

**Elmhurst College**  
**Department of Nursing**



**Graduate Student Handbook**  
**Master of Science in Nursing**  
**2017-2018**



## Welcome: Letter from the Director

**Congratulations on being accepted into the Master of Science in Nursing program at Elmhurst College!** The faculty and I are glad that you have chosen Elmhurst College to continue your professional journey through graduate education.

The Master of Science in Nursing prepares professional nurses for leadership roles across multiple arenas – health care, education, and local and global communities. If you are in the post baccalaureate Master of Science in Nursing program, you will have the opportunity to select a role concentration as a clinical nurse leader, nurse educator, or nurse administrator. Theoretical and practical skills will be emphasized as you attain knowledge and key skills to enhance your clinical practice and promote optimal outcomes for individuals and populations through transformational leadership. It is our goal that your experience at Elmhurst College will foster your ability to make a difference in the communities we serve.

The Master's Entry in Nursing Practice (MENP) Program is a fast paced, challenging entry to the profession of nursing. By enrolling in the MENP program you have embraced a plan to prepare for the role of Registered Professional Nurse while accepting the demands of graduate education. You are preparing to enter a knowledge profession requiring academic rigor, compassion, creativity and flexibility as a master's prepared Register Professional Nurse. You will be required to embrace a role that will demand mastery of entry level clinical nursing practice skills; the ability to understand, adapt and direct change; and the ability to lead interdisciplinary teams in providing care. Successful completion of this exciting, demanding program of study will provide tools to help you succeed in a profession and healthcare system undergoing rapid, dynamic change and in need of transformational leaders.

I encourage you to use this handbook to become acquainted with academic and professional policies of the Master of Science in Nursing program. The handbook will also give you information on student organizations, awards, academic support and other experiences. When policy or procedure changes occur, the handbook will be amended and all students will be notified. It is your responsibility to review and be familiar with the handbook, thus facilitating your successful progression toward graduation.

The transformational process of graduate study demands and offers so much for you and your future. Take advantage of every opportunity for professional growth, and development as a nursing leader. The faculty and I are here to work together in guiding you on this exciting educational journey.

Best wishes for a successful academic year.

Sincerely yours,

**Diane Salvador, PhD, RN, NEA-BC**  
**Executive Director and Professor**  
**Department of Nursing and Health Sciences**

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## I. INTRODUCTION

### **Mission of the Elmhurst College Department of Nursing**

In keeping with the mission of Elmhurst College, we are a collaborative learning community that educates baccalaureate and graduate students for professional practice, leadership, and scholarship who contribute to complex health care systems that serve diverse individuals, families and communities

### Goals of the Department of Nursing

1. Prepare graduates for professional nursing practice in generalist and advanced nursing roles.
2. Develop a foundation for graduate and doctoral study in nursing.

### Philosophy of the Department of Nursing

The Elmhurst College Department of Nursing educates in students baccalaureate and master's degree programs for ethical practice and leadership in professional nursing. To accomplish this, the faculty and students are dedicated to creating an educational environment that focuses on:

- Integrating liberal and professional education;
- Using collaborative and active learning strategies among faculty and students;
- Demonstrating ethical professional nursing practice with diverse populations;
- Promote leadership in a healthcare system that assures patients safe, quality, and cost-effective patient and family-centered care;
- Engaging in values-driven nursing practice that encompasses altruism, autonomy, human dignity, integrity, social justice; and
- Developing increasingly complex nursing practice competencies.

### **Graduate Education**

Faculty believe that graduate education for nursing builds on the foundation of baccalaureate education. Graduate education prepares professional nurses for clinical leadership in advanced roles. Graduates must synthesize knowledge and demonstrate behaviors consistent with advanced preparation in nursing. In addition, graduates must think critically, maintain the highest of ethical standards, and value human diversity.

Graduate education provides an opportunity for graduate students to develop the ability to use theory, evidence, and clinical expertise to validate or challenge nursing practice. Communication, collaboration, and technological skills are developed to support nursing roles and functions in inter-professional environments. Graduates are able to initiate or contribute to change in health care and educational practices, organizations, and the nursing profession.

Faculty believe graduate education fosters the ability to critically analyze the effect of organizational policies on individuals and populations for the purpose of improving clinical practice and health outcomes. In addition, faculty believe that graduate nursing education provides for the mastery of critical thinking and decision making skills as well as the use of multiple modes of inquiry to promote optimal health outcomes, to lead change, and to provide advocacy for populations. Graduate education provides a foundation for doctoral study in nursing.

### **Purpose of the Graduate Nursing Program**

- Prepare graduates with advanced nursing knowledge and skills for practice with individuals and populations
- Prepare graduates to assume clinical leadership roles in nursing
- Provide the foundation for doctoral study

## **Graduate Program Outcomes**

1. Synthesize liberal education and nursing knowledge within a systems framework for advanced nursing roles.
2. Utilize critical thinking and decision making skills for optimal individual and population outcomes in advanced nursing roles.
3. Demonstrates professional values and standards in ethical practice with individuals and populations and to advance the profession of nursing.
4. Implement evidence-based practice in advanced nursing roles with diverse populations.
5. Demonstrate accountability and professional development for informed, reflective practice in advanced nursing roles.
6. Analyze the organization, policy and financing of systems and their effect on individuals and populations for optimal outcomes.
7. Utilize effective communication, inter- and intra-professional collaborative skills, and information technologies in advanced nursing roles.
8. Demonstrate leadership within systems to plan change and promote quality outcomes for individuals and populations.

The Nursing Program uses the term “patient” to include individuals, families, and/or populations.

## **Program Accreditation and Regulation**

The Master’s Degree program at Elmhurst College is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>). The program is approved by the Illinois Department of Financial and Professional Regulation (IDFPR). The Department of Nursing holds membership in the American Association of Colleges of Nursing (AACN) and the National League for Nursing (NLN).

## **II. PROFESSIONAL STANDARDS AND ESSENTIAL QUALIFICATIONS**

### **Elmhurst College Standards**

The Department of Nursing follows the policies in the [Elmhurst College Catalog](#) and [E-Book](#). Nursing students are subject to the responsibilities for behavior outlined in the College’s Code of Conduct and will be subject to the disciplinary procedures and consequences for violation of its rules, including dismissal from Elmhurst College, as outlined in the [College E-Book](#). Both documents are found on the Elmhurst College website.

### **Academic Integrity**

Student honesty and integrity are governed by the Code of Academic Integrity printed in the Elmhurst College E-Book. Refer to the [Elmhurst College E-Book](#).

### **Non-Discrimination/Non-Harassment Policy**

Students are expected to abide by the EC policy. Refer to the [Elmhurst College E-Book](#).

### **Code of Conduct**

Students are expected to abide by the EC policy. Refer to the [Elmhurst College E-Book](#).

### **Illinois Nurse Practice Act**

Elmhurst College Department of Nursing and Health Sciences abides by the Rules and Regulations for the operation of schools of nursing as specified by the Illinois Department of Financial and Professional Regulation.

A copy of the Illinois Nurse Practice Act is on file in the Department of Nursing and is available online at the Illinois Department of Professional and Financial Regulation Division of Professional Regulation website at <http://nursing.illinois.gov/nursepracticeact.asp>

Students in the MSN Program must maintain an unencumbered active license as a registered professional nurse in the State of Illinois and abide by the rules and regulations of the Illinois Nurse Practice Act at all times. Students must present a valid license at admission and at any time the license is renewed during their enrollment in the MSN program.

The Department of Nursing subscribes to the standards set by the Illinois Nurse Practice Act and other published professional nursing standards. Graduate nursing students are accountable for all standards and policies outlined in this Student Handbook. Nursing students who fail to comply with these professional behavioral standards may be subject to dismissal from the nursing program.

### **Dismissal from the Graduate Program for Failure to Meet Professional Standards:**

If a student is not able to meet the Graduate Program's Professional Standards or Essential Qualifications, the nursing student may be dismissed from the program. A student may be dismissed from the graduate program without an opportunity to remediate the area of concern in the event that the student's failure to meet or comply with the expectations for Department of Nursing and Graduate Nursing Program's Professional Standards or Qualifications is of such severity that it jeopardizes the safety or wellbeing of the student or others, including another student, faculty member, patient(s), or the clinical agency.

### **Essential Qualifications for Nursing Students in Elmhurst College in Baccalaureate, Nursing Master's Entry and Master of Science in Nursing Programs.**

Adapted with permission from:

University of Washington (2014) Essential behaviors for BSN and ABSN students.

Retrieved from <https://nursing.uw.edu/student-resources/essential-qualifications-bsn-and-absn-students>

Standards of behavior and academic conduct for all Elmhurst college students are set forth in the [Elmhurst College E-Book](#). Students in the Elmhurst College Nursing Programs are also required to satisfactorily engage in diverse, complex and specific experiences essential to the acquisition and practice of nursing at the baccalaureate and master's levels.

Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to satisfactorily perform these functions. These qualifications are essential to successful admission to programs, progression in programs, and graduation from programs.

In addition, these functions are necessary to ensure the health and safety of patients, fellow students, faculty and other healthcare providers.

Not all forms of inappropriate behavior that would raise serious questions concerning a student status as a professional nurse can be listed. However, students are expected to display respect, trust, and integrity in the classroom, clinical and social environments. Essential qualifications for the nursing programs at Elmhurst College include, but are not limited to:

#### **Sensory/Observation**

- Students must be able to acquire the information presented through demonstrations and experiences in the basic and nursing sciences.
- Students must be able to observe a patient accurately, at a distance and close at hand, and observe and appreciate non-verbal communications when performing nursing assessment and intervention or administering medications.



- Students must be capable of perceiving the signs of disease and infection as manifested through physical examination. Such information is derived from images of the body surfaces, palpable changes in various organs and tissues, and auditory information (patient voice, heart tones, bowel and lung sounds).

### **Motor Skills**

- Students should have sufficient motor function so that they are able to execute movements required to provide general care and treatment to patients in all health care settings.
  - Examples include, but are not limited to, basic life support, including CPR, and to function in an emergency situation or safely assist in moving patients.

### **Communication**

- Students must communicate effectively and sensitively with other students, faculty, staff, patients, families, and other professionals.
- Students must express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.
- Students must be able to convey or exchange information at a level allowing development of a health history, identify problems presented, explain alternative solutions, and give directions during treatment and post-treatment.
- Students must be able to communicate effectively in oral and written forms.
- Students must be able to process and communicate information on the patient's status with accuracy in a timely manner to members of the health care team. The appropriate communication may also rely on the student's ability to make a correct judgment in seeking supervision and consultation in a timely manner.

### **Cognitive**

- Students must be able to measure, calculate, reason, analyze, integrate and synthesize in the context of their curriculum.
- Students must be able to quickly read and comprehend extensive written material.
- Students must also be able to evaluate and apply information and engage in critical thinking in the classroom and clinical setting.

### **Behavioral/Emotional**

- Students must possess the emotional health required for the full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, families and populations.
- Students must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals under all circumstances including highly stressful situations.
- Students must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.
- Students must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy.
- Students must know that their values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others.
- Students must be able and willing to examine and change their behavior when it interferes with productive individual or team relationships.
- Students must possess skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

## **Professional Conduct**

- Students must possess the ability to reason morally and practice nursing in an ethical manner
- Students must be willing to learn and abide by professional standards of nursing practice.
- Students must possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance.
- Students must be able to engage in patient care delivery in all settings and be able to deliver care to all patient populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients, and vulnerable adults.

## **Statement of Reasonable Accommodations for Persons with Disabilities**

A candidate or nursing student who discloses a disability and requests accommodation may be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program. The College will provide reasonable accommodations, but is not required to make modifications that would substantially alter the nature of requirements of the program or provide auxiliary aids that present an undue burden to the College. To matriculate or continue in the curriculum, the candidate must be able to perform all the essential functions either with or without accommodation.

## **Disability Services**

Elmhurst College will make reasonable accommodations for students with disabilities based on the presentation of appropriate documentation. If you believe that you have a disability that may impact your work in this program, contact Dr. Corinne Smith, Access and Disabilities Services Coordinator, at [corinne.smith@elmhurst.edu](mailto:corinne.smith@elmhurst.edu), 630-617-6448. The Disabilities Services Coordinator's office is in the Learning Center located in the Frick Center Room 229.

## **III. MASTER OF SCIENCE IN NURSING (MSN) CURRICULUM**

### **Curricular Standards**

Nursing faculty in the Department of Nursing are committed to using professional nursing standards in the development, implementation, and evaluation of curricula. Professional standards are also used by nursing faculty to promote and evaluate student learning.

In the MENP Program, these professional standards include:

- The Essentials of Baccalaureate Education (AACN, 2008)
  - The Essentials of Baccalaureate Education which subsumes the Code of Ethics for Nurses (ANA, 2015)
- Nursing: Scope and Standards of Practice, 2nd Edition (ANA, 2010)
- The Essentials of Master's Education in Nursing (AACN, 2011)
- Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice (AACN, 2013)

In the MSN Program, these professional standards include:

- The Essentials of Master's Education in Nursing (AACN, 2011)
- Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice (AACN, 2013)
- Core Competencies of Nurse Educators (NLN, 2005)
- AONE Nurse Executive Competencies (AONE, 2015)

## **Master of Science in Nursing (MSN) Degree and Admission Requirements**

The MENP program ensures graduates meet the competencies of baccalaureate education, attain eligibility for licensure as a registered professional nurse and achieve the *Essentials of Masters Education in Nursing* (AACN, 2011). The program of study and degree requirements are outlined in [Appendix A](#). Program admission requirements are outlined in [Appendix B](#).

The MSN Program provides a major in Clinical Leadership, There are three role concentrations within the Clinical Leadership major. Clinical Nurse Leader, Nursing Education, and Nursing Administration. The curriculum includes core, advanced competence and concentration courses. All three role concentrations have the same core courses and a total of 33 semester hours (SH). The program of study and degree requirements for each role concentration is in [Appendix C](#). The admission requirements for MSN students are in [Appendix D](#).

The RN-MSN option is designed for registered nurses (RNs) with baccalaureate degrees outside nursing. This is an entry option to the graduate program which places emphasis on achievement of baccalaureate nursing competencies. A course has been identified as the bridge to demonstration of baccalaureate nursing competencies and preparation to proceed to graduate level education in nursing. The course and admission requirements for the RN-MSN Option are found in [Appendix E](#).

## **Certificate Options**

In addition to providing the Master of Science in Nursing degree, the program offers two certificates. Post-Masters Certificate in Nursing Education and the Post Baccalaureate Certificate in Clinical Leadership.

### **Post-Master's Certificate: Nurse Educator**

The Post-Master's Certificate for Nursing Education is designed to provide nurses with a master's or doctoral degree in nursing with knowledge and skills to be effective nurse educators. This program includes didactic as well as clinical experiences to promote competency as an educator in a variety of roles in academic or health care settings.

Admission requirements and the curriculum for the Post-Master's Certificate: Nurse Educator are identified in [Appendix F](#).

### **Post-Baccalaureate Certificate: Clinical Leadership in Nursing**

The post-baccalaureate certificate in clinical leadership in nursing is designed to provide nurses who have a baccalaureate degree in nursing with advanced skills and competencies to provide leadership at the point of care in the clinical setting. Those completing the certificate program will be prepared with advanced knowledge of theory application, leadership concepts, evidence based practice, health care systems, and management of clinical outcomes.

The Admission requirements and curriculum for the Post-Baccalaureate Certificate: Clinical Leadership in Nursing are identified in [Appendix G](#).

## **Course Descriptions**

Course descriptions are found in [Appendix H](#).

## **Portfolio**

During the Clinical Nurse Leader, Nurse Educator, and Nursing Administration residencies, students submit a portfolio of their course documents that exhibits achievement of the graduate program outcomes. The purpose of the portfolio is to promote synthesis of knowledge, demonstrate clinical

leadership outcomes and foster reflective thought and self-assessment... Portfolio Guidelines and Criteria for Evaluation of Portfolio are found in [Appendix I](#).

### **Clinical Nurse Leader (CNL) Certification**

Certification by the Commission on Nurse Certification (CNC) is required to use the title Clinical Nurse Leader (CNL). Students in the CNL role concentration sit for the CNL Certification exam as a requirement of their residency course, NRS 540 Residency: Clinical Leadership in the Care Environment. Information on CNL Certification is available on the [CNC website](#).

## **IV. ADMISSION, PROGRESSION AND APPEALS**

As students of Elmhurst College, graduate nursing students are encouraged to consult the [Elmhurst College Catalog](#) and [E-Book](#) for general campus policies, guidelines, or procedures. This handbook covers policies beyond those addressed in the [Catalog](#) and [E-Book](#), specifically those related to status as a graduate nursing student. Any questions covering these policies may be addressed to the Department of Nursing Executive Director or Program Director.

### **Admission Policies**

Admission decisions are made by the Graduate Nursing Program Committee. Review of candidates for the MSN program is based on the published admission requirements. The admission requirements for the MENP program are found in [Appendix B](#). The admission requirements for the MSN program are found in [Appendix D](#). The admission requirements for the RN/MSN Entry Option are found in [Appendix E](#).

The Admission Policy offers consideration for practicing nurses who do not meet admission requirements for the MSN program.

### **MSN Program Provisional Admission**

A student who does not meet one or more of the admission requirements for the MSN Program may be provisionally admitted if their application and/or interview provide strong evidence for the promise of success at the graduate level. The student will be required to demonstrate the academic capacity for graduate level course work by the achievement of a grade of B in two graduate courses. At the end of the provisional period, the student's transcript will be reviewed by the Graduate Nursing Program Committee and a decision regarding admission status will be made.

### **MSN Program Conditional Admission**

Refer to the current [Elmhurst College Catalog](#).

### **MSN Program Non-Degree Seeking Students**

Refer to the current [Elmhurst College Catalog](#) for the policy on Non-degree Admission to Graduate Study at Elmhurst College.

Non-degree seeking students in the Master of Science in Nursing Program will be permitted to register for a maximum of two MSN courses on a space available basis. The non-degree seeking graduate student will register at the discretion and with the advice of the Graduate Program Director.

Non-degree seeking students may apply for degree seeking status at any time by completing the formal application process. Only courses in which a grade of B or higher was earned may be applied toward the master's degree. The Elmhurst College policy that requirements

for awarding the master's degree must be completed within five years of initial enrollment in courses will apply. It is the student's responsibility to discuss these limitations with the Graduate Program Director and to establish an appropriate academic plan.

### **Academic Advising**

All graduate nursing students are assigned an academic advisor who is a member of the graduate program faculty. It is the responsibility of the student to meet with their advisor to monitor their progression in the Graduate program. Deviations from the program plan may result in a delay in progression or graduation. Advisement may include group and/or individual sessions. Each faculty member has voice mail, e-mail, and a mailbox in the Department of Nursing office. Contact information for faculty is posted on the Elmhurst College website. A meeting once each semester is advised. The MENP program is a full-time cohort based program. The MSN is part-time cohort based program.

Refer to [Appendix A](#) for the MENP plan of study.

Refer to [Appendix C](#) for the MSN plan of study.

Refer to [Appendix E](#) for the RN-MSN plan of study.

### **Registration**

Students will register each term using the Blue Net online registration system. Students will be informed by the Program Director of any deviations from expected course offerings. Students are responsible for meeting college posted dates and deadlines for registration and payment of fees.

### **Transfer Credit**

Refer to the current [Elmhurst College Catalog](#).

### **Progression / Academic Standing**

Students are expected to comply with the policies outlined below. In the event that a student's progression is in jeopardy, the student will receive written notification from the faculty. Notification may be provided by an Academic Progress Report or other written means.

According to the [Elmhurst College Catalog](#), the College designates graduate students in good standing if they make satisfactory progress toward completion of program requirements. To be in good academic standing, graduate students must:

- Complete all courses with a grade of C or better
- Earn no more than one C grade
- Students needing to repeat any clinical course must repeat both the theory and clinical portions of the course

**Nursing clinical courses are sequential and must be taken per the plan of study. A student may not progress to the final semester and clinical residency until satisfactory completion of all pre-requisite courses.**

The Graduate Nursing Program Committee will review all graduate students each term to determine their academic standing. Decisions regarding dismissal and readmission are made by the Graduate Nursing Program Committee. Students will be notified in writing by the Director of the Graduate Nursing Program of the Committee's decision.

### **Repeating a Course**

A student may repeat one graduate nursing course no more than one time to remove a grade of C. A grade of A or B must be earned to remove a grade of C.

## **Leave of Absence / Withdrawal**

Refer to the [Elmhurst College Catalog](#).

## **Dismissal for Academic Reasons:**

- A second grade of C will result in dismissal from the MSN program and the College.
- A grade of D or an F grade will result in dismissal from the MSN program and the College.

## **Reinstatement**

Refer to the policy on reinstatement in the [Elmhurst College Catalog](#).

Students who have been dismissed and wish to be considered for readmission to graduate study at Elmhurst College must apply for readmission to the College and the graduate nursing program.

Readmission consideration will be at the discretion of the Graduate Program Committee.

## **Application for Reinstatement to the Nursing Program after Dismissal**

To be considered for readmission to the graduate nursing program after dismissal, the student must reapply through the Office of Adult and Graduate Admissions as well as deliver a written petition requesting readmission to the Executive Director of the Department of Nursing the semester before the student desires readmission to the program. Students may apply for reinstatement one time. The petition will be forwarded to the Graduate Nursing Program Committee. Readmission decisions are made during fall and spring semesters. Readmission to the program is not guaranteed. Decisions may include stipulations made by the Committee which the student must meet for readmission.

The Graduate Nursing Program Committee makes readmission decisions based upon (a) the student's clear potential for future academic success in their course work; (b) a consistent record of professionalism, ethical practice, and leadership in the classroom, in the clinical setting, and in interactions with faculty, staff, and peers; (c) the individual student's ability to meet the professional standards for behavior, the Essential Qualifications for Nursing Majors, and the academic standards outlined in this Handbook; and (d) space availability.

## **Appeal Process for Disputed Grade within the Graduate Program**

Refer to the [Elmhurst College E-Book](#)

## **Formal Complaint Policy**

Refer to the [Elmhurst College E-Book](#)

# **V. ACADEMIC RULES, POLICIES AND PROCEDURES**

## **Student Information**

It is the responsibility of the graduate student to have accurate information on file at Elmhurst College and in the Department of Nursing. This includes legal name, mailing address, and phone number.

## **Class and Clinical Attendance**

Students are expected to attend all classes, labs, and scheduled clinical practicum/simulation experiences. It is a professional expectation that students will notify the faculty and clinical preceptor prior to any absence.

Attendance at **all** clinical practicum and simulation days is a course expectation. Absence(s) from scheduled clinical experiences will require make-up clinical day(s). Make-

up days will need to be scheduled outside of regular clinical hours and will require an additional student fee. Date(s) and cost of the make-up clinical will be announced when available.

### **Accidents, Illnesses or Health Changes**

The student is required to provide a statement from a health-care provider for the following situations:

- Health changes that require an extended period of time away from clinical or class (such as accidents, illness or any alteration in previous health status such as pregnancy). The documentation must confirm the ability to meet, or offer a request for, a reasonable limitation during the clinical experience. Some health situations may involve a withdrawal or leave of absence.
- Following a temporary health situation, the student is required to provide documentation from their health provider that they may return to the clinical area without restriction.
- The Department of Nursing complies with specific agency policies related to temporary health changes or and holds responsibility for ensuring patient and student safety in the clinical area.

### **Grading and Grading Scale**

For the 2017-2018 academic year, the revised grading scale will be in effect for all courses.

A	=	93-100
B	=	85-92
C	=	78-84
D	=	71-77
F	=	70 or below

A decimal grade of 0.50 or more will be rounded up to the next whole number (77.50 =78). A decimal grade of 0.49 or less will be dropped (77.49 = 77). Course grades will be expressed to the nearest whole number.

In the MENP Program: To receive a passing grade in a **clinical** course, students must receive a mathematical average of 78% on course examinations AND a grade of “satisfactory” or “pass” in the clinical portion of the class. Students unable to demonstrate a satisfactory clinical performance and/or a mathematical average of 78% on course examinations will not pass the course. Dependent on the performance of other course work, students earn a grade of “D” or “F”.

In the MSN Program, for clinical nursing courses, students must receive a grade of “satisfactory” in the clinical portion of the course.

### **Final grades**

Faculty grades issued to students are final. Students cannot re-do assignments, re-write papers, re-take examinations, or do extra credit activities in an effort to improve their grades. The student may dispute a grade by utilizing the process outlined in the [Elmhurst College E-Book](#).

### **Written Assignments**

Written papers should follow the writing format of the *Manual of the American Psychological Association* (6<sup>th</sup> Ed.). Students are accountable for submitting assignments on time. Criteria for submission of assignments, including late assignments, are determined by individual course faculty,

and are stated in relevant course documents. Students are responsible for notifying faculty when exceptional circumstances pose a barrier to timely submission of assignments.

Course assignments submitted by students in the Graduate Program will be available for program development, analysis, and evaluation. An additional value of course assignments is for potential educational research. In any use of data, students will remain anonymous and confidentiality will be protected. Individual student work may also be used as exemplars of excellent achievement of course assignments.

## **Examinations**

The student is required to complete all course examinations as scheduled. Faculty must be notified in advance if the student will miss or be late to an exam. Missed exams are at the discretion of the faculty and must be taken as close to the original date missed. Faculty reserve the right to administer an alternative exam form. It is the student's responsibility to reschedule the exam at the convenience of the faculty. Failure to do so will result in a grade of 0.

## **Test Administration Policy**

1. Prior to the exam, the duration of the testing period is established, with a defined start and stop time. If the student arrives late, they still must complete the exam by the announced ending time.
2. Latecomers can expect to sit in alternative seating arrangements designated by faculty.
3. If a student is given an excused absence for an exam, he/she may be given an alternative test.
4. All cell phones and digital devices are to be OFF and placed in a purse or backpack.
5. All purses/backpacks are to be placed away from the desks.
6. No questions during the exam about exam content will be allowed.
7. Students may write concerns about a question in a manner decided by course faculty.

## **MENP NCLEX-RN Preparation Policy**

As part of the preparation for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®), students are required to complete a NCLEX-RN® preparation plan before graduation. The purpose of this plan is to assist students to be successful first time candidates on the licensing exam. The plan promotes assessment of a student's nursing knowledge, development of individualized study plans based on results of examinations and guidance/direction in preparing for NCLEX-RN® after graduation. The plan involves satisfactory completion of exams in specific nursing content areas as well as comprehensive nursing exams. Examinations will be administered during the program curriculum and upon exit from the program.

## **Confidentiality**

Graduate Program policies and procedures regarding patient confidentiality reflect the core concepts and requirements of the Health Insurance Portability and Accountability Act (HIPAA). Standards of nursing practice require that all information about a patient acquired by a student must be held in strictest confidence. Only that information pertinent to a patient's treatment and welfare is disclosed, and then only to agency staff or faculty members directly concerned with the patient's care. Patient information is not to be discussed outside of the clinical agency unless a faculty member is present, the setting is confidential and the purpose educational. Any documents which include patient identifiers may not be removed from the clinical site. Patient confidentiality is of such importance that students may be asked to sign a confidentiality agreement in a clinical setting. In addition to patient confidentiality, confidential data related to clinical outcomes in the institution where the student



completes clinical courses is treated with the same level of privacy and may not be removed from the clinical area.

Class, post-conference, lab, simulation, and seminar discussions where clinical information is shared are also considered privileged. Respect for confidentiality related to these discussions is another requirement of professional behavior.

Any student who fails to comply with confidentiality guidelines related to clients or institutions will be reviewed by the Graduate Program Committee.

The Graduate Program's policies and procedures also reflect the core concepts and requirements of [Family Education Rights and Privacy Act \(FERPA\)](#) as stated in the [Elmhurst College E-Book](#).

### **Photography and Electronic Recording Devices**

Students may not photograph or record classes without specific permission of the faculty.

### **Appearance/Dress Code**

Students enrolled in Graduate Program must adhere to appearance guidelines whenever participating in activities or completing assignments which requires interactions with clients/patients, clinical agencies, and other service providers. The Nursing faculty will have sole discretion to evaluate compliance with the Appearance/Dress Code. Appearance/ Dress Code is found in [Appendix J](#).

### **Graduate Student Expectations and Improvement Policy (SEIP)**

The Student Expectations and Improvement Plan (SEIP) form will be used to document student behaviors which are not in compliance with any of the Essential Qualifications or Graduate Program Standards. If a faculty member determines that a student is not adhering to these expected behaviors, the following will occur.

- The faculty member will notify the student of the performance issue.
- The student will be informed that subsequent behavior or skill needs to be corrected.
- If behavior related to a patient or student safety issue, the Program Director will also be notified
- If the student does not correct the behavior or skill set identified in the verbal or written warning, or if the same behavior or skill set issue is identified by another faculty, an improvement plan will be developed.
- The Student Expectations and Improvement Plan (SEIP) form will be completed by the faculty who identified the issue for the student. The form to be completed is found in [Appendix K](#). A signed copy of the completed form will be issued to the student and placed in the student's academic file.
- If the student fails to achieve the expectation of the improvement plan, the student will be informed and further action will be taken by the faculty member and the Graduate Program Committee, in collaboration with the Executive Director of the Nursing Department
- The Graduate Program Committee will make a determination regarding the student's retention and progression, up to and including dismissal from the Graduate Program. If a student determines that another student fails to meet the Qualifications or Standards, he/she can use the Student Expectations and Improvement Plan as a guide for a one on one discussion. If the identified behavior does not stop, the student can bring the reported behavior to the Program Director. The Program Director can speak with the involved parties and if necessary create a student evaluation improvement plan. All aspects of this process is covered by FERPA.

## VI. COMMUNICATION

### Email

Students are expected to demonstrate professional communication at all times. The student's Elmhurst College email account is the official means for electronic communication. Students are expected to communicate via this account and are expected to check their email on a regular basis. Use of text as a form of communication is at the discretion of the faculty and preceptor.

### Electronic Learning Platform

Materials relevant to courses will be posted on the Blackboard. Students will be given access and orientation to this learning platform during their first semester at Elmhurst College. Students are responsible for checking Blackboard regularly to keep informed of course postings.

### Social Media Policy

The faculty in the Department of Nursing have identified the importance of a clear and policy of Social Media for nursing students. This policy is found in [Appendix L](#).

### Inclement Weather Policy

In the event of cancelled classes due to inclement weather, information will be available at Elmhurst College website or EC Emergency Closings at 630-617-3777. If a student is unable to attend or will be late due to inclement weather, faculty and preceptor (if it is a clinical day), must be notified prior to the beginning of the scheduled clinical experience. Personal safety is priority in decision making.

### Course or Clinical Absence

See course syllabi for guidelines regarding communication with faculty, adjunct faculty, and preceptors. Adherence to these guidelines is expected for maintenance of respectful relationship with the course faculty and clinical preceptors.

## VII. HEALTH AND CLINICAL REQUIREMENTS

The Department of Nursing is committed to fostering a safe learning environment for our students and protecting the health and well-being of others including students, faculty, patients, families and healthcare staff. Clinical agencies require verification that each student has met all health, safety, and pre-clinical screening requirements. Students will be informed and required to comply **if clinical agencies announce additional expectations** following initial documentation.

The student is required to submit documentation of compliance with clinical requirements prior to the start of clinical experiences, by the specified deadline. Failure to comply with these requirements by the specified dates will prevent clinical placement. The student will be informed of all requirements and expected dates of completion by Program Director.

It is an expectation that all Elmhurst College nursing students remain compliant and current in respect to health, safety, professional, and legal expectations. If an Elmhurst College student incurs any violation of a local, state or federal law or regulation the student must report the matter to the Executive Director of the Department of Nursing prior to the next nursing class or clinical day. The Executive Director of the Department of Nursing will review and act at her/his discretion in accordance with the Department of Nursing, Elmhurst College and/or professional standards.

The Department of Nursing updates immunization requirements as indicated by the Center for Disease Control (CDC) and our affiliating agencies. The student will be informed of any changes during their program.

The student must be in compliance with all health requirements for the entirety of their academic experience. The student must have adequate physical and mental health to participate in clinical. Whenever a student requires health accommodations, a letter from the student's healthcare provider will be required in order to assure that the student can participate in clinical without limitations. A statement from the provider is required when the student is returning from a medical absence or leave

Students will be given the appropriate forms to complete. All of these services and tests can be obtained through Student Health Services. Students unable to complete these requirements will not be allowed to continue in the nursing program.

The student who has an international background may be required to complete additional testing in order to meet health requirements.

During the clinical nursing sequence, the student must assume financial responsibility for the health requirements and immunizations, uniform, clinical and laboratory equipment, CPR certification, health insurance, criminal background checks, drug screenings, and transportation to and from clinical agencies. Students must also meet all requirements set by the clinical agencies.

### **Costs**

Students are responsible for health requirements and immunizations, health insurance, and transportation to clinical sites.

### **Health Insurance**

The student must have documentation of a current private health insurance plan (copy of both sides of the health insurance card). If health insurance information changes at any time, the student must submit a new insurance card to the office within two weeks of the change. **The student is responsible for fees associated with the provision of health care that may arise during academic courses or clinical experiences.**

### **CPR Certification**

Students are required to provide documentation of current certification in CPR for adults and children. The approved CPR course is that offered by the American Heart Association/CPR for the Healthcare Provider. For MENP students, CPR certification course will be provided during program orientation.

### **Liability Insurance**

At Elmhurst College, students in the clinical nursing sequence must be covered by professional liability insurance through Elmhurst College. This liability insurance is required. The College will purchase such insurance for all graduate nursing students in clinical courses. The insurance covers graduate nursing students during Elmhurst College clinical hours only. It does not cover work at a health care facility after scheduled clinical hours.

### **Transportation to Clinical Agencies**

Students are responsible for their own transportation to clinical facilities. The Nursing *Student Information & Statement of Understanding Domestic Curricular Travel* form is found in [Appendix M](#).

## **Latex Policy**

While it is not possible to maintain a latex free environment, vinyl gloves will be provided in the campus lab and clinical areas to decrease exposure to natural rubber latex. Any student who believes latex sensitivity may be a problem will be asked to complete appropriate testing at the student's expense. Documentation of the student's sensitivity status will be entered on the student's health record at that time.

## **Injury and Accidental Exposure in Clinical Experiences**

Any injury that occurs within the clinical area requiring medical attention requires documentation on the Department of Nursing Reportable Event Form ([Appendix N](#)) by the clinical faculty member and submitted to the Department of Nursing Executive Director. In the event that a student is exposed to a blood-borne or other infectious agent, the student is required to report the exposure to the nursing faculty member immediately and comply with the clinical agency's policies and procedures for exposure to blood-borne or other infectious agents. A report of the exposure will also be made to the Executive Director of the Department of Nursing.

## **Policy on Drug Screen and Criminal Background Check**

The Department of Nursing is a drug-free environment. A positive drug screening result is considered evidence of an actual or potential inability to practice nursing with reasonable skill and safety. Students with a positive drug screening result will not be allowed in the clinical setting. Positive drug screening results will be evaluated by the Graduate Program Committee and may result in disciplinary action, up to and including dismissal.

If a conviction report is received on the criminal background check, the student's continued progression in the graduate nursing program will be evaluated by the Graduate Program Committee. Permission to remain in the program will be based on the following criteria:

1. Severity of the offence
2. Recency of the offence
3. Relevance to the position as a direct caregiver
  - a. sexual abuse,
  - b. substance abuse or sales,
  - c. violence against a person,
  - d. abuse of a child or older person, and/or other.

## **MENP Clinical Performance Evaluation - Prelicensure**

At mid-point and the close of each clinical experience the student and faculty will review the student's clinical experience. The student is expected to come prepared for the evaluations and identify individual strengths and areas for improvement.

Clinical experiences are graded as follows:

- |    |  |
|----|--|
| 3  | Meets objective independently                  |
| 2  | Meets objective with minimal supervision       |
| 1  | Meets objective only with continual assistance |
| 0  | Unable to meet objective                       |
| OU | Opportunity to meet objective unavailable      |
| ◇  | Action plan                                    |

A student who receives a 0 in any objective or a 1 during the senior spring semester has not shown satisfactory clinical performance and will not pass the course. The following are examples of behaviors which may constitute an unsatisfactory clinical performance:

- Demonstrates unsafe clinical performance
- Unable to practice without continuous specific supervision

- Falsifies clinical hours
- Fails to submit required clinical logs and assignments
- Lacks insight and/or adaptability related to own verbal/ nonverbal behavior
- Violation of Department of Nursing and/or Nursing Master's Entry Program's Essential Standards

A copy of each clinical evaluation tool will be placed in the student's file. Clinical evaluations of the student will be shared with subsequent clinical faculty. Students may request a copy of their evaluations.

### **Clinical Performance Evaluation**

Students receive an evaluation of their clinical performance by their clinical preceptor and faculty at the midpoint and end of each clinical nursing course. Students meet with the faculty member at the completion of each clinical course to discuss the evaluation. Faculty are responsible for the determination of the final student's grade.

Clinical experiences are graded as follows:

- S = Meets the clinical objective at a satisfactory level.  
 U = Does not meet the clinical objective

A student who receives a U in any objective has not shown satisfactory clinical performance and will not pass the course. The following are examples of behaviors which may constitute an unsatisfactory clinical performance:

- Demonstrates unsafe clinical performance
- Unable to practice without continuous specific supervision
- Falsifies clinical hours
- Fails to submit required clinical logs and assignments
- Lacks insight and/or adaptability related to own verbal/ nonverbal behavior
- Violation of Department of Nursing and/or Graduate Nursing Program's Professional Standards

A copy of each clinical evaluation tool will be placed in the student's academic file. Clinical evaluations of the student may be shared with subsequent clinical faculty. Students may request a copy of their evaluations.

### **MENP Program Licensure Expenses**

There are several expenses associated with application for professional licensure that are the responsibility of the student. These expenses are in addition to those charged by the college for the commencement ceremony. These fees are SUBJECT TO CHANGE:

1. Background fingerprinting \$ 52.00
2. Professional Examination Fee \$200.00
3. Licensure as RN in State of Illinois \$ 98.00
4. CNL Exam Fee Varies

Students are urged to begin planning for these fees now.

### **Clinical Nurse Leader (CNL) Certification Examination**

Certification by the Commission on Nurse Certification is required to use the title Clinical Nurse Leader. Clinical Nurse Leader students sit for the CNL Certification exam as a requirement of their residency course, NRS 540 Residency. The student is responsible for the application fees associated with this examination.

## **Preceptor Qualifications**

In clinical courses, MSN students are assigned preceptors to facilitate their learning in the clinical environment. Preceptors are selected by faculty in collaboration with liaisons from clinical agencies. Preceptors are matched to the students clinical interests and learning goals. Clinical supervision of MSN students is shared with other clinicians serving as clinical preceptors. The MSN program will select clinicians who can provide the appropriate range of clinical experiences and mentorship required to meet the course and program objectives.

The faculty at Elmhurst College have adopted a minimum of the master's degree for the role of preceptor. A Master's Degree in Nursing (MSN) is preferred, but not required. The faculty may designate a clinician who is recognized for their extensive clinical expertise in the area of content to support the student's learning, but does not hold the master's degree in nursing. For example, a Chief Nursing Officer may hold a Baccalaureate degree in nursing and a master's degree in healthcare administration (MHA) or Master's degree in business administration (MBA). The clinical supervision of students however may be shared using a mix of clinicians serving as preceptors in order to provide the students with the appropriate range of clinical experiences required to meet the course objectives.

## **VIII. STUDENT RESOURCES AND OPPORTUNITIES**

### **Academic Support Services and Referral Policy**

Elmhurst College has a network of additional academic support. All students are encouraged to take advantage of these services that are free to all Elmhurst Students. The Learning Center's offerings are described in the [Elmhurst College E-Book](#). Each student must demonstrate competence in oral and written communication, and test taking. A student having difficulty meeting course objectives related to deficiencies in these areas will be referred to the Learning Center.

### **Information Literacy**

Basic computer literacy (MS WORD, e-mail and use of the Internet) is a program requirement. Tutorials to support computer literacy are available on the Elmhurst College A.C. Buehler Library website. In addition, the library has a variety of electronic resources available to students. The liaison librarian will participate in several core courses to assist in the further development of informatics competencies for graduate nursing students.

### **Learning Center**

Each student must demonstrate competence in oral and written communication, and test taking. For students having difficulty meeting course objective related to deficiencies in these areas, they may be referred to the on-campus Learning Center.

### **Course Evaluation / Feedback**

Feedback is actively sought by nursing faculty in order to improve program outcomes and the student learning experience. Formal course evaluations may be requested at the end of each course. In addition, program evaluations are requested at the end of the program. Students are welcome to offer their suggestions for improvement to faculty at any time.

### **Representation on Committees and Campus Activities**

Student representation on the Nursing Faculty Committee is encouraged and supported by the faculty. Information about participating can be obtained from the Director of the Graduate Nursing Program. One graduate student representative from each program shall be appointed annually.

Graduate students are eligible to participate in campus student groups and activities in which they are interested.

### **Sigma Theta Tau**

Zeta Beta chapter of Sigma Theta Tau, the international honor society for nursing, is located at Elmhurst College. Outstanding graduate and undergraduate students are elected by faculty to participate in this honor society. Election is based on academic achievement as well as potential for leadership and scholarship in nursing. Graduate students who have completed at least half of their program of study will be considered for election to membership by the Graduate Nursing Program Committee. MSN students who may have been elected to membership in another chapter are encouraged to consider dual membership or to change their membership to Zeta Beta chapter.

### **Research/Performance Showcase**

The college annually hosts a program which features various types of student work, including research activities, course projects, and works in creative or performing arts. Graduate students are encouraged to keep a portfolio of all materials created while in the program and to consider submitting materials for exhibition at the showcase. A faculty sponsor is needed for students to exhibit their work.

### **Use of the Graduate Resource Center**

The resource area for graduate students is housed in the lower level of Memorial Hall. Students have access to this area for student related activities. Computer resources are available for viewing clinical simulation materials, course enhancement software, or audiovisual materials. Select graduate classes will be scheduled for this room. Access to this area is arranged through the Program Director.

## Appendix A

### MENP Program of Study & Degree Requirements

The Master of Science in Nursing degree requirements consist of courses designed to meet baccalaureate competencies and eligibility to take the NCLEX-RN examination as well as graduate level courses designed to meet the master's program outcomes. There are a total of 71 semester hours (SH). **Course descriptions are included in Appendix C.**

#### *Fall Term*

Course No	Course Name	Credits
NRS 508	Foundations for Advanced Nursing Practice	4
NRS 520	Advanced Health Assessment	3
NRS 525	Advanced Pathophysiology	3
NRS 526	Advanced Pharmacology	3
Total		13

#### *J Term*

Course No	Course Name	Credits
NRS 501	Theories in Nursing and Clinical Leadership	3
Total		3

#### *Spring Term*

Course No	Course Name	Credits
NRS 507	Professional Perspectives in Nursing I	2
NRS 527	Epidemiology/Biostatistics	3
NRS 528	Research and Evidence-Based Practice	3
NRS 509	Adult Health I: Alterations Across the Lifespan	4
NRS 510	Adult Health II: Alterations Across the Lifespan	4
TOTAL		16

#### *Summer Term*

Course No	Course Name	Credits
NRS 514	Mental Health Nursing	4
NRS 513	Family Health Nursing	4
NRS 538	Management of Clinical Outcomes	3
TOTAL		11

#### *Fall Term*

Course No	Course Name	Credits
NRS 511	Adult Health III: Complex Health Alterations Across the Lifespan	4
NRS 512	Clinical Prevention & Population Health	4
NRS 502	Health Care System: Public Policy and Finance	3
NRS 515	Professional Perspectives in Nursing II	2
TOTAL		13

3

#### *JTerm*

Course No	Course Name	Credits
NRS 532	Technology for Health Care Education and Practice	3
TOTAL		3



*Spring Term*

Course No	Course Name	Credits
NRS 530	Professional Perspectives in Nursing III	3
NRS 531	Leadership in Systems/Organizations	3
NRS 540	Clinical Nurse Leader Residency	6

TOTAL 12

Program Total - 21 courses /71 credit hours

## Appendix B

### MENP Admission Requirements

To be considered for admission, applicants must submit the following:

- Official transcripts from all graduate and undergraduate institutions attended
- Applicants for the Masters entry program must hold a bachelor's degree from an accredited institution with a minimum cumulative GPA of 3.2 out of 4.0
- Successful completion within the past five years of undergraduate/college level courses in:
  - Anatomy and Physiology (2 courses with lab)
  - Chemistry (1 course with lab)
  - Microbiology (1 course with lab)
  - One course in Psychology or Sociology
- Recommendations from three people who can attest to the applicant's suitability for an accelerated graduate nursing program
- Submission of personal statement
- Completion of the Nursing CAS application
- Interview with the Masters Entry Program Director or designated graduate program faculty
- College level oral and written communication skills
- Computer literacy (ability to use MS WORD, email, Internet skills)

## Appendix C

### MSN Programs of Study & Degree Requirements

#### CLINICAL NURSE LEADER

This study option prepares the graduate for a leadership role at the point of care to achieve optimal clinical outcomes for individuals and populations. Core courses provide the student with a framework for clinical leadership in an advanced role in nursing. Advanced competency courses provide the foundation for the role of leader in the care environment and in management of outcomes. The concentration course, which is the residency, focuses on the knowledge and skills for leadership in clinical practice with inter-professional teams. Clinical residency develops depth in practice as a clinical leader in care environments. Upon completion of this concentration, students sit for the Commission on Nurse Certification Clinical Nurse Leader Certification examination.

	<b>Core</b>	<b>SH</b>
501	Theories in Nursing and Clinical Leadership	3
502	Health Care Systems: Organization, Policy and Finance	3
503	Applied Research for Clinical Leadership	3
504	Clinical Prevention and Population-Based Practice	3
523	Clinical Leadership Role Development	2
	<b>Advanced Competence</b>	
521	Foundations for Advanced Clinical Role	4
524	Practicum: Advanced Clinical Role*	3
532	Technology in Health Care Education and Practice	3
538	Management of Clinical Outcomes	3
	<b>Concentration</b>	
540	Residency: Clinical Leadership in the Care Environment**	6
	<b>Total</b>	<b>33</b>

\*90 clinical hours

\*\*360 clinical hours

## NURSE EDUCATOR

This study option prepares the graduate for a clinical leadership role as a nurse educator in a variety of settings. Graduates may assume roles as clinical faculty in schools of nursing, as well as nurse educators in staff development and education departments in health care agencies. Core courses provide the student with a framework for clinical leadership in an advanced role in nursing. Advanced competency courses provide the foundation for the role of leader in clinical care and management of outcomes. Concentration courses, which includes clinical residency, focus on knowledge and skills in curriculum design, instructional methodology, and evaluation. Clinical residency with a master teacher provides teaching experience in academic and/or healthcare settings.

	<b>Core</b>	<b>SH</b>
501	Theories in Nursing and Clinical Leadership	3
502	Health Care Systems: Organization, Policy and Finance	3
503	Applied Research for Clinical Leadership	3
504	Clinical Prevention and Population-Based Practice	3
523	Clinical Leadership Role Development	2
	<b>Advanced Competence</b>	
521	Foundations for Advanced Clinical Role	4
524	Practicum: Advanced Clinical Role*	3
532	Technology in Health Care Education and Practice	3
538	Management of Clinical Outcomes	3
	<b>Concentration</b>	
533	Curriculum Development and Evaluation for Nurse Educators	3
534	Residency: Clinical Leadership in Nursing Education**	3
	<b>Total</b>	<b>33</b>

\*90 clinical hours

\*\*180 clinical hours

## NURSING ADMINISTRATION

This study option prepares the graduate for a leadership role in nursing administration. Core courses provide the student with a framework for clinical leadership in an advanced role in nursing. Advance competence courses provide the foundation for the role of leader in administration or management. Concentration courses, which includes residency, develops depth in practice as an administrator.

	<b>Core</b>	<b>SH</b>
501	Theories in Nursing and Clinical Leadership	3
502	Health Care Systems: Organization, Policy and Finance	3
503	Applied Research for Clinical Leadership	3
504	Clinical Prevention and Population-Based Practice	3
523	Clinical Leadership Role Development	2
	<b>Advanced Competence</b>	
524	Practicum: Advanced Clinical Role*	3
532	Technology in Health Care Education and Practice	3
535	Topics in Nursing Administration and Management	
538	Management of Clinical Outcomes	3
	<b>Concentration</b>	
536	Advanced Topics in Nursing Administration and Management	3
537	Residency: Clinical Leadership in Nursing Administration**	3
	<b>Total</b>	<b>33</b>

\*90 clinical hours

\*\*180 clinical hours

## Appendix D

### MSN Admission Requirements

To be considered for admission, applicants must submit the following:

- Official transcripts from all graduate and undergraduate institutions attended
- Applicants for the MSN program must hold a bachelor's degree in nursing from an accredited institution with a minimum cumulative GPA of 3.0 out of 4.0
- Successful completion of undergraduate/college level courses in research and statistics (statistics within the past five years or must demonstrated competency)
- Current R.N. licensure in Illinois
- Students in the MSN program are expected to be employed as a licensed Registered Professional Nurse in the U.S. International students must be eligible to obtain and maintain valid employment authorization from the United States Citizenship and Immigration Services (USCIS) following admission to the program.
- Recommendations from three people who can attest to the applicant's professional and clinical nursing performance
- Goal statement: a one- to two-page essay describing personal and professional goals and how graduate nursing study at Elmhurst College will enable achievement of those goals
- A current resume documenting the applicant's work history, including levels of responsibility, areas of professional growth, and prior professional educational experiences
- Interview with the Graduate Program Director or designated graduate program faculty
- College level oral and written communication skills
- Computer literacy (ability to use MS WORD, email, Internet skills)

## Appendix E

### RN-MSN Admission Requirements

The RN-MSN option is designed for registered nurses (RNs) with baccalaureate degrees outside nursing. This is an entry option to the graduate program which places emphasis on achievement of baccalaureate nursing competencies. Select courses have been identified as the bridge to demonstration of baccalaureate nursing competencies and preparation to proceed to graduate level education in nursing. The following is a statement of requirements for the RN-MSN Option.

#### Admission Requirements:

Admission requirements include all stated requirements for the Master of Science in Nursing program, as well as some additional requirements for this entry option:

- Applicants for the MSN program must hold
  - Baccalaureate Program (BS or BA)      GPA    3.0 on a 4 point scale
  - ADN Program                                      GPA    3.0 on a 4 point scale
- Clinical practice in last 2 years (1 year full-time equivalent)
- Recommendations from three persons who can attest to the applicant's professional and clinical nursing performance. One must be from the applicant's current clinical supervisor.

#### Prerequisite Courses:

Successful completion of college level courses in the following areas:

- Statistics (within the past 5 years or must demonstrate competency)
- Research
- Health Assessment (or must demonstrate competency)

#### Required Bridge Course:

- NRS 320 Concepts of Professional Nursing Practice (4 SH)  
Successful completion with a grade of B or better is required to progress to MSN courses. Students who do not achieve this grade may continue in the RN-BS curriculum.

## Appendix F

### Post-Master's Certificate: Nurse Educator

The Post-Master's Certificate for Nursing Education is designed to provide nurses with a master's or doctoral degree in nursing with knowledge and skills to be effective nurse educators. This program includes didactic as well as clinical experiences to promote competency as an educator in a variety of roles in academic or health care settings.

The three course sequence (9 semester hours) is offered over January and Spring term and includes a clinical residency. The residency (up to 180 contact hours) includes a synthesis project and a structured experience to be mentored by a master teacher in the student's area of interest. Upon completion of the Post-Master's Certificate, the student will have met the educational requirements to be eligible to sit for the National League for Nursing (NLN) Certified Nurse Educator examination. Additional NLN requirements related to teaching experience may be completed upon completion of the program. The policies, procedures and information contained in this *Handbook* apply to Post-MSN Certificate students.

#### Admission Requirements:

- Master's or higher degree in nursing
- Official transcripts from master of science or doctoral degree in nursing program
- Work experience in nursing within past 5 years
- Goals statement: a one to two page essay describing personal and professional goals and how the nurse educator certificate at Elmhurst College will enable the achievement of those goals.
- A current resume documenting the applicant's work history, including levels of responsibility, areas of professional growth and prior professional experience.

#### Program of Studies:

NRS 532	Technology in Health Care Education and Practice	3 SH
NRS 533	Curriculum Development and Evaluation for Nurse Educators	3 SH
NRS 534	Residency: Clinical Leadership in Nursing Education	3 SH
	Total	9 SH



## Appendix G

### Post-Baccalaureate Certificate: Clinical Leadership in Nursing

The post-baccalaureate certificate in clinical leadership in nursing is designed to provide nurses who have a baccalaureate degree in nursing with advanced skills and competencies to provide leadership at the point of care in the clinical setting. Those completing the certificate program will be prepared with advanced knowledge of theory application, leadership concepts, evidence based practice, health care systems, and management of clinical outcomes.

The five course sequence (14 semester hours) may be completed in one calendar year. Upon completion of the post-baccalaureate certificate courses, with a grade of B or higher, students are eligible to matriculate into the Master of Science in Nursing program. The policies, procedures and information contained in this *Handbook* apply to Post-Baccalaureate Certificate students.

#### Admission Requirements:

- See Admission Requirements for Master of Science in Nursing Degree.

#### Program of Studies:

NRS 501	Theories in Nursing and Clinical Leadership	3 SH
NRS 502	Health Care Systems: Organization, Policy and Finance	3 SH
NRS 503	Applied Research for Clinical Leadership	3 SH
NRS 523	Clinical Leadership Role Development	2 SH
NRS 538	Management of Clinical Outcomes	3 SH
	Total	14SH

## Appendix H

### Graduate Nursing Course Descriptions

Refer to the [Elmhurst College Catalog](#) for pre-requisites all courses.

#### **NRS 501 Theories in Nursing and Clinical Leadership**

Establishes the framework for advanced nursing and clinical leadership role. Concepts, theories and principles from nursing and related disciplines are examined from a systems perspective. The application of theory in ethical practice is explored to promote optimal outcomes and clinical leadership.

#### **NRS 502 Health Care Systems: Organization, Policy and Finance**

Examines the structure, function, and forces that shape U.S. and global health care delivery systems. Explores current and emerging technologies to support safe practice environments that optimize patient safety, cost effectiveness and health outcomes for individuals and populations. Identifies policy decision making in relation to advanced nursing role. This course provides essential content to exercise clinical leadership in inter-professional teams in health care organizations and to advocate for individuals, diverse populations and the discipline of nursing.

#### **NRS 503 Applied Research for Clinical Leadership**

Provides the foundation for decision making in advanced nursing and clinical leadership. Emphasis is placed on generating problem focused questions that are relevant to practice with populations. Skills and competencies in informatics, research design and statistical analysis are enhanced. Systematic appraisal of evidence and the application of evidence to foster change and achieve optimal outcomes are addressed. The relationship of the role of a clinical leader in evidence-based, ethical practice is examined.

#### **NRS 504 Clinical Prevention and Population-Based Practice**

Develops a population-based framework for health promotion and disease prevention. Epidemiological principles are examined. Concepts related to health and disease, burden of illness, vulnerable populations, and cultural diversity are addressed. Population-based data are analyzed. Application of evidence-based methods in clinical intervention with a select population is examined. Inter-professional practice and ethical considerations in health care are explored.

#### **NRS 507 Professional Perspectives in Nursing I**

Examines the role of the CNL in addressing issues of quality improvement and safety in health care delivery systems. Advocacy and accountability for safe, quality, patient-centered care within standards of nursing practice are stressed.

#### **NRS 508 Foundations for Professional Nursing Practice**

Examines knowledge, skills and attitudes essential to professional nursing practice with individuals, families and populations across the lifespan. Clinical reasoning skills for the professional nursing role are developed using the concepts of quality, safety, evidence-based practice and patient-centered care within the health-illness continuum. Ethical principles and social determinants of health are introduced as framework for professional nursing practice. Clinical practicum/lab provides opportunity for application of these concepts as a provider of care in a variety of health care systems.

#### **NRS 509 Adult Health I: Alterations Across the Lifespan**

Examines patient-centered nursing care for select chronic health alterations. Students develop the professional roles of provider and designer of nursing care using an evidence-based approach.

Clinical practicum/lab builds on previous knowledge, skills and attitudes and provides opportunity for application of course concepts in a variety of health care systems.

**NRS 510 Adult Health II: Alterations Across the Lifespan**

Examines patient-centered nursing care for select acute health alterations. Students develop professional roles of provider and designer of nursing care using an evidence-based approach. Clinical practicum builds on previous knowledge, skills and attitudes and provides opportunity for application of course concepts in a variety of health care systems.

**NRS 511 Adult Health III: Complex Health Alterations Across the Lifespan**

Patient-centered nursing care for the management of clients with complex health problems is addressed in a variety of settings. Selected complex health alterations are used as the context within concepts of case management, care transition and discharge planning. Clinical practicum builds on previous knowledge, skills and attitudes and provides opportunity for application and synthesis of course concepts. Emphasis is on increasing leadership, collaboration in inter-professional teams, and ethical practice.

**NRS 512 Clinical Prevention and Population Health**

Individual, community and population centered care using the Clinical Prevention and Population Health Framework is addressed. Principles of teaching, learning and health promotion to design, implement and evaluate health education are examined. Clinical practicum builds on previous knowledge, skills and attitudes and provides opportunity for application and synthesis of course concepts. Professional nursing roles of advocate, clinical leader and educator within an interdisciplinary model are emphasized.

**NRS 513 Family Health Nursing**

Examines patient and family centered nursing care for select conditions and health alterations specific to reproductive-age women, newborns, children and families across the health-illness continuum. Students develop the professional roles of provider and designer/manager/coordinator of nursing care using an evidence-based approach. Clinical practicum builds on previous knowledge, skills and attitudes and provides opportunity for application and synthesis of course concepts in a variety of health care systems.

**NRS 514 Mental Health Nursing**

Examines patient and family centered nursing care for select psychiatric/ mental health conditions across the health-illness continuum. Students develop the professional roles of provider and designer/manager/ coordinator of nursing care using an evidence-based approach. Clinical practicum builds on previous knowledge, skills and attitudes and provides opportunity for application of course concepts in a variety of health care systems.

**NRS 515 Professional Perspectives in Nursing II**

Examines the clinical nurse leader role in communication and care coordination. Skills in conflict management and team collaboration are explored. Emphasis is placed on leadership in the management of care at the microsystem level.

**NRS 520 Advanced Health Assessment**

Focuses on the knowledge that is foundational for clinical decision making in an advanced nursing role. A systematic, patient-centered approach to health assessment across the lifespan is emphasized. Students develop skills in interviewing, history-taking and physical examination. Lab experiences provide the opportunity to demonstrate advanced assessment

**NRS 521 Foundations for Advanced Clinical Role**

Provides the foundation for practice in an advanced nursing role. Advanced knowledge of health assessment, pathophysiology, and pharmacotherapeutics to support clinical reasoning is developed within an integrated learning model. The scope of content includes culturally diverse clients across the lifespan, and includes both didactic and laboratory learning experiences. Competency in advanced history taking and physical examination skills is developed.

**NRS 523 Clinical Leadership Role Development**

Examines clinical leadership in an advanced nursing role. Theories and skills to facilitate clinical leadership role development within complex systems are analyzed. Differentiation of roles in the health professions, certification and licensure are discussed. Professional role behaviors are examined, including group/team skills, advocacy, accountability, change, and ethical conduct.

**NRS 524 Practicum: Advanced Clinical Role**

Focuses on critical thinking and decision making for optimal outcomes with a select population across the care continuum. Evidence-based practice and ethical considerations in care management are analyzed. Communication and collaboration issues in a clinical leadership role are explored. A practicum of 90 clinical hours provides opportunity for application of and reflection on knowledge from core and select competence courses

**NRS 525 Advanced Pathophysiology**

Provides the scientific foundation for practice in an advanced nursing role. Focuses on etiology, pathogenesis and clinical presentation of common disease processes across the life span. This course provides the scientific rationale for clinical decision making and care management.

**NRS 526 Advanced Pharmacology**

Focuses on major drug classifications, including indications, actions, interactions and side effects. Principles of pharmacokinetics and pharmacodynamics provide the foundation for an evidence-based, patient-centered approach to clinical decision making and care management across the lifespan. Includes selected clinical applications of advanced pharmacology with related pathophysiology using a case study model.

**NRS 527 Epidemiology and Biostatistics**

This course is an introduction to epidemiological and statistical knowledge and skills that are fundamental to an advanced nursing role. Concepts essential for evidence-based practice, clinical prevention and population health are covered.

**NRS 528 Research and Evidence-Based Practice**

Provides the foundation for evidence-based decision making in the advanced role of clinical nurse leader. Knowledge of research design and essential competencies related to research in professional nursing are developed. Retrieval and systematic appraisal of evidence and the application of evidence to foster change and achieve optimal outcomes in nursing practice are addressed.

**NRS 530 Professional Perspectives in Nursing III**

Focuses on transition as a graduate entry into professional nursing practice. Emphasis is placed on promotion of lifelong learning and incorporation of ethical, legal and professional accountability for practice. Readiness for practice is examined. Prerequisite: Concurrent enrollment with NRS 540.

**NRS 531 Leadership in Systems and Organizations**

Focuses on the leadership role of the professional nurse as a clinical nurse leader. Role transition is supported by examination of the front-line clinical competencies of nursing leadership, clinical outcomes management, and care environment management at the microsystem level. Integration of

systems theory, change theory, leadership and management theories, and social responsibility in professional nursing practice is emphasized. Organizational, economic, regulatory and interpersonal factors that impact nursing practice are explored. Skills in coordination, delegation, management and utilization of resources are addressed. Students analyze essential patient advocacy and education competencies to ensure delivery of quality care as a professional nurse. Prerequisite: Concurrent enrollment with NRS 540.

**NRS 532 Technology in Health Care Education and Practice**

Builds on the theories and principles of teaching/learning for an advanced nursing role that have been developed in the foundational courses. As an advanced competence course, emphasis is on knowledge and skills for teaching, learning and communication in technology enabled environments. Focus includes management of relevant data and use of information to support professional nurses and to care for patients in multiple settings. Ethical and legal issues related to information technology are explored from the perspective of an advanced nursing role.

**NRS 533 Curriculum Development and Evaluation for Nurse Educators**

Examines the relationship between curriculum design, course development, and outcomes. Curriculum development, including mission, philosophy and stakeholders, is explored from the perspective of the nurse educator role. Systematic processes for program assessment are examined. Standards from external accreditation agencies and ethical and legal issues unique to education, evaluation and the profession of nursing are discussed.

**NRS 534 Residency: Clinical Leadership in Nursing Education**

Designed as a capstone experience, with opportunities to synthesize the knowledge and skills developed throughout the program. The student is mentored by a master teacher to develop expertise in the nurse educator role in a setting that is an area of interest. Settings include academic nursing programs, secondary and tertiary health care agencies, and community based primary care organizations. Student completes up to 180 clinical hours in this residency. Seminar is structured to explore issues and reflect on role implementation.

**NRS 535 Topics in Nursing Administration and Management**

NRS 535 focuses on the knowledge and skills that provide the foundation for a leadership role in nursing administration. Emphasis is placed on the critical thinking and application of principles of leadership; communication and relationship management; professionalism; knowledge of the healthcare environment; and business skills and principles.

**NRS 536 Advanced Topics in Nursing Administration and Management**

NRS 536 focuses on strategic thinking for implementation of a leadership role in nursing administration. Emphasis is placed on competencies and decision making related to communication and relationship management; professionalism; leadership; knowledge of the healthcare environment; and business skills and principles.

**NRS 537 Residency: Clinical Leadership in Nursing Administration**

Designed as a capstone experience with opportunities to synthesize the knowledge and skills developed throughout the program. Residency is a mentored experience with designated preceptors in sites consistent with the student's practice interest and which support full implementation of a clinical leadership role. Settings include secondary and tertiary health care agencies and community based primary care organizations. Students complete 180 clinical hours in this residency. Seminar is structured to explore issues and reflect on role implementation.

**NRS 538 Management of Clinical Outcomes**

Focuses on management of outcomes for individuals and populations. Health care systems are analyzed at the point of care to anticipate client risk, identify patterns of problem occurrence, target areas in need of intervention and examine cost. Skills are developed in microsystem assessment and in the use of information systems and technology. Outcomes related to quality, risk and cost are reviewed in relationship to benchmarks. Recommendations for changes in practice for optimal outcomes are explored.

**NRS 540 MENP: Clinical Nurse Leader Residency**

Designed as a capstone experience to synthesize knowledge and skills of professional nursing practice developed through the program and integration of the clinical nurse leader role. Focuses on clinical leadership in lateral integration of care at the point of care to promote optimal outcomes. Residency is a precepted clinical immersion experience. Residency supports implementation of clinical nurse leader role functions including advocate, health professional, team manager, information manager, system analysis/risk anticipator, clinician, outcomes manager and educator. Designated clinical faculty maintain frequent communication with students and assume responsibility for assessment and evaluation of student clinical experiences and competencies. Students complete 400 clinical hours. Prerequisites: successful completion of all previous coursework with concurrent enrollment in NRS 530 and NRS 531 and consent of program director

**NRS 540 MSN Residency: Clinical Leadership in the Care Environment**

Designed as a capstone experience with opportunities to synthesize knowledge and skills developed throughout the program. Focuses on clinical leadership in providing lateral integration of care at the point of care to promote optimal outcomes. Residency is a mentored experience with designated preceptors in sites consistent with the student's practice interest and which support full implementation of the clinical nurse leader role. Clinical nurse leader role functions include client advocate, health professional, team manager, information manager, system analyst/risk anticipator, clinician, outcomes manager, and educator. Residents completes 360 clinical hours. Seminar is structured to explore issues and reflect on role implementation.

## Appendix I

### Portfolio Guidelines and Evaluation Criteria

During the NRS 534/NRS 537/NRS 540 residencies, students will submit a portfolio that contains graduate student work that exhibits achievement of program learning outcomes. The purpose of the portfolio is to promote synthesis of knowledge, demonstrate outcomes of the MSN program in clinical leadership, and foster reflective thought and self-assessment.

This comprehensive document is submitted to faculty in the graduate program as a requirement in the capstone experience in clinical leadership. The portfolio is considered the property of the student and will be returned to student after evaluation. One electronic copy of the narrative section of the portfolio will be retained by the Department of Nursing. Students' portfolios will be evaluated as satisfactory/unsatisfactory on the following criteria:

- Sample documents provide evidence related to each of the eight program outcomes.
- Discussion provides critical analysis of how sample documents relate to the program objectives.
- Reflection offers students' perspective on how knowledge and skills have increased or changed with the Elmhurst College MSN program experience.

#### Instructions:

The portfolio should include a narrative section and a section of appendices with examples of supporting documents.

The narrative section should include the following and not exceed 14 pages:

#### 1. Introduction:

- Brief description of graduate student's academic and professional experiences at time of entry to MSN nursing program.
- Overview of the portfolio and purpose statement.

#### 2. Body of work:

- For each of the eight program objectives, provide two-three examples from your own work that provide evidence of meeting that objective. (Note: Include a variety of supporting documents in an appendix. Supporting documents may be philosophy statement, papers, logs, search strategies, journals or other course products. A single document may support more than one example and/or objective.)
- Using your examples, provide analysis of how course objective was met.

### 3. **Self-reflection:**

#### *Purposes of the Master of Science in Nursing Program*

- *Prepare graduates with advanced nursing knowledge and skills for practice with individuals and populations.*
- *Prepare graduates to assume clinical leadership roles in nursing.*
- *Provide the foundation for doctoral study*

In three to four pages, discuss your perceptions of change and growth in your scholarship, skills and development as a clinical leader related to your Elmhurst College MSN experience. Consider the following in your reflection:

- How have your goals changed as a result of your experience in the MSN program. (may compare to earlier goal statements upon admission to program). Include any change in philosophy
- How has your experience as an Elmhurst College graduate student influenced your professional practice
- How has your experience as an Elmhurst College graduate student influenced your future goals including personal sense of leadership
- What metaphors would you use to describe your “lived experience” in the program?

### 4. **Presentation of document:**

- Narrative portion of portfolio is a formal typed document evidencing scholarly thought and clear effective writing style. ( Double spaced 12 point font, with use of subheadings and appendices
- Portfolio should be presented in three ring binder with clearly identified Cover page, Table of contents, dividers/sections; appendices, references as needed
- Narrative portion should not exceed page limit
- In addition to the hard copy of portfolio, students will submit an electronic copy of narrative section to digital drop box.



## Portfolio Evaluation

*The Residency Portfolio contains graduate student work that exhibits achievement of program outcomes. The following is the appraisal of the portfolio as evidence of achievement of the learning goals/outcomes.*

**NAME:**

**INTRODUCTION AND BODY OF WORK:**

	SA	A	D	SD
<b>Documents include an overview and purpose statement.</b>				
<b>Documents provide evidence and analysis of how each Graduate Program Learning Outcome was met.</b>				
<ul style="list-style-type: none"> <li>Synthesize liberal education and nursing knowledge within a systems framework for advanced nursing roles.</li> </ul>				
<ul style="list-style-type: none"> <li>Utilize critical thinking and decision making skills for optimal individual and population outcomes in advanced nursing roles.</li> </ul>				
<ul style="list-style-type: none"> <li>Demonstrates professional values and standards in ethical practice with individuals and populations and to advance the profession of nursing</li> </ul>				
<ul style="list-style-type: none"> <li>Implement evidence-based practice in advanced nursing roles with diverse populations</li> </ul>				
<ul style="list-style-type: none"> <li>Demonstrate accountability and professional development for informed, reflective practice in advanced nursing roles</li> </ul>				
<ul style="list-style-type: none"> <li>Analyze the organization, policy and financing of systems and their effect on individuals and populations for optimal outcomes.</li> </ul>				
<ul style="list-style-type: none"> <li>Utilize effective communication, inter- and intra-disciplinary collaborative skills, and information technologies in advanced nursing roles.</li> </ul>				
<ul style="list-style-type: none"> <li>Demonstrate leadership within systems to plan change and promote quality outcomes for individuals and populations.</li> </ul>				

**SELF REFLECTION**

	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
<b>Document includes a reflection on how knowledge and skills have increased or changed with the Elmhurst College MSN program</b>				
Addresses changes in goals				
Addresses how experiences have influenced professional practice				
Addresses how experiences have influenced future goals including personal sense of leadership				
Includes metaphor to describe "lived experience"				

**PRESENTATION OF DOCUMENT**

	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
<b>Portfolio evidences scholarly thought, clear effective writing style, and professional presentation</b>				
Narrative portion is formal, typed document (12 point font, double spaced, use of subheadings, adherence to page limit)				
Professional presentation (three ring binder, cover page, table of contents, appendices and references)				
Electronic copy of narrative section submitted to digital drop box				

## Appendix J

### Appearance/Dress Code

#### General Clinical Requirements:

Students will conform to appearance and dress code policies established by Elmhurst College MSN Program as well as the facility in which they have clinical practicum.

- The student ID badge is to have the first and last names only.
- The lab coat is to be the uniform white lab coat for Elmhurst College Department of Nursing.
- At no time during a practicum should the student display any insignia of another institution (e.g. nametag or institution patch on a lab coat). No students should wear an Elmhurst College/Department of Nursing ID badge or lab coat when not in an assigned student practicum experience.
- Business casual under the lab coat is required (no jeans).
- Closed toes shoes and hosiery/socks are required.

Students are expected to be well groomed and in neat, clean attire at all times

- Clothes should fit properly so as to be professional and appropriate.
- Jewelry should be limited to a wedding band or simple rings; one stud earring per ear.
- Visible tattoos are to be covered.
- Hair color and style should reflect a professional appearance. Long hair should be off the collar, and facial hair should be neatly trimmed.
- Fingernails should be short, only clear polish permitted. Acrylic nails are prohibited.

- **General Classroom Requirements**

Student classroom attire should be the type and fit of clothing which respects the community of peers, faculty and guest speakers. The specific classroom dress code is at the discretion of the individual faculty in creating a professional environment.

## Appendix K

### Student Expectations and Improvement Plan

(Adapted with permission from University of San Diego Hahn School of Nursing)

**Student:** \_\_\_\_\_

**Faculty:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Beginning Date of Plan:** \_\_\_\_\_ **Ending Date of Plan:** \_\_\_\_\_

**Nature of the problem:**

\_\_\_\_\_ Removal from clinical area by Agency

\_\_\_\_\_ Disrespectful or unprofessional classroom or clinical behaviors as reflected in the

*Professional Behaviors (Student Policies/ MSN Student Handbook)*

\_\_\_\_\_ Deficiencies in *Professional Nursing Standards (Student Policies/ MSN Student Handbook)*

\_\_\_\_\_ Unprepared for clinical (e.g., lack of preparation, dress code violations, etc.)

\_\_\_\_\_ Unsafe clinical practice (e.g., medication errors, inability to perform skills, practice outside scope as a nurse or a student, patient safety violations, etc.)

\_\_\_\_\_ Inability to communicate effectively or appropriately with patients/clients, families, or staff

\_\_\_\_\_ Repeated Absenteeism (Class/Clinical)

\_\_\_\_\_ Repeated Tardiness (Class/Clinical)

\_\_\_\_\_ Repeated deficiencies in written work (class/clinical)

\_\_\_\_\_ Lack of follow up or completion of remediation plan

\_\_\_\_\_ Other: (please identify)

**Expanded description of the problem(s):**

**Requirements for overcoming the problem(s):**

What must student do (e.g., skills lab remediation, writing skills development, cease and desist tardiness/absenteeism/unprofessional/etc. activities, etc.)

**Students Comments:**

**Signatures:**

By signing below, you are stating that you understand the nature of the problem or behavior and agree with the remediation to correct this problem

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Faculty** \_\_\_\_\_ **Date** \_\_\_\_\_

**Lead Faculty Coordinator** \_\_\_\_\_ **Date** \_\_\_\_\_

**Faculty notes on progress:**

When an Improvement Plan is instituted, the student and faculty should meet again as needed to evaluate progress. Record faculty notes regarding meetings below:

**Outcome of Improvement Plan:**

(e.g., satisfactory completion of Plan, continuation of Plan and why; initiation of new Plan and why; unsatisfactory completion of Plan and why, with referral to **appropriate office/committee**.)

## Appendix L

### Social Media Policy

(Adapted with permission of Purdue University School of Nursing)

#### **Purpose:**

The Department of Nursing supports the use of social media to reach audiences important to the College such as students, prospective students, faculty, and staff. The participation on social media sites is guided by policy. This policy applies to nursing students who engage in internet conversations for school-related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

#### **General Information:**

Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that are built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content. Examples include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Allnurses.com, Twitter, Facebook, YouTube, and MySpace.

While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional and university reputations.

As students you will want to represent the college in a fair, accurate and legal manner while protecting the brand and reputation of the institution.

When publishing information on social media sites remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be used by others. As one person remarked, "If you wouldn't put it on a flier, carve it into cement in the quad or want it published on the front of the Wall Street Journal, don't broadcast it via social media channels."

#### **Policy:**

- Protect confidential, sensitive, and proprietary information: Do not post confidential or proprietary information about the university, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of nursing student.
- Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and the university. For guidance, visit the site or seek consultation through the Department of Nursing.
- Do not use marks, such as logos and graphics, on personal social media sites. Do not use name to promote a product, cause or political party or candidate.

- Use of the logos and graphics for college sanctioned events must be approved (posters, fliers, postings) by administration.
- It is expected that during clinical use of PDAs and other devices employed for social media will be used only as authorized by faculty. If a PDA is combined with a cell phone, it is expected that the cell phone aspect of the device is silenced.
- No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.
- Use of computers (PDAs, notebooks, etc.) during class shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity.
- No student shall videotape professors or fellow students for personal or social media use without the express written permission of the faculty or fellow student. At NO time shall patients/clients be videotaped or photographed without written permission of other patient/client and of the facility.
- Be aware of your association with online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point you should neither claim nor imply you are speaking on the college behalf unless you are authorized to do so in writing.
- HIPAA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.
- Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, others' privacy and confidential information.

**Procedures/Considerations:**

- There is no such thing as a “private” social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information including deleted postings. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clear-headed. Think twice before posting. If you are unsure about posting something or responding to a comment, ask your faculty. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.
- Future employers hold you to a high standard of behavior. By identifying yourself as a student through postings and personal web pages, you are connected to your colleagues, clinical agencies and even clients/patients. Ensure that content associated with you is consistent with your professional goals.
- Nursing students are preparing for a profession which provides services to a public that also expects high standards of behavior.
- Respect your audience.
- Adhere to all applicable college privacy and confidential policies.
- You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).
- Employers are increasingly conducting Web searches of job candidates before extending offers. Be sure that what you post today will not come back to haunt you.

- Monitor comments. You can set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.
- Don't use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.
- You are responsible for regularly reviewing the terms of this policy.

**Consequences:**

- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
- Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.)





**Appendix M  
NURSING STUDENT INFORMATION &  
STATEMENT OF UNDERSTANDING  
DOMESTIC CURRICULAR TRAVEL (copy)**

Student Name \_\_\_\_\_ Travel Location: Various clinical agencies  
Reason for Travel: Clinical component of a nursing course

**STUDENT DATA**

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_

# \_\_\_\_\_

Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_

Emergency

Contact \_\_\_\_\_ Relationship \_\_\_\_\_

Emergency Phone # \_\_\_\_\_ (day) \_\_\_\_\_ (evening)

If my emergency contact cannot be contacted, I authorize Elmhurst College to take such emergency action as deemed necessary.

**GENERAL RELEASE**

I acknowledge that I am voluntarily participating and am aware of the conditions and responsibilities of the above mentioned activity/event. I recognize and acknowledge that there are certain risks of physical injury and I agree to assume that full risk of any injuries, including death, damage or loss which I may sustain as a result of participation in such activity/event. I hereby waive, release and relinquish any and all rights, claims, demands, causes of action, present or future, whether known, unknown, anticipated or unanticipated I may have against Elmhurst College, its employees, agents, trustees, and officers arising from my participation in the activity/event. I further agree to indemnify and hold harmless and defend Elmhurst College and its officers, agents, trustees, and employees from any and all claims resulting from injuries, including death, damages, and losses sustained by me and arising out of, in connection with, or in any way associated with the activities of the activity/event that are beyond the control of the College, its agents or employees.

**HEALTH INSURANCE INFORMATION**

I have sufficient health, accident, disability and hospitalization insurance to cover me during my activities; I further understand that I am responsible for the costs of such insurance and for the expenses not covered by this insurance, and I recognize that Elmhurst College does not have an obligation to provide me with such insurance. I acknowledge that all costs resulting from injury will be borne by me and my family and not the College or clinical agency.

Name of Insurance Carrier \_\_\_\_\_

Insurance Policy # \_\_\_\_\_ Carrier Phone # \_\_\_\_\_

**PERSONAL CONDUCT**

I understand that the responsibilities and circumstances of any form of student involvement requires a standard of professional decorum. Therefore, I indicate my willingness to understand and adhere to values of Elmhurst College, to conduct myself with *integrity, fairness, respect, and responsibility*, and adhere to the expectations conveyed in the E-Book Student Handbook and the Student Handbook for the Master of Science in Nursing Program. I agree that should any College official, professor, employee of the clinical agency, or other students participating in the event/activity deem my conduct inappropriate, my future participation in off campus events/activities is jeopardized and I will immediately cease my involvement with the said activity and be returned to campus at my own expense.

**UNDERSTANDING**

I certify that the above information is correct and that I agree to comply with these policies in all current and future nursing courses in which I am enrolled.

\_\_\_\_\_  
(Student Signature)

Signed Copy to Student File

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
(Date)

Appendix N

Department of Nursing Reportable Event



Elmhurst College  
Department of Nursing and Health Sciences

**Reportable Event\***

Instructor Name:  
Date:

Course number:

Time of Reportable Event:

Place of Reportable Event:

Reportable Event: (who was involved? Place an X by as many individuals or groups indicated)

Student(s) \_\_\_\_\_  
Faculty \_\_\_\_\_  
Healthcare Staff \_\_\_\_\_  
Patient(s) \_\_\_\_\_  
Other (indentify by role) \_\_\_\_\_

If Exposure to Bloodborne products, were Agency and DCN policies followed?

Yes \_\_\_\_\_ No \_\_\_\_\_

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If an error occurred in nursing care (med error, treatment error, patient fall, etc), were the Agency policies followed?

Yes \_\_\_\_\_ No \_\_\_\_\_ Comment \_\_\_\_\_

Explain \_\_\_\_\_

Briefly described the nature of the Reportable Event:





Elmhurst College  
Department of Nursing and Health Sciences

### Handbook Review Policy

The Department of Nursing *Student Handbook for the Master of Science in Nursing Program* is published annually in fall. All statements and policies published in the *Handbook* are in effect for the time period published on the cover of the *Handbook*. The Department of Nursing also follows the policies printed in the *Elmhurst College E-Book*. Faculty reserve the right to change statements and policies during the year the *Handbook* is in effect, with the provision that students are informed in writing of any changes.

Your signature on this form indicates that you have access to the *Student Handbook Master of Science Program* (referred to as the *Student Handbook*) and understand your responsibilities with regard to policies, procedures and core information set forth in the *Student Handbook*, including the following.

- I understand that I am subject to the policies described in the *Student Handbook* and the guidelines for policies, procedures and core information set forth in the document.
- I understand that the *Student Handbook* policies, procedures and core information will be needed while I am enrolled as a student in the graduate nursing program at Elmhurst College.
- I understand that these policies and procedures have been approved by the Department of Nursing Graduate Faculty Committee and will be the basis for decision making with regard to student matters covered by the *Student Handbook*.
- I understand that the Graduate Nursing Faculty at Elmhurst College reserves the right to change any provision or requirement in the *Student Handbook* at any time within my term of attendance.
- I am responsible for being knowledgeable of policies, procedures, and information contained in the *Student Handbook*.
- I am responsible for adhering to the policies and procedures contained in the *Student Handbook*.
- I understand that the *Student Handbook* is available on the Elmhurst College website

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Name

Signed Copy to Student File