within the ethical and legal standards of nursing practice settings. • Effectively function in stressful situations. • Safeguard and maintain privacy of patient information • Use social media platforms in a responsible manner • Respond professionally and interact therapeutically to angry or challenging persons. • Work effectively in a group or as part of a team. • Concentrate on a task without being distracted. • Effectively manage time and respond to schedules/deadlines. • Manage two or more activities or sources of information without becoming confused. • Utilize problem-solving and decision-making skills. • Adapt to change. • Assume responsibility for own actions. • Interact with persons from various cultural, spiritual, and sexual orientation in an open and compassionate manner **Emotional Stability** • Sufficient to assume responsibility/accountability for actions. **Examples of relevant activities*** • Establish therapeutic relationships and communicate in a supportive manner. • Deal with the unexpected (ex. Change in patient status, patient crisis). • Handle strong emotions. • Adapt to changing environment/stress. • Maintain focus on tasks. • Monitor and maintain control own emotions. **Interpersonal Skills** • Sufficient to interact with individuals, families and groups respecting social, cultural, gender, sexual and spiritual diversity.

professional standards as outlined in the ANA Code of Ethics and practice within their scope of practice. Students should adhere to professional regulations and maintain compliance in national standards such as HIPPA and QSEN.	**Examples of relevant activities*** • Negotiate interpersonal conflict. • Establish positive rapport with patients, other students and member of the University including faculty and staff. • Interact with others effectively and appropriately.

EXPOSURE TO BLOOD AND/OR BODY FLUIDS IN THE CLINICAL SETTING

The purpose of this policy is to provide a protocol for action when a student is exposed to bodily fluids in the clinical laboratory setting. The Centers for Disease Control and Prevention (CDC) definition of occupational exposure is used as the basis for this policy and is defined as:

a percutaneous injury (e.g., a needle stick or cut with a sharp object), or contact of mucous membranes, or nonintact skin (e.g. when the exposed skin is chapped, abraded, or afflicted with dermatitis) or when contact with intact skin is prolonged or involving an extensive area with blood, tissues, or other body fluids to which universal precautions apply, including: a) semen, vaginal secretions, or other body fluids contaminated with visible blood, because these substances have been implicated in the transmission of HIV infection;... b)cerebral spinal fluid, synovial fluid, pleural fluid, peritoneal fluid, pericardial fluid, and amniotic fluid, because the risk of transmission of HIV from these fluids has not been determined...; and c) laboratory specimens that contain HIV (e.g., suspensions of concentrated virus) (CDC, 1998). For human bites, the clinical evaluation must include the possibility that both the person bitten and the person, who inflicted the bite, were both exposed to bloodborne pathogens (CDC, 6/29/01).

Student Responsibility

It is the responsibility of the student to immediately report the exposure incident to her/his preceptor and faculty course instructor, as certain interventions are most effective when initiated promptly. In addition, the student is expected to report the exposure incident according to the clinical agency's policy, and to seek access to post exposure evaluation and treatment as per the agency's policy when appropriate (e.g., hospital setting, agency's policy may include emergency treatment in the ER). If an exposure occurs in a clinical setting where facilities are not available for the prompt evaluation and treatment of an exposure, it is the student's responsibility to access the nearest facility equipped to evaluate and treat an exposure (e.g., the closest emergency department).

Evaluation of the Exposure

The exposure should be evaluated for potential to transmit hepatitis B, hepatitis C, and HIV based on the type of body substance, and the route and severity of the exposure by the designated person (emergency room physician/infectious disease physician) at the clinical agency or other facility to which the student was sent for evaluation and treatment.

Testing

      All testing should be based on the initial risk evaluation by an agency representative of the exposure and the student's immunity status. It is recommended that hepatitis B and hepatitis C virus testing be performed as indicated by the clinical agency where the exposure occurred, or the other designated facility where the student was evaluated and treated, or at a laboratory of the student's choice. It is recommended that HIV testing of the student be performed at a location where the results of testing will remain confidential between the student and the testing site. It is the student's right to choose the testing site. Testing for HIV and hepatitis B and C infection should be done at the time of exposure and for specific intervals, thereafter, as recommended by the CDC. This testing is at the expense of the student.

Record Keeping

      Information about the exposure incident will be kept in a secure locked file in the Department of Nursing. The results of HIV testing will not be reported to, nor kept by the University. It is recommended that all HIV testing results remain the confidential property of the student.

GRADING POLICY

Didactic/Theory Courses

      The grading policy for graduate nursing studies at The University of Scranton is as follows:

Letter Grade		Percentage		Quality Points
A	=	100 - 96	-	4.0
A-	=	95 - 92	-	3.67
B+	=	91 - 89	-	3.33
B	=	88 - 86	-	3.0
B-	=	85 - 83	-	2.67
C+	=	82 - 80	-	2.33
C	=	79 - 77	-	2.0
F	=	≤ 76	-	0

      Any student who fails to receive a final grade of B or higher in any of the FNP specialty courses (specifically NURS: 530, 541, 551, 561, and 571) cannot progress in the specialty sequence. The student may make written application to the Director of the Graduate Program to repeat the course when it is next offered. If approved, the student shall also be required to repeat the co-requisite clinical course, regardless of the clinical grade. There is no guarantee that permission will be granted for a student to repeat a course.

      Clinical/Practicum Courses

      Students must receive a final grade of Satisfactory (S) in the clinical practicum courses to progress in the program. The grade is based upon both faculty and preceptor evaluation of the student's ability to meet course objectives and demonstrate safe advanced clinical nursing practice. A final grade of Unsatisfactory (U) in a practicum course will result in failure of the course and dismissal from the program.

      Unsafe clinical behavior is defined as that which places the patient or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing physical harm.

Emotional jeopardy means the student creates an environment of anxiety, distress or uneasiness for the patient or family. Unsafe behavior may be a single occurrence of a very serious nature or may be a pattern of behavior involving unacceptable risk.

To obtain a final grade of Satisfactory (S) in the clinical courses, the student must meet the specific objectives of the course and demonstrate safe advanced clinical nursing practice. This will be determined through faculty and preceptor evaluation of overall performance and weekly logs. Safe clinical practice is defined as:

1.   Performs assessments, diagnostic testing, differential diagnoses, and therapeutic interventions consistent with generally accepted conventional practice and the Pennsylvania Nurse Practice Act.

2.   Takes nursing actions to correct, minimize and/or prevent risk to patient.

The final clinical grade of Satisfactory (S) or Unsatisfactory (U) is given by the faculty member(s) responsible for supervising the student's clinical practicum.

If at any time during the clinical practicum a student demonstrates unsafe clinical behavior, the student is subject to immediate review by the faculty. The outcome of the review may be recommendation of immediate dismissal from the program or recommendation of a remedial plan that would include a behavioral contract, specifying the specific outcomes that the student must achieve to receive a final grade of Satisfactory (S) and, if needed, an alternate clinical placement site with a new preceptor. In the case of the behavioral contract, if the student fails to meet the recommendations set forth, a final grade of Unsatisfactory (U) will be given and the faculty may recommend dismissal from the program.

GRADUATE STUDENT REPRESENTATION ON DEPARTMENTAL COMMITTEES

There is graduate nursing student representation on each of the following departmental committees: Faculty Organization, Graduate Committee, and Resources Committee. Appointments are made during early September of each year. Interested students should contact the Director of the Graduate Program.

HEALTH AND LIABILITY INSURANCE

Students enrolled in the graduate nursing program are expected to have their own health insurance. In addition, while enrolled in the clinical courses, nurse practitioner students are required to have student nurse practitioner liability insurance and executive nurse leadership students are required to have professional nurse liability insurance.   All graduate nursing students enrolled in clinical courses must upload evidence of their health and liability insurance to their CastleBranch account prior to starting their clinical rotation and update annually.

HEALTH REQUIREMENTS

The health requirements for the Department of Nursing are to assure that the student:

1)   maintains that level of health necessary to complete the course of studies and to perform the duties of a professional advanced practice nurse.

2)   is free of any illness or disease that may endanger the health and welfare of themselves and others.

The pre-clinical physical examination shall include a complete physical examination administered by a certified nurse practitioner or physician with verified evidence of the following: current negative tuberculin skin test (PPD) within previous 12 months (if the PPD test is positive or the student has a history of a positive PPD, a chest x-ray or QuantiFERON Gold TB test is required); immunization for diphtheria, tetanus, and pertussis within the previous ten years; immunization for measles, mumps, rubella, and varicella **OR** documented laboratory immunity. Influenza vaccine is required each year for the current flu season. The deadline date to receive the influenza vaccine is October 15. In addition, students are required to submit proof of Hepatitis B immunization or sign a declination form.

Subsequently, a PPD skin test must be administered every 12 months while the student is in the clinical nursing courses. If the PPD test has converted to positive, a chest x-ray or QuantiFERON Gold TB test is required, with follow-up as appropriate. (Note: The PPD can be obtained at Student Health Services, which has a facility in the Roche Wellness Center at 1130 Mulberry Street.)

Students with a history of a positive PPD test must complete a "Tuberculosis Symptom Screening Questionnaire" annually. If there are any positive findings on the questionnaire a repeat chest x-ray or QuantiFERON Gold TB test is required, with follow-up as appropriate.

The student must upload their health record, which includes all the above-mentioned requirements, to their CastleBranch account. It is the responsibility of the student to keep their account up to date.   The student **WILL NOT** be able to attend clinical if all appropriate completed physical exam, diagnostic studies and immunizations, and documented health insurance and liability coverage are not uploaded to their CastleBranch account for viewing by the program director or administrative assistants by the due date. Health documents may be provided to clinical agencies upon request. If specific agencies have further requirements, it is expected that students will meet the agency's requirements.

LICENSURE

All graduate nursing students enrolled in clinical courses must upload a copy of their Pennsylvania professional nurse license to their CastleBranch account prior to starting the clinical rotation. Students completing their clinical rotation in another state need to meet with the Director regarding appropriate professional nurse licensure. If the professional nurse license expires during the student's enrollment, the student must upload the renewed license. If the professional nurse license is revoked or suspended, the student may be dismissed from the program.

NURSING LEARNING LABORATORY POLICY

The Nursing Learning Laboratory is designed for the use of students enrolled in nursing courses. The laboratory contains complicated and expensive equipment. The Director of the Nursing Laboratory is responsible for the security and maintenance of all equipment and supplies for independent assignments, practice, or review. In view of this, the following regulations are to be followed:

1) The Nursing Laboratory may be used only when the Director of the Nursing Laboratory or designee is present, between 8:30 a.m. and 9:00 p.m. Monday through Thursday and between 8:30 a.m. and 4:30 p.m. on Friday. Weekend hours, when available, are posted each semester.

2) The Laboratory will be kept locked when the Director of the Nursing Laboratory or a Lab Instructor is not present.

3) No equipment or supplies may be removed from the Nursing Learning Laboratory without permission from the Director of Nursing Laboratory.

4) No eating, drinking, or smoking is allowed in the Laboratory.

PREGNANT STUDENT'S POLICY

It is the responsibility of the student to give written notice of her pregnancy to the Director of the Graduate Program when she has written confirmation of the pregnancy. This will only be shared with the clinical faculty responsible for that student.

The pregnant student will sign a "Student Pregnancy Health Release Form" to continue in the clinical portion of the program. The pregnant student must obtain written consent from her physician or nurse midwife regarding her participation in the nursing program.

Clinical faculty will not knowingly assign the student to a situation that poses a recognized potential threat to the welfare of the pregnant student or the fetus. The student is responsible for discussing any concerns regarding her assignment with the instructor.

The University of Scranton
Department of Nursing

<u>STUDENT PREGNANCY/HEALTH RELEASE FORM</u>

I,_____, release the University of Scranton from any liability related to health consequences to myself or the fetus as a result of my clinical experiences.

I have presented written consent from my physician/midwife regarding my participation in the nursing program. (attach consent from physician/midwife)

I have presented written confidential confirmation of my pregnancy to the Department of Nursing. (attach confirmation from physician/midwife)

I understand that the clinical faculty will not knowingly assign me to a situation that poses a recognized potential threat to the welfare of myself or the fetus. I understand that it is my responsibility to discuss any concerns regarding my clinical assignment with my instructor.

I understand that I must follow all mandated universal precautions.

I understand that pregnancy-related injuries sustained from improper body mechanics will not be the responsibility of the University of Scranton.

I understand the above restrictions and responsibilities that have been placed upon me. I accept responsibility for complying with them.

_____   _____
Student/Signature   Date

_____
       Student (Printed Name)

PROFESSIONAL NURSING BEHAVIORS POLICY

Graduate nursing students are expected to consistently demonstrate the professional nursing behaviors listed below. Failure to do so may result in dismissal from the graduate nursing program.

- ❖ Ethical behavior according to the American Nurses Association Code of Ethics for Nurses.
- ❖ Maintenance of a safe environment for the patient in the clinical setting.
- ❖ Punctuality for lecture, classroom, and clinical laboratories.
- ❖ Consistent preparation for lecture, classroom, and clinical laboratories.
- ❖ Completion of assignments within allotted parameters.
- ❖ Positive relationships with peers, faculty, patients, and staff.
- ❖ Compliance with the clinical dress code.
- ❖ Acceptance and incorporation of faculty feedback.
- ❖ Adherence to policies and standards established in The University of Scranton's student handbooks.
- ❖ Respect for peers, faculty, patients, and staff.

The Department of Nursing faculty reviews the progress (academic and clinical) of every nursing student each semester. The purpose and goal of the evaluation process is to review the professional development of students. Each nursing department faculty member (including part-time) will review every student in her/his respective lecture and/or clinical sections each semester. If there is a concern raised regarding a student, the faculty member will complete the Professional Nursing Behaviors Evaluation Form. This form will be submitted to the Program Director and Department Chairperson. At that time the Program Director, Department Chairperson or designee will meet with the student and develop a plan for remediation. Should a graduate student receive a second unprofessional behavior warning, the student's behavior will be referred to the Graduate Committee for discussion. The Graduate Committee will make a recommendation to the Department Chairperson who will contact the Dean regarding further action, which may include dismissal from the graduate nursing program.

I have received a copy and understand this policy.

_____   _____
DATE   STUDENT SIGNATURE

_____
PRINT STUDENT NAME

PROFESSIONAL NURSING BEHAVIORS EVALUATION FORM

Student: _____

Faculty: _____ Course/Program:_____

Semester/Year: Fall_____ Spring _____ Summer _____

Nursing Behaviors	Areas of Concern
Ethical behavior according to the American Nurses Association Code of Ethics for Nurses	
Maintenance of a safe environment for the patient in the clinical setting	
Punctuality for lecture, classroom and clinical laboratories	
Consistent preparation for lecture, classroom and clinical laboratories	
Completion of assignments within allotted parameters	
Positive relationships with peers, faculty, patients, and staff	
Compliance with the clinical dress code	
Acceptance and incorporation of faculty feedback	
Adherence to policies and standards established in The University of Scranton's student handbooks.	
Respect for peers, faculty, patients, and staff	

Comments:

Date: _____   Faculty Signature _____

SIGMA THETA TAU
IOTA OMEGA CHAPTER

I.   Objectives and Purpose

Joining an honor society signifies one's commitment to excellence in his or her chosen profession and acknowledges the individual's achievements-whether academic or professional. The specific purposes of the Honor Society of Nursing, Sigma Theta Tau International membership is to:
- ❖ Recognize superior achievement.
- ❖ Recognize the development of leadership qualities.
- ❖ Foster high professional standards.
- ❖ Encourage creative work.
- ❖ Strengthen commitment to the ideals and purposes of the profession.

More details about specific qualifications for membership can be found in the Sigma Theta Tau International bylaws.

II.   Qualification

There are two entry levels into membership within Sigma Theta Tau International; academic and professional. Each chapter makes a professional judgment about candidates' membership eligibility based on documentation received from the candidate.

The academic qualification is based on the grades a student receives during initial or graduate nursing preparation. Even though schools in different countries assign grades in various methods, it is possible for any honor society to establish a system in which students with high academic achievement can be considered for admission.

The second route to qualify for admission is through one's professional achievement. Accomplishments are seen in areas such as research, publication, leadership, clinical practice, and education. Nurses qualify for entry into the Honor Society of Nursing, Sigma Theta Tau International because they are recognized for their contribution to nursing by providing leadership to peers, encouraging achievement in others, having contributed to research that will have an impact on health care and patient care, and/or having developed an innovative practice or method of caring for patients or managing a department.

III.   Criteria for Graduate Students

1) Must have completed ¼ of the nursing curriculum.
2) Must have at least a GPA of 3.5 (based on a 4.0 scale).
3) Must meet the expectation of academic integrity.

IV.   Application

Graduate students who meet the criteria for induction should contact the Faculty Counselor at the beginning of September regarding application.

SNOW DAYS AT CLINICAL SITES POLICY

If, in the judgment of the student, the weather would impede safe travel to an agency in which a clinical practicum is scheduled, the student may cancel the clinical practicum for the day. The student will notify the university faculty and the agency and make rescheduling arrangements as needed to meet course objectives.

SOCIAL MEDIA POLICY

Social media is defined as mechanisms for communication designed to be disseminated through social interaction, created using easily accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that allow for the creation and exchange of user generated content. Examples include but are not limited to LinkedIn, Wikipedia, Flickr, blogs, podcasts, RSS feeds, Twitter, Facebook, YouTube, and MySpace. In addition to the following guidelines, students are expected to adhere to the American Nurses Association Code of Ethics and the National Council of State Boards of Nursing's Guide to the Use of Social Media, while engaging in the use of social media. Students must represent the University of Scranton and the Department of Nursing in a fair, accurate and legal manner while protecting the brand and reputation of the University.

** Students may use social media to discuss, among other things, other students. But they are restricted as Nursing students from doing so when it would reveal information that is otherwise confidential to the Program.

** Students may not post confidential or proprietary information about the University, staff, students, clinical facilities, patients, or others with whom students have contact in the role of a University student.

** Students must be mindful of copyright and fair use and must not violate intellectual property rights.

** No University or Department marks, such as logos and graphics may be used on personal social media sites.

** During clinicals, use of PDAs and other devices employed for social media will be used only as authorized by faculty and in accordance with agency policies.

** No personal phone conversations or texting are allowed at any time while in patient areas or in the classroom.

** Use of computers (PDAs, Notebooks, etc.) during class shall be restricted to note taking and classroom activities.

** Students may not record (audio or video) professors, guest speakers, or fellow students for personal or social media use without the expressed permission of the faculty, guest, or fellow student.

** Students may not photograph, or record patients, nor may students post or otherwise transcribe or transfer any recordings of patients, whether legitimate or not, via social networking.

** Students may not post or share clinical or class materials developed by Department faculty or staff without express written permission.

Violation of the Social Media Policy will result in disciplinary action in accordance with the Department's Professional Behaviors Policy, up to and including program dismissal.

STUDENT APPEAL POLICY

(Note: The Department of Nursing Appeal of a Course Grade Policy and The University of Scranton Academic Code of Honesty and Sexual Harassment policies should be followed when applicable.)

A student who has a grievance should first appeal the matter to the faculty member involved. The student has the right to appeal to the faculty member's chairperson, who will make a recommendation to his or her dean. The student may request the Dean to review the matter.

STUDENTS AS LEGAL WITNESSES POLICY

To avoid unnecessary legal entanglements and involvement in situations that are possibly beyond the student's competence, the graduate nursing students at The University of Scranton, while assigned to clinical agencies as part of course requirements, are prohibited: 1) to solicit signatures of patients and/or family members on consent forms, 2) to sign as a witness or to witness the signing of consent forms or any other legal documents including wills/contracts, etc.

This policy does not prohibit the student from asking the patient's consent to invasive procedures that the student is to perform as part of his/her assignment.

STUDENTS ENROLLED IN CLINICAL ROTATION POLICY

The Department of Nursing Clinical Coordinator for the graduate program will secure clinical sites and preceptors for all students in the MSN and post-graduate APRN certificate program. Preceptors for the FNP students must be nationally certified, master's or doctoral prepared nurse practitioners, nurse midwives, or physicians. Preceptors for the ENL students must hold a minimum of a master's degree in nursing. Preceptors are expected to have a minimum of one-year recent clinical experience in their roles and be available onsite and an active participant in the student's clinical learning.

A student may request to be placed with a preceptor of their choice. Students must discuss any requests for specific preceptors with the clinical coordinator, who will determine if the site/preceptor is appropriate for the course. The clinical coordinator, in conjunction with the graduate program administrative assistant, will verify credentials and obtain affiliation agreements for all preceptors. Preceptors and clinical sites are chosen to facilitate attainment

of the course objectives. Clinical sites for FNP students include primary care, pediatrics, internal medicine, family practice, women's health, long-term care, and urgent care settings.   A 1:1 preceptor-student ratio is used in the clinical setting. All FNP students spend at least one clinical rotation with a nurse practitioner.

Criteria for Clinical Sites/Agencies
1. The agency is accredited and/or approved by the appropriate governing body, where applicable.
2. The philosophy of the agency is compatible with the philosophy of the nursing program.
3. The agency provides a milieu conducive to learning and safe patient care.
4. An adequate number and diversity of learning experiences are available to enable the student to meet course objectives.

<u>VERIFICATION OF RECEIPT OF HANDBOOK</u>

I have read and understand the contents of The Graduate Student Handbook,
Department of Nursing, The University of Scranton.

_____

Student name printed

_____   _____

Student Signature   Date

Return form to Donna Cochrane-Kalinoski, Dept. of Nursing, Administrative Assistant Graduate Program

Thank you.

7/2021

APPENDIX

(General Information)

APPENDIX
TABLE OF CONTENTS

OVERVIEW OF GRADUATE NURSING PROGRAM TRACKS

<u>FAMILY NURSE PRACTITIONER TRACK</u>

Nurse practitioners (NPs) are registered nurses who have advanced education and clinical training in a health care specialty area. NPs practice under the rules and regulations of the Nurse Practice Act of the state in which they work. Many NPs also hold national certification in their specialty area. In Pennsylvania (PA), the NP is certified as a Certified Registered Nurse Practitioner (CRNP) by the PA State Board of Nursing. National certification is also required to practice as an NP in PA.

Family nurse practitioners (FNP) are prepared to provide advanced nursing practice for individuals and families across the life span. Specifically, the FNP is educationally prepared to assess, diagnose, and treat common acute and chronic disorders, and to provide health promotion and disease prevention interventions and counseling. NP practice includes independent and interdependent decision making and direct accountability for clinical judgment.

The University of Scranton's FNP track is a Master of Science in Nursing (MSN) degree program designed to prepare registered nurses to deliver primary health care to families in a variety of community and out-patient settings. To complement the FNP role, students also receive course work in research, evidence-based practice, systems leadership, health policy, and health care financing.

Each student is required to complete a clinical practicum. Faculty will identify and assign the student to a clinical setting and preceptor. During the clinical practicum, the student will provide advanced nursing care for individuals across the life span using obstetric/gynecological (women's health), pediatric (children's health), adult and geriatric primary care diagnostic and management skills, under the guidance and supervision of licensed physicians, certified NPs, and certified nurse midwives. All preceptors must have a minimum of one year of clinical experience. Each credit of clinical equals 125 clock hours per semester, so that total clinical practicum for the FNP program is 875 hours.

The FNP track is offered as a 36-credit master's degree program for baccalaureate prepared nurses, and as a 27-credit certificate option for nurses already holding a master's degree in advanced practice nursing and who wish to become FNPs. Graduates will be able to function as FNPs in a variety of settings such as primary care offices, clinics, private practices, schools, health departments, chronic and long-term care facilities, and home care agencies. Graduates of the program are eligible for certification as an FNP in PA through the PA State Board of Nursing and nationally through the American Nurses' Credentialing Center and the American Academy of Nurse Practitioners.

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EXECUTIVE NURSE LEADERSHIP TRACK

The Executive Nurse Leadership track, offered in conjunction with the Department of Health Administration and Human Resources, prepares nurse executives to be leaders in the increasingly complex and rapidly changing healthcare climate. The curriculum emphasizes content in organizational and financial management perspectives, as well as the knowledge and skills to exert a leadership role in health care and contribute to the art and science of nursing.

Each student is required to complete a 125-clock hour executive nurse leadership practicum. Faculty will provide guidance and support in selection of a preceptor for the practicum who will work with the student to facilitate real-world experience in the application of leadership and management principles. The preceptor and clinical site selection will be based on the student's career goals. The preceptor must have a minimum of a master's degree in nursing or a related field.

DESCRIPTION OF UNIVERSITY FACULTY ROLE FOR
GRADUATE PROGRAM CLINICAL COMPONENT

The University faculty assumes overall responsibility for theory and clinical courses. Faculty will develop the course syllabus, identify the content to be included in the course, select the methods that will be used to evaluate student learning, and assign the course grade. The faculty works closely with students and preceptors to assist students in achieving the course objectives.

Students are assigned by the clinical coordinator, with input from faculty to a specific clinical site based on such variables as educational opportunity, student background, and location. The faculty member will communicate with the preceptor through written communication, phone conversations, meetings and/or site visits about the student's course objectives and progress. The frequency of contact will vary according to the needs of the student, the clinical site, and the specialty. All FNP and ENL students are visited and observed by a University faculty member a minimum of one time per semester at each clinical site.

Formal evaluation is done each semester by the preceptor, student, and University faculty member. Faculty in the FNP and ENL tracks will also meet with the student on a weekly basis to discuss the clinical practicum and review informal as well as formal preceptor evaluations and student self-evaluations.

DESCRIPTION OF PRECEPTOR ROLE FOR
GRADUATE PROGRAM CLINICAL COMPONENT

Formal arrangements are made between The University of Scranton and the preceptors/clinical sites. An affiliation agreement specifying the exact arrangements is sent to each preceptor or preceptor organization/hospital.

Preceptors serve as experienced practitioners who facilitate and guide students clinical learning experiences in the preceptor's area of practice expertise. Preceptors provide input into evaluation of students. Course work provides students with the knowledge and principles required to graduate as safe practitioners. Preceptors continue that instruction as the student initially observes, then gradually becomes responsible for providing the direct care that forms the basis for advanced practice nursing.

The role of the preceptor includes:

- Orienting the student to the clinical site
- Facilitating a mutually respectful environment for learning
- Being an expert role model
- Providing evidence-based learning experiences
- Observing and reviewing clinical management and advanced practice nursing skills
- Providing on-going feedback and evaluation to the student
- Directing the student to resources and readings

The preceptor is expected to provide written evaluation of the student's progress throughout each semester, utilizing evaluation tools provided by the University faculty. Ongoing and immediate informal feedback of student performance is helpful in addressing student strengths and weaknesses in decision making and skill development. If the preceptor has concerns about a student's performance or conduct at the clinical site, the preceptor should contact the program director, the student's faculty instructor, or the chairperson of the Department of Nursing.

Communication is vital, and preceptors are encouraged to maintain active communication with either the graduate program director or the student's faculty instructor should question, or concerns arise. Although not a requirement, preceptors are encouraged to give their input on course content, learning activities, and other aspects of instruction. Preceptors are also welcomed to attend on-campus student conferences and serve as guest lecturers.

DESCRIPTION OF STUDENT ROLE FOR
GRADUATE PROGRAM CLNICAL COMPONENT

It is the student's responsibility to be aware of her/his own unique learning needs and to make them known to faculty and preceptors. Students are responsible for providing their own transportation to the clinical site, and they are responsible for contacting both the clinical site and the faculty member in the event of illness/problems that prevent them from attending their assigned clinical day. Students are also expected to complete formal self-evaluations of their clinical performance each semester. In addition, students are responsible for keeping track of all their clinical experiences and must complete clinical logs for review by their assigned seminar faculty. Students are expected to arrange their schedules in accordance with preceptor availability to fulfill course time and experience requirements.

Student maintenance of proper communication with both the University and the preceptor is critical to maximize the clinical experience. Students are to take the initiative to discuss with the preceptor and faculty any problems that are related to the clinical site.

Specifically, for the FNP track: In the initial clinical course students are expected to become oriented to the clinical setting, focus on refining health assessment skills and conducting comprehensive histories and physicals, and providing health promotion counseling. In subsequent clinical courses in the FNP track students are responsible, under the supervision of preceptors and faculty, for assessing patient's needs, establishing a plan of care, and implementing and evaluating that plan of care.