COLLEGE OF PROFESSIONAL SCIENCES

SCHOOL OF NURSING

GRADUATE
NURSING STUDENT HANDBOOK

2017-18

The baccalaureate and master's degree programs and the doctor of nursing practice in population health leadership program at Xavier University School of Nursing are accredited by the Commission on Collegiate Nursing Education, www.aacn.nche.edu/ccne-accreditation.

The baccalaureate degree in nursing and master's degree in nursing are approved by the Ohio Board of Nursing (OBN), www.nursing.ohio.gov.

The baccalaureate (BSN) and master's degree programs and the doctor of nursing practice in population health leadership program at Xavier University are endorsed by the American Holistic Nurses Credentialing Corporation (AHNCC), Note: The new ABSN track of the BSN degree program is under review for inclusion.

Xavier University Graduate Nursing Student Handbook 2017 – 2018

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INTRODUCTION AND HANDBOOK ACKNOWLEDGEMENT

Introduction

The Xavier University School of Nursing publishes an Undergraduate Nursing Student Handbook and a Graduate Nursing Student Handbook. The first section of each handbook is common to both, covering Xavier University, School of Nursing and clinical student policies and information. The second section of each handbook is specific to either undergraduate students or graduate students.

The Undergraduate Nursing Student Handbook provides policies for the BSN program which includes two tracks: the four-year program and an accelerated program offered on line for individuals with a bachelor degree in another field (ABSN).

The Graduate Nursing Student Handbook includes policies for the Master of Science in Nursing program which includes two tracks: MSN for registered nurses and MIDAS which stands for Master of Science in Nursing: Direct Entry as Second Degree.

The BSN (both the four-year and the ABSN) and MIDAS are pre-licensure programs which prepare graduates to take NCLEX-RN upon completion of the program.

Current handbooks are posted at www.xavier.edu/nursing/Current-Students.cfm, the Nursing Current Students web page and archived ones are accessible via a link from that page. The handbook is to serve as a guide and reference for students.

The nursing handbook provides information regarding School of Nursing policies and procedures. Students are expected to be familiar with the content of their handbook (undergraduate or graduate handbook) and the information in the University catalog pertaining to undergraduate or graduate education at Xavier University. If any item in the School of Nursing handbook or the catalog is not clear, it is the student's responsibility to seek clarification.

Students are to reference the handbook under which they entered throughout their enrollment in the School of Nursing. Students will be notified of any changes that apply to them after the publication of their handbook.

Policies revised during the academic year will be communicated to current students via email announcements. Therefore it is important that students routinely check their Xavier University email account.

The nursing handbook is considered to be test material in some nursing courses.

Both students and faculty provide input into the revision process through the questions they ask and the problems/challenges that may arise during use of the handbook. Students are invited to give suggestions for improving the handbook. Submit ideas in writing to the Director of the School of Nursing or to the Academic Program Director.

Nursing Student Handbook Acknowledgement

I have accessed/received my nursing student handbook and understand I am responsible for reading and abiding by all policies set by the School of Nursing.

In addition to an initial review, it is expected that students will review the handbook on an annual basis.

Pre-licensure students: I understand that a past felony or misdemeanor conviction may disqualify me from taking the National Licensing Examination for Registered Nurses (NCLEX-RN) as outlined in Section 4723.28 of the Ohio Revised Code.
http://nursing.ohio.gov/PDFS/Discipline/CRIMINAL_HISTORY_FACT_SHEET-July_2013.pdf

I agree to permit the School of Nursing, if necessary, to release my social security number to clinical facilities in order to produce an identification badge to be used during my clinical rotation.

I hereby grant to Xavier University the right and authority to photograph or produce audio/video digital recordings of any activity, including but not limited to, simulations within the Xavier Center for Holistic Nursing in which I am a participant. I understand and consent that these recordings may be used for promotional, educational, or publicity purposes. They may be published in mass media publications, on the Xavier internet sites. In addition, they may be viewed for educational purposes in the classroom, shown at local or national workshops, or made available for distance learning via the internet.

Student's Name_____
(please print)

Graduate Nursing Student Handbook for Academic Year _____2017-18_____

Student's Signature _____

Today's Date _____

HIPAA Confidentiality Agreement

I have read the HIPAA Confidentiality Agreement in the handbook and agree to comply with all its terms as a condition of my continuing affiliation with Xavier University.

_____ _____
Student's Signature Date

_____ Xavier University
Print your Name School of Nursing

Agreements/hipaa/ Confidentiality Agreement

TWO SIGNATURES ARE REQUIRED ON THIS FORM: THE HANDBOOK ACKNOWLEDGEMENT AND THE HIPAA CONFIDENTIALITY AGREEMENT

Four year BSN, MSN MIDAS, MSN (RNs): DEADLINE FOR SUBMISSION: SEPTEMBER 8, 2017

XAVIER UNIVERSITY INFORMATION FOR STUDENTS

Xavier University Mission Statement

Xavier is a Jesuit Catholic university rooted in the liberal arts tradition. Our mission is to educate each student intellectually, morally, and spiritually. We create learning opportunities through rigorous academic and professional programs integrated with co-curricular engagement. In an inclusive environment of open and free inquiry, we prepare students for a world that is increasingly diverse, complex and interdependent. Driven by our commitment to the common good and to the education of the whole person, the Xavier community challenges and supports students as they cultivate lives of reflection, compassion and informed action.

Xavier University Services, Guides & Policies

University services, guides and policies are accessible on the Student Hub via the Systems and Guides icon. Of particular note are academic policies, undergraduate and graduate catalogs and the University's student handbook. All students are expected to review both the university student handbook and the nursing student handbook. Every Xavier student is a representative and ambassador for the University. Expectations, policies, and the code of student conduct found in the handbooks have been established to assure respect for oneself and others. Students are held accountable for inappropriate behavior both on-campus and off-campus and there are consequences to unwise decisions and choices if a student is found to be responsible for violations.

Xavier University Academic Honesty

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of standards of ethical behavior will not be tolerated at Xavier University. These include but are not limited to cheating, plagiarism, unauthorized assistance in assignments and tests, and the falsification of research results and material.

All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own.

Penalties for violations of this policy may include, but are not limited to, one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from Xavier. The Academic Dean of the college in which the student is enrolled is to be informed in writing of all acts of academic dishonesty, although the faculty member has authority to assign the grade for
the assignment, test, or course. If disputes regarding the applicability or enforcement of this policy arise, the student, faculty member and department chair should attempt to resolve the issue. If this is unsatisfactory, the Academic Dean of the college will rule on the matter. As a final appeal, the Provost will call a committee of tenured faculty for the purpose of making a final determination.
(Source: XU Student Handbook: Academic Honesty – Section 2.3.9.1.
http://www.xavier.edu/handbook/standards/Academic-Honesty.cfm)

Xavier University Student Hub

Xavier University provides the Student Hub as an easy way to access many of the services students will need to use. Students register for a new Xavier account to open the gateway to e-mail, billing, grades and so much more. Register at www.xavier.edu/newuser.

Once registered, all of Xavier's systems are easily accessible for students via the Student Hub at www.xavier.edu/students including the services below:

Bill Pay: At Xavier, we only utilize electronic billing. On the Student Hub, click the Pay Bill icon for access your bill, payment options, payment plans and more. You can set-up other users to access your billing information if that's helpful. Contact the Bursar's office at 513-745-3435 for assistance.

By paying your bill on time, you will always have access to your Xavier systems and never have your classes cancelled due to being delinquent.

E-mail: You will have a Xavier e-mail account. Make sure to check important messages for have the e-mails forwarded to another account.

NURSING STUDENTS: IT IS CRITICAL TO CHECK YOUR XAVIER EMAIL REGULARLY. YOU WILL RECEIVE MANY COMMUNICATIONS FROM YOUR FACULTY AND THE SCHOOL OF NURSING BY EMAIL.

Academic information: Students can access online course collaboration spaces by selecting the Canvas icon on the Student Hub. The Student Hub also has easy links to search course descriptions, get to the online Library, and view your grades through Self-Service. Access the catalog at www.xavier.edu/registrar and click the catalog link.

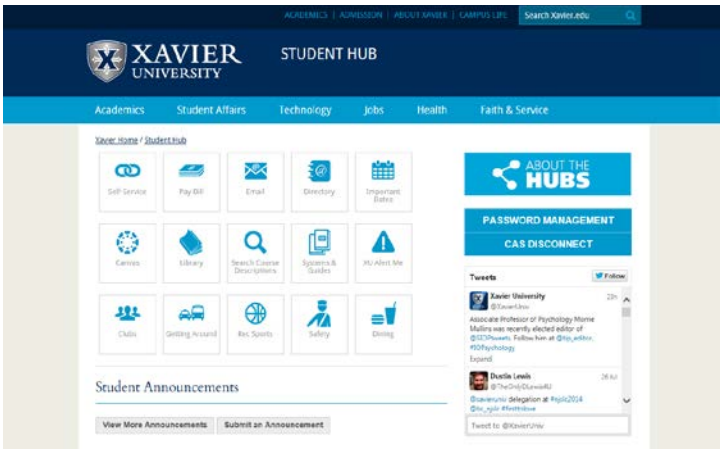
XU Alert Me: Your safety is a top priority. Use the XU Alert Me icon to register for important safety and weather related notifications to your phone and/or email.

Parking: Purchasing a Xavier parking permit is easy at www.xavier.edu/parking.

Source: Information Technology, 5/2014

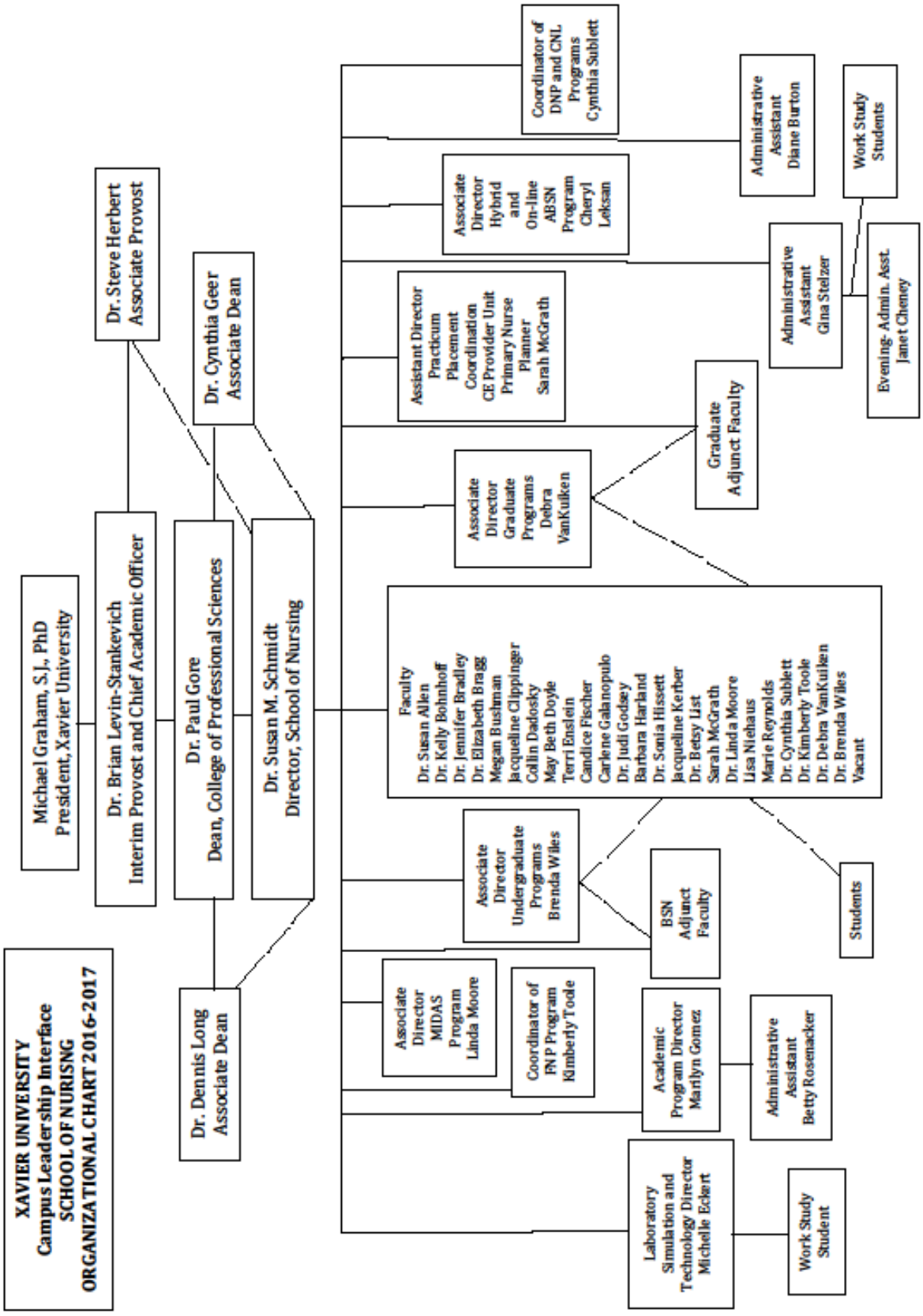
The Student Hub is the gateway via links to numerous offices, services and information. Many of the less obvious links are at the System and Guides icon or the Student Affairs page.

Partial list of links or icons: bursar, financial aid, registrar (catalog, academic calendar, class registration, changes in your information), ALL Card Center (including XCash), library, Canvas, Learning Assistance Center, Health and Wellness Center, commuter services, counseling services, residence life, student involvement, policies and procedures, and the university student handbook.



SCHOOL OF NURSING ORGANIZATION AND MISSION

Organizational Structure



ACADEMIC YEAR 2017-2018

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Xavier University School of Nursing

Mission

Following the precepts put forth in the Xavier University's mission statement and Jesuit tradition, the Faculty of the School of Nursing affirms its mission to educate undergraduate and graduate students with emphasis on preparing them to be nursing leaders and scholars in the delivery of interprofessional, collaborative, holistic care in a complex, population-based dynamic healthcare environment and diverse socio-political global community. Faculty and students' personal and professional development, their scholarship, leadership and service are directed to enhance the Mission of the School of Nursing.

Philosophy

The Faculty believes the mission is grounded in the traditions, values and spirit of the profession that directly benefits patients and populations by seeking social justice and decreasing disparities when caring for the sick, promoting health, preventing illness, engaging in scientific inquiry, and ultimately, enhancing quality of body, mind and spirit of individuals across the life span. Our graduates have mastery over knowledge and skills essential to, holistic, interprofessional, and population health nursing practice while incorporating the Ignatian values and traditions of cura personalis, discernment, magis, mission, service rooted in justice and love, reflection, and solidarity and kinship..

Our Xavier graduates while working across various systems, commit themselves to improving health outcomes and safeguarding the health care interests and needs of populations which include individuals, families and communities. Our graduates accomplish these commitments through scholarship, service, leadership, and personal and professional growth.

- *Scholarship* refers to the search for knowledge in the nursing discipline through rigorous inquiry, moral reflection, discernment, reasoning, analysis and synthesis of information. The purpose of scholarship is to develop and disseminate knowledge regarding issues of concern to nursing. Using a mindset of magis, our graduates advance nursing in the practice of its discipline using best evidence, clinical expertise, and the patient's preferences and values.
- *Service*, rooted in justice and love, is the founding principle of professional nursing. . our graduates in the act of caring, utilizing the principle of cura personalis, respect the dignity and worth of each individual within a cultural and social context. While embracing diversity, our graduates offer a unique blend of knowledge and skill*s* to diverse populations across the life span. They are committed to balancing holistic, empathic care within a dynamic, technological, and safe environment.
- *Leadership*, based on communication and interprofessional collaboration skills, is an essential attribute of professional nurses. Jesuit inspired values, such as solidarity and kinship, guide our graduates to confidently and competently advocate the patient's needs and rights at the microsystem level as well as participate in the transformation of health care at the macrosystem level. They have the qualities to assume leadership in various nursing roles as an integral part of nursing and inter-professional teams.
- *Personal and professional growth* encompasses the development and refinement of nursing and life philosophies as well as professional values and value-based behavior. Our graduates advocate for the profession and promote a professional image of nursing. They persist in personal and professional growth through life-long learning and self-reflection. Our graduates seek balance in their lives and take measures to care holistically for themselves and others in order to continue to deliver sustained, innovative care.

Approved by NFO November 19, 2015

Professional Nursing Standards

Nursing standards guide us in all that we do as nurses. During the course of nursing studies, there is an evolution in the students' knowledge, understanding, and incorporation into practice of nursing standards. Students new to nursing become socialized into valuing the meaning and importance of nursing standards. When students value and embrace the standards, it is demonstrated in their performance. Graduate students continue their development of values related to the standards as they acquire advance nursing knowledge and skills.

The nursing faculty selected five sets of professional nursing standards and guidelines, all of which were developed and are distributed under the auspices of the American Nurses Association (ANA), the American Association of Colleges of Nursing (AACN), and the American Holistic Nurses Certification Corporation (AHNCC). These standards include:

Professional Performance Standards
Clinical Care Standards; Code for Nurses
AACN Essentials
Standards of Holistic Nursing Practice
National Organization of Nurse Practitioner Faculties (NONPF)

The Nursing Mission/Nursing Standards Comparison Table outlines the major components of ANA standards in relation to the School of Nursing Mission Statement. The program objectives for the BSN curriculum were derived from the four key mission concepts.

AACN's *Essentials of Baccalaureate Education for Professional Nursing Practice* provides the framework for the baccalaureate nursing educational curriculum.

AACN's *Essentials of Masters Education in Nursing* provides the framework for the masters nursing educational curriculum.

AACN's *Competencies and Curricular Expectations for Clinical Nurse Leader[SM] Education and Practice* provides the framework for the clinical nurse leader track and MIDAS educational curriculums.

AACN's *Essentials of Doctorate of Nursing Practice Education for Professional Nursing Practice* provides the framework for the baccalaureate nursing educational curriculum.

Curriculum Organizing Framework

The faculty of the School of Nursing have selected "Transitions" (Chick & Meleis, 1986; Meleis & Trangenstein, 1994) as an organizing framework for the curriculum. The transition framework is not restricted by a theoretical perspective. It encompasses many nursing theories and concepts, thus allowing contemporary and future nursing theories to compete to answer critical questions. Diversity of theoretical choices allows for diversity in the selection of faculty and encourages the student to think critically. This transitions framework relates to the four key concepts of the School of Nursing's mission and provides the basic structure of the baccalaureate curriculum on which the master's curriculum is built.

A transition is defined as a passage or movement from one state, condition, or place to another. This implies change and change is an inherent and normal part of an individual's or group's growth and development. The transition framework provides a way of looking at change as a process rather than as a static event. Transitions are complex processes and more than one type of transition may be occurring at the same time. They may also be cumulative; one transition may lead to another, or one type of transition may initiate another type. Transitions, such as aging, may be expected. Other transitions, such as illness or disability, are unexpected.

Four types of transitions have been identified: developmental, situational, health-illness, and organizational. Developmental transitions are those encountered during the life span (e.g. adolescence, parenthood, and aging). Situational transitions include movement in educational and professional roles (e.g. from student to practitioner, from staff to administration or changing jobs). Health-illness transitions cover the passage from the subjective perception of self as healthy to ill, as well as moving from various levels of care within the health care system. Organizational transitions encompass as wide range of events, from transition precipitated by changes in health care policy, administrative changes, demographic variations, to community reorganization.

Individuals, families, communities and organizations vary widely in their response to transition. The variation is a result of differences in the backgrounds and preparation of the clients. These differences influence the client's interpretation and response to the transition.

The goal of the transition process is the attainment of healthy outcomes. Three indicators of healthy outcomes include a subjective sense of well-being, mastery of new behaviors, and well-being of interpersonal relationships. When a successful transition has occurred, feelings of distress give way to a subjective sense of well-being. Mastery of new behaviors refers to the achievement of a skilled role performance and a level of comfort with the behaviors required. Well-being of interpersonal relationships is indicated by positive interactions with others.

Transition is a holistic concept dealing with the entire client system; it prompts nurses to consider patterns of responses rather than single responses, and to identify vulnerable and critical points for therapeutic nursing interventions. The purpose of nursing is to assist clients to create conditions conducive to healthful transitions.

8/06

STUDENT PROFESSIONAL BEHAVIOR AND CONDUCT REGULATIONS & POLICIES

Ohio Board Of Nursing Regulations Rule 4723-5-12 Sec C (Student Conduct)

Rule 4723-5-12 Section C effective 2/1/2014:

(C) In addition to the policies required in paragraph (A) of this rule, the program administrator and faculty shall implement policies related to student conduct that incorporate the standards for safe nursing care set forth in Chapter 4723. of the Revised Code and the rules adopted under that chapter, including, but not limited to the following:

(1) A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.

(2) A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.

(3) A student shall not falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.

(4) A student shall implement measures to promote a safe environment for each patient.

(5) A student shall delineate, establish, and maintain professional boundaries with each patient.

(6) At all times when a student is providing direct nursing care to a patient the student shall:

(a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and

(b) Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.

(7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section4723.01 and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse, and division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Revised Code for a practical nurse;

(8) A student shall use universal and standard precautions established by Chapter 4723-20 of the Administrative Code;

(9) A student shall not:

(a) Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;

(b) Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

(10) A student shall not misappropriate a patient's property or:

(a) Engage in behavior to seek or obtain personal gain at the patient's expense;

(b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;

(c) Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or

(d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

(11) A student shall not:

(a) Engage in sexual conduct with a patient;

(b) Engage in conduct in the course of practice that may reasonably be interpreted as sexual;

(c) Engage in any verbal behavior that is seductive or sexually demeaning to a patient;

(d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.

(12) A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:

(a) Sexual contact, as defined in section 2907.01 of the Revised Code;

(b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.

(13) A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.

(14) A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

(15) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances .

(16) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability .

(17) A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance .

(18) A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice .

(19) A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.

(20) A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

(21) A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion .

(22) A student shall not assist suicide as defined in section 3795.01 of the Revised Code.

(23) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.

(24) A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.

(25) To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

(26) For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

Five Year Review (FYR) Dates: 12/19/2016 and 12/19/2021
Promulgated Under: 119.03
Statutory Authority: 4723.07
Rule Amplifies: 4723.06
Prior Effective Dates: 2/1/96, 4/1/97, 2/1/02, 2/1/04, 2/1/07, 2/1/08, 2/1/12, 2/1/14

www.nursing.ohio.gov
http://codes.ohio.gov/oac/4723-5

Retrieved 8/1/17

School of Nursing Professional Conduct Policy

Students enrolled in Xavier University nursing program are expected to adhere to rules of professional conduct established by Xavier University and the Ohio Board of Nursing. As stated in the current Xavier University catalogue, under Academic Honesty, this policy is in congruence with university policy. This policy outlines School of Nursing procedures for handling unprofessional behavior by nursing students.

As stated in a number of related professional association Codes of Ethics, a successful professional should demonstrate such characteristics as open-mindedness, tolerance of ambiguity, objectivity, emotional stability, personal security, appropriate interpersonal skills to effectively and confidently communicate with others across racial, cultural or gender lines; and a willingness to learn and grow professionally.

Definitions and Expectations:

Professional Conduct: Behavior, including acts, knowledge, values, traditions, and practices, deemed necessary professional conduct within a legal and ethical framework by Xavier University and Ohio Board of Nursing for the protection of public interest.

Academic Misconduct: Unethical behavior that may occur in any setting and is inclusive of but not limited to theft, cheating on an exam, lying, plagiarism, unauthorized assistance in assignments and tests and/or falsification of records/documents (refer to the current University catalogue).

Classroom Misconduct: Unprofessional behavior by student (s) in the classroom setting that disrupt class proceedings and negatively impact the education/learning of other students such as class disruptions, missed classes, and use of foul language.

Classroom expectations, to include professional behavior, are stated in the course syllabi, covered by the instructor with students at course beginning, and applied at the discretion of the course instructor.

Clinical Setting: Learning environment outside the classroom, to include observation assignments and health care sites accessed for clinical rotations.

Clinical Misconduct: Behavior that fails to conform to accepted standards of the nursing profession as outlined in nursing practice act, standards and codes of practice and which could jeopardize the health and welfare of people.

Behavioral expectations for clinical rotations will be outlined in writing by instructors and/or clinical preceptors to students prior to the beginning of clinical. Expectations set forth in the Ohio Administrative Code, Chapter 4723-5-12 (J)(1) to (9) also pertain to professional behavior in the clinical setting.

Clinical Behaviors necessitating a warning include, but are not limited to: plagiarism, late for clinical, inappropriate dress, inadequate clinical preparation to care for the patient, exceeding the bounds of nursing or student's skill level, obtaining telephone orders from physicians without instructor involvement, medication errors, delegation of charting responsibility, misinterpretation of medical orders, breaking patient confidentiality, and use of inappropriate language toward health care personnel, clients and/or visitors.

Verbal Procedures:

1. At the first incidence of questionable behavior, the instructor will immediately talk with the student(s) to clarify the situation, reiterate professional expectations, and may establish a written plan of action to resolve the situation as described below. A verbal warning form (see attachment) concerning the incident will be completed and placed in the student file. The front cover of the student file will be flagged with the information. The School of Nursing Director and Academic Program Director will be notified. If an unethical behavior occurs outside of the classroom or clinical setting, the Director of the School of Nursing may initiate this policy.

2. If disputes of interpretation of questionable behavior arise, the student, faculty member, and director should attempt to resolve the issue. -If deemed necessary by the director, the dean will be notified in writing in accordance with the university's Academic Honesty Policy.
3. If the student continues with classroom misconduct after corrective actions have been taken/discussed with the student, the nursing instructor reserves the right to recommend the individual's enrollment be modified, suspended, and/or terminated in the best interest of the student, other students, the university, the program, and/or the profession. Such a recommendation will be made after consultation with the Director of the School of Nursing. If termination is agreed upon, the student's case may be presented to the College Leadership Committee for review.

Written Procedures

1) **Performance Warning**: A written notice to a student stating his/her academic or clinical performance is unsatisfactory and that continuation of such conduct or actions may result in further disciplinary action. A contract (see attachment) may be written between the instructor and student concerning the performance warning. A copy of any written plan is given to the student, placed in the student's file, and the file is flagged (list on front inside cover). The Director of the School of Nursing and the Director of Nursing Student Services will be notified.
2) **Performance Probation:** Issued following Academic or Clinical Performance Warning for continued unsatisfactory performance (for similar behaviors noted above). Performance probation may also be issued immediately after a severe breach of professional conduct (see list below). A specific period of observation and review of conduct will be established in a written contract by the instructor and Director at which time terms for corrective action will be outlined for the student. The student must complete all professional behavior actions prior to removal from probation. A copy of this contract is given to the student and placed in the student's file. The dean is notified by the Director of School of Nursing as needed of student probation.
3) **Performance Suspension/Termination**: Students may be immediately terminated and/or suspended following academic or clinical performance probation for continued unsatisfactory performance and/or for serious misconduct behaviors listed below. Performance suspension may also be issued immediately after a severe breach of professional conduct. Following discussion of the situation between the student, instructor, and Director of the School of Nursing, the student may be separated from the nursing program for a specified or indefinite period of time. Prior to separation, the student's case may be presented to full-time faculty for consultation. If the student's termination is agreed upon, the student's dismissal may be submitted to the College Leadership Committee for review. Behaviors necessitating termination include, but are not limited to: unwillingness of student to complete misconduct contracts, lying, use of abusive language toward patients/students/faculty, physical abuse of patients/students/faculty, proof of falsifying a patient's record, sexual misconduct with patient, inappropriate removal of clothes within a professional setting, evidence of chemical dependency, and evidence of criminal acts/theft.

Recurrent Misconduct

Students who have been placed on warning for a specified behavior in one course and/or for one occurrence and who have been removed from warning according to the contract will, if that same or similar behavior occurs at a later date, be placed on probation. If previously placed on probation, the student may be suspended.

Revised: 4-9-10; Revised 12-3-10

XAVIER UNIVERSITY
SCHOOL OF NURSING

Written Contract

STUDENT WARNING

Student:_____ Date:_____ Course:_____

WARNING: A written agreement between a faculty member and a student that identifies unsatisfactory performance and a written plan that describes change (s) that must occur to correct the unsatisfactory performance. If correction does not occur, the student will be placed on contract.

UNSATISFACTORY PERFORMANCE:

PLAN FOR CORRECTION:

Instructor Signature:_____ Date:_____

Student Signature:_____ Date:_____

Copy given to student: Y N

EVALUATION:

OUTCOME:

_____ Student has satisfactorily demonstrated/completed the above plan.

_____ Student has not satisfactorily completed the above plan and will be put on probation with a contract.

Professionalconduct policy
Approved 3/17/06
Revised 12-3-10

School Of Nursing Professional Conduct Verbal Warning

Professional Conduct Policy
School of Nursing

VERBAL WARNING

Student:_____ Date:_____ Course:_____

Verbal Warning: At the first incidence of questionable behavior, the instructor will immediately talk with the student (s) to clarify the situation, reiterate professional expectations, and may establish a written plan of action to resolve the situation as described in the Professional Conduct Policy.

Unsatisfactory Performance:

Plan for Correction:

Student Signature:_____ Date:_____

Instructor Signature:_____ Date:_____

(Verbal Warning will be placed in the student file with a flag on the front inside cover.)

Professional conduct policy/verbal warning
Approved 3/17/06
Revised 12-3-10

Social Media Policy

Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Facebook, Twitter, blogs, etc.) must be considered public information and postings containing certain information are illegal. On line content and behavior has the ability to enhance or undermine not only an individual but also Xavier University, and the profession of nursing. Violations may expose the offender to criminal and civil liability. It is important to avoid disclosing any HIPAA or academic protected information regarding patients, clinical sites, or peers. Any student found to have violated this policy will be subject to disciplinary action as set forth in school of nursing student handbook. For example infractions may result in utilization of the Professional Conduct Policy.

The following are taken from the American Nurses Association Social Networking Recommendations and modified to serve as a guide to students to avoid potential problems.

Standards of professionalism are the same on-line as in any other circumstance.

Never post photographs or any information gained in a nurse-patient relationship.

Maintain professional boundaries in the use of electronic media. Online contact with patients blurs these boundaries.

Do not post inflammatory or unflattering information about peers, patients, clinical sites and/or their employees on any social media site. Make every effort to present yourself as mature, responsible, and professional.

Do not take photos or recordings of a patient in your clinical setting or peers in their clinical or classroom learning environment without obtaining special permission utilizing the appropriate forms.

Promptly report any breach of confidentiality or privacy to your faculty member.

Do not share any protected health information. (HIPAA)

Source: http://www.nursingworld.org/functionalmenucategories/aboutana/social-media/social-networking-principles-toolkit

Please refer also to Xavier University Student Handbook:
Respect for Others 13.3, page 19;
Harassment Policy 19.18 page 53 & 54;
Online Communities 20.3, page 70
http://www.xavier.edu/deanofstudents/documents/studenthandbook.pdf

For potential consequences of inappropriate use of social and electronic media and common myths and misunderstandings refer to the below site:
https://www.ncsbn.org/Social_Media.pdf

More information is at American Nurses Association Social Media /Social Networking Principles Toolkit
http://www.nursingworld.org/functionalmenucategories/aboutana/social-media/social-networking-principles-toolkit

DATE: 8-7-2013

POLICIES: COMMUNICABLE DISEASE, STUDENT INJURY & HIPAA

Policy on HIV and Communicable Disease

The School of Nursing supports the policies of the University and the Student Health and Wellness Center regarding Communicable Diseases. The School of Nursing teaches and adheres to all Universal Precautions as defined by the Centers for Disease Control and Occupational Safety and Health Administration. Should a student test positive for such diseases, it may be necessary due to the clinical agencies' policies to find alternate learning experiences. Should these experiences not be forthcoming the University will provide counsel for assisting the student to identify other career options. In the event that the student and the University are unable to find a reasonable program alternative, the University has no further academic or financial responsibility for the progression of the student through any of its academic programs.

Policy on HIV and Hepatitis B (HBV) Prevention in the Clinical Setting

It is the policy of the School of Nursing at Xavier University that all students will comply with the Center for Disease Control (CDC) guidelines when caring for patients in the clinical setting. Protective measures against Human Immune Deficiency Virus (HIV) and Hepatitis B Virus (HBV) focus primarily on prevention of exposure through compliance with CDC guidelines and through obtaining vaccination against HBV.

The modes for HBV and HIV transmission are similar. Both have been transmitted only by percutaneous inoculation or contact with non-intact skin, or mucous membranes to blood or blood contaminated body fluids. The following measures for preventing HIV and HBV transmission in health care settings are recommended by the Centers for Disease Control: (MMNR 1987 Aug 21; 36: 1-18S).

- Use of blood and body fluid precautions for all patients, since medical history and examination cannot reliably identify all patients infected with HIV and other fluid- or blood borne pathogens.
- Use of special precautions during pre-hospital and emergency care since the risk of blood exposure to health care workers is increased and the infection status of the patient is usually unknown.
- Use of appropriate barrier precautions to prevent exposure to skin and mucous membrane when contact with blood or other fluids is anticipated.
- Gloves should be worn when in contact with blood, body fluids, and mucous membranes and for handling items or surfaces soiled with blood or body fluids, or for performing venipuncture and other vascular access procedures.
- Masks and protective eyewear or face shields should be worn during procedures that are likely to generate air-borne droplets of blood or other body fluids to protect exposure of mucous membranes of the mouth, nose and eyes.
- Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.
- Use caution to prevent injuries caused by needles, scalpels, and other sharp instruments. To prevent needle-sticks, needles should not be recapped, purposely bent or broken by hand. After use, sharps should be placed in puncture resistant containers for appropriate disposal.
- Although saliva has not been implicated in HIV transmission, minimize the need for emergency mouth-to-mouth resuscitation by making resuscitation bags, mouth pieces and ventilation devices available in areas in which the need for resuscitation is predictable.
- Health care workers with open lesions or weeping dermatitis should refrain from all direct patient care and from handling equipment until condition resolves.
- Change gloves after caring for each patient, as glove integrity cannot be assured with washing and repeated use.
- Wash hands prior to and immediately after patient contact.

Student Injury Reporting Policy

1. BLOOD AND/OR BODY FLUID EXPOSURE

Students are expected to seek emergency assessment and/or treatment when exposed to blood and/or body fluids according to the clinical setting's protocol. If the injury occurs while at Xavier University, the student is expected to seek assessment and/or treatment at the McGrath Health and Wellness Center. If the Health and Wellness Center is closed, the student is expected to seek assessment and/or treatment through an emergency department or private physician.

2. ACCIDENT/INCIDENT REPORT

An accident report is to be completed when an injury, exposure to blood or body fluids, fainting or serious illness requires a student to leave school or the clinical setting for immediate medical attention or when the student has been advised to seek prompt medical attention. It may also be used in the event of any unusual occurrence, whether or not such incident causes direct injury or illness. The ACCIDENT REPORT is to be completed by supervising faculty at the scene of the accident/incident on the day of the occurrence. Copies of the report are to be made available for the Director of the School of Nursing and the student's file. (See accident/incident report form)

3. EMERGENCY CONTACT INFORMATION

All students will provide an emergency contact name and phone number as well as a local contact name and phone number at the beginning of every clinical rotation. The clinical faculty will keep this information for emergency use.

Approved 4/21/06

Student injury reporting policy

Accident/Incident Report
Xavier University School of Nursing

AN ACCIDENT REPORT is to be completed when an injury, exposure to blood or body fluids, fainting or serious illness requires a student to leave school or the clinical setting for immediate medical attention or when the student has been advised to seek prompt medical attention. It may also be used in the event of any unusual occurrence, whether or not such incident causes direct injury or illness. The ACCIDENT REPORT is to be completed by supervising faculty at the scene of the accident/incident on the day of the occurrence.

STUDENT INFORMATION

Name _____DOB_____

Address_____

Contact Person _____ Phone_____

DOCUMENTATION OF ACCIDENT/INCIDENT

Date accident/incident occurred _____ Time _____ AM PM Location _____

Supervising Faculty _____

Describe how the accident/incident occurred (location and nature of injury/illness)

_____

_____

_____

Witnesses _____

First Aid Given _____Yes _____ No By Whom _____

Explain _____

_____

VS assessed BP_____ P _____ R _____

ACTION TAKEN

Emergency Medical System (911) notified _____Yes _____ No Time _____ AM PM

Contact Person Notified _____Yes _____ No Time _____ AM PM

If no, explain _____

XU Notified (745-3815 – Chair) _____Yes _____ No Time _____ AM PM

Other (s) Notified _____Yes _____ No Time _____ AM PM

Student Referred Home _____Yes _____ No Time _____ AM PM

Physician _____Yes _____ No Time _____ AM PM

ER _____Yes _____ No Time _____ AM PM

Student accepted recommendation(s) _____Yes _____ No Follow up needed _____

_____ Title _____ Date _____
Signature of person completing form

Student signature _____ Date _____

Confidentiality

The American Nurses Association (ANA) Code for Nurses states: "The nurse safeguards the client's right to privacy by judiciously protecting information of a confidential nature." This statement refers to the protection of client information and access to records, and protection of agency information. Confidentiality in health care is controlled by state and federal statutes. Nurses are morally and legally obligated to protect information obtained during the course of enacting their professional role.

Nursing students need to continuously monitor themselves and others when speaking about clients or agencies in which nursing is practice. When outside of agencies, students must continue to protect information by not talking about clients or agencies.

Occasions where students need to be concerned about the protection of client or agency information include:

1. Outside of agency. Confidentiality must be maintained in dormitories or other places of residence where it is so easy to start up a discussion about clinical experiences.

2. Course assignments. Assignments for courses should never have the client's name written or initials on them or any other identifying information as outlined in the HIPAA Confidentiality Agreement in this handbook.

3. Classroom discussions. Information shared about clients or agencies during classroom discussion for the purpose of learning is not shared beyond the classroom.

4. Research. When conducting research requiring the use of data from a client's records, permission is obtained from the agency and confidentiality is guaranteed. Identifying information should not be recorded that would link subjects to the data. Students will be required to follow the guidelines of the Xavier University Institutional Review Board. Faculty will guide students in this process.

Rev. 7/21/17

HIPAA Confidentiality Agreement
FACULTY/STAFF/STUDENT CONFIDENTIALITY AGREEMENT

Confidential information includes protected health information (PHI) as defined by the federal Health Insurance Portability and Accountability Act (HIPAA).

Protected Health Information ("PHI") under HIPAA is defined as information that is received from, or created or received on behalf of Xavier University or its affiliated health care organizations and is information about an individual which relates to past, present or future physical or mental health or condition of an individual; the provision of health care to an individual; or the past, present or future payment for the provision of health care to an individual.

PHI includes medical records, student records, and financial or billing information relating to a patient's or student's past, present or future mental or physical condition; or past, present or future provision of healthcare; or past present or future payment for provision of healthcare and contains any of the following identifiers that may be used to identify the patient or student in relation to PHI.

_ Names
_ Geographic subdivisions smaller than a state
_ Telephone/fax numbers
_ E-mail addresses
_ Social Security Numbers
_ Medical Record Numbers
_ Health plan beneficiary numbers
_ Account numbers
_ All elements of dates related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89
_ Certificate/license numbers
_ Vehicle identifiers and serial numbers including license numbers
_ Device identifiers/ serial numbers
_ Web Universal Resource Locators (URLs), Internet Protocol (IP address number)
_ Biometric identifier (voice, finger prints)
_ Full face photo image
_ Any other unique identifying number, characteristic, or code

I understand that Xavier University and its affiliated health care organizations have a legal and ethical responsibility to maintain and protect the privacy and confidentiality of protected health information (PHI) and to safeguard the privacy of patient and student and Xavier University and its affiliated health care organizations' information. In addition, I understand that during the course of my affiliation as a student/faculty/staff at Xavier University and its affiliated health care organizations, I may see or hear other Confidential Information such as financial data and operational information that Xavier University and its affiliated health care organizations are obligated to maintain as confidential.

The term of this Confidentiality Agreement is the length of my affiliation with and during clinical rotations at Xavier University. As a condition of my affiliation as a student, staff, and/or precepting faculty member with Xavier University and its affiliated healthcare organizations I understand that I must sign and comply with this Agreement.

I agree that my obligation under this Agreement regarding PHI and Confidential Information will continue after the termination of my affiliation with Xavier University. I understand that violation of this Agreement may result in disciplinary action up to and including termination of my affiliation with Xavier University and/or suspension, restriction or loss of privileges in accordance with Xavier University's Policies and Procedures, as well as **potential personal civil and criminal legal penalties.**

I understand that any PHI or Confidential Information that I access or view at Xavier University and its affiliated health care organizations does not belong to me.

I understand that any access to PHI for research purposes requires proper documentation and approval according to HIPAA policies.

I am aware that Xavier University and its affiliated health care organizations reserves and intends to exercise the right to review, audit, intercept, access, and act upon inappropriate use of computer systems at any time, with or without user notice, and that such access by Xavier University and its affiliated health care organizations may occur during or after working hours.

The intent of this Agreement is to ensure that students and their faculty preceptors and staff comply with HIPAA Regulations at Xavier University and its affiliated health care organizations Privacy Policies and Procedures.

I will use and disclose PHI and/or Confidential Information only if such use or disclosure complies with the Policies and Procedures, and is required for the performance of my responsibilities as a student, staff or precepting faculty in the care and treatment of patients or provision of services to students. The use and disclosure of PHI and/or Confidential Information for the purpose of care and treatment of patients does not include the use or disclosure of PHI and/or Confidential information for educational endeavors such as writing educational reports for my course of study, engaging in seminars and presentations in the educational setting.

My personal access code(s), user ID(s), access key(s) and password(s) used to access Xavier University and its affiliated health care organizations computer systems or other equipment are to be kept confidential at all times.

Since the use of PHI and Confidential Information includes access, I will not access or view any PHI or Confidential Information other than what is required to perform my responsibilities as staff, student and/or precepting faculty in the care and treatment of patients or service to students. If I have any questions, I will immediately ask my precepting faculty or the Privacy Officer of Xavier University and its affiliated organizations for clarification.

I will not discuss any information pertaining to patient PHI or the health care organization in an area where unauthorized individuals may hear such information (for example), in hallways, on elevators, in the cafeteria, on public transportation, at restaurants, and at social events). I understand that it is not acceptable to discuss any PHI or Confidential Information in public areas even if specifics such as patient's name are not used.

I will not make any unauthorized transmissions, copies, disclosures, inquiries, or modifications of PHI or Confidential Information. Such unauthorized transmissions include, but are not limited to, removing and/or transferring PHI or Confidential Information from Xavier University's and its affiliated health care organizations' computer systems to unauthorized locations (for instance, my home or school computer).

Upon termination of my affiliation with Xavier University and its affiliated health care organizations, I will immediately return all property (e.g. keys, documents, ID badges, etc.) to my precepting faculty. I understand that it is my obligation to return all patient PHI to my precepting faculty and the health care organization upon completion of my clinical rotation at the health care organization. Faculty are responsible for the destruction of PHI, whether hard copy or electronic.

I have read the above Agreement and agree to comply with all its terms as a condition of my continuing affiliation with Xavier University.

_____ _____

Student/Staff/Faculty Signature Date

_____ Xavier University

Print your Name School of Nursing

Agreements/hipaa/ Confidentiality Agreement

STUDENT EXPECTATIONS

Expectations of the Professional Nurse Related to Drug Therapy

The professional nurse's responsibilities in clients' drug therapies include demonstration of the following:

1. Knowledge of drugs prescribed for patients for whom the nurse is responsible.
    a. Classification of drug
    b. Generic and trade name
    c. Indications for use; i.e. Therapeutic Actions (cellular level - what does the drug do to bring about action)
    d. Desired effect
    e. Possible side effects and toxicity
    f. Normal dosage (adult & child)
    g. Route of administration and excretion
    h. Drug interactions: with food and other drugs
    i. Contraindications to usage
    j. Synergistic action of drugs
    k. Relationship of a specific drug to a specific client problem including correlation with laboratory data
2. Mathematical skill in calculating dosage.
3. Psychomotor skill in preparing and administering medications.
4. Consistent utilization of safety measures to prevent errors during the preparation and administration of drugs. Recognition and immediate reporting when an error has been made. (According to institution and agency policies as limited by the Ohio Nurse Practice Act).
5. Performance of related nursing care activities to promote the maximum effectiveness of drug for each client.
6. Evaluation of client to determine effectiveness of drug therapy (observation of physical and mental response, laboratory data).
7. Knowledge of Nurse Practice Act related to drugs; e.g., awareness of drug abuse and implications for personal and professional practice; knowledge of the nurse's responsibility in the administration of experimental drugs.

The acquisition of knowledge related to drug therapy is a dynamic process. One acquires this knowledge through formal and continuous self-directed learning and applies it in professional practice. Students learn in the classroom the basic knowledge related to the major classes of drugs, their therapeutic actions, concepts of absorption, distribution, metabolism, and excretion of drugs and their interactions. Clinical nursing courses are designed to provide students with clinical learning opportunities to further the acquisition of knowledge and skills related to the above expectations.

Students in all programs within the School of Nursing are expected to demonstrate the above knowledge and skills if required to do so in their study and/or practice of nursing.

Student Signature on Clients' Records

Students are placed at a variety of clinical agencies. Documentation for their nursing care will be evidenced by signing the first initial and full last name for students in the BSN and MSN MIDAS prelicensure program as follows: S. Stevens, XUSN (Xavier University Student Nurse) or by electronic signature as appropriate.

7/21/17

Classroom Conduct and Attendance

All Xavier nursing students will present themselves in a manner that is consistent with both social and professional standards. Classroom or online didactic course expectations, including professional behavior and attendance policies, are stated in the course syllabus and covered by the instructor at the beginning of the course. Many courses require discussions or discussion boards, debates, case studies and group projects. Your attendance and participation is essential to these shared learning experiences to be effective.

Some web-enhanced graduate courses may not have a face to face meeting each week but interaction and participation occurs via Canvas. Specific expectations and web etiquette will be included with these courses.

Clinical Attendance Policy: Pre-licensure Students
Students are required to attend each assigned lecture, seminar or clinical laboratory. Clinical attendance is **mandatory**. Absence is only permissible in extreme situations. If absences interfere with safe practice or achievement of course objectives or course content, faculty may advise the student to withdraw in lieu of failure. In the event that an unplanned absence is necessary, the student should observe the following procedure:

Both the clinical agency and the instructor should be notified as soon as possible but absolutely **no later than one hour preceding the scheduled clinical.**

Should a student anticipate the necessity to be absent from a future clinical experience, arrangements for the absence and its reconciliation should be planned with the instructor as far in advance as possible. Requests for arrangements must be realistic and acceptable for both the clinical agency and the instructor.

The criteria for successful completion of a course is based on the student's ability to meet the course objectives. Refer to specific course syllabi for further stipulations.

Fitness for Clinical Practice

Students will be expected to follow the American Nurses' Association Standards: Professional Performance, Clinical Practice, and the Code for Nurses. Students have the responsibility to be fit for duty and able to implement nursing care for the assigned client in a safe manner. Fitness for duty incorporates a state of physical and mental health as well as appropriate academic preparation and professional demeanor to insure safe practice.

Students demonstrating signs of physical or mental illness, substance abuse, or behavior which is not consistent with professionalism (language, attire or attitude) that may compromise the care of the assigned client or students who are not prepared adequately to care for the assigned client, will be considered unsafe and dismissed from the clinical area. Such a student will receive an unsatisfactory clinical grade for that day. Repetition of this behavior may warrant failure or expulsion from the course or the program. Also refer to *Compromised or Altered Health Status.*

Compromised or Altered Health Status

Compromised or altered health status refers to any condition which results in the student's possible inability to meet the demands and expectations inherent in established clinical and/or classroom situations. New or pre-existing medical conditions, surgery, pregnancy, and emotional stress may be examples of such situations which fall within the scope of this policy. Such conditions are not in themselves reasons to dismiss a student from a course. Contingencies for such a student will be determined on an individual basis with the context of the course objectives and the instructors' prerogatives. Consultation from the Director of the School of Nursing, Nursing faculty, and the Dean of the College of Professional Sciences may be requested by the instructor. The student may be required to provide input from a bona fide health care provider. In the event of pregnancy, students must notify the School of Nursing immediately and provide a statement from the obstetrician that the student is able to fulfill clinical objectives.

It is the student's responsibility to inform the School of Nursing and the instructor of their health status. Failure to communicate this places both the health and academic status of the student at risk.

The instructor, with possible input from the above mentioned faculty, will determine the alternative(s) available to the student based upon needs. Options must out of necessity be reasonable and realistic for both student and instructor, as well as congruent with course objectives and University policy and procedure.

The student will be advised of a decision and shall be informed at that time of any necessary protocol. Procedure processes and decisions will be recorded in the student's permanent record. If the student remains in the course, it will be the instructor's responsibility to ensure that any alterations made will not conflict with course objectives. The student shares in the responsibility of identifying alternatives and will be held accountable for those mutually agreed upon.

The University reserves the right to require additional professional health/mental examinations in cases where the program administrator and/or the faculty deem it necessary. While the School of Nursing and University Health Center accept no responsibility for the care of pre-existing conditions, students must arrange a conference with the Director of the School of Nursing and the staff physician of the Health Center to discuss problems which may arise from chronic physical and mental illnesses during the clinical nursing program.

Substance Abuse

The School of Nursing supports the statement in the Xavier University Student Handbook's Statement on Xavier Students Rights, Freedoms and Responsibilities, Alcohol Policy and Drugs. Any nursing student found to be abusing drugs or alcohol will be counseled and dismissed from the program. The School of Nursing reserves the right to request for cause drug and/or blood alcohol screens. See further drug screening requirements in the section in this handbook labled “Xavier University Student Requirements for Clinical Experiences”.

Xavier University School of Nursing
Clinical Simulation and Skills Labs
Policy and Procedure

Introduction

The Nursing Skills & Simulation Laboratory at Xavier University, School of Nursing provides an environment for al l nursing department program students to practice and demonstrate nursing skills. Mannequins, models and other equipment provide a non-threatening, hands-on learning environment for skill acquisition.

The following guidelines maintain safety while using the clinical simulation and skills labs. It is expected that all involved in the classroom, clinical skills and simulation activities will adhere to these guidelines.

The Skills & Simulation Lab is where you will be introduced to new skills, be expected to practice, and be evaluated on your skills. Simulation activities will be integrated throughout your curriculum. As you travel through your nursing program, you will spend time in the Nursing Skills & Simulation Labs each semester, whether you are learning new skills, reviewing previously learned skills, or being evaluated in preparation of clinical. Simulation activities will be a key component of all these elements, whether it is using a simple task trainer, a complex full bodied manikin or a peer. Critical thinking is encouraged by incorporating the rationale for what you are learning as well as understanding the nursing assessments and responsibilities that accompany these skills. Evaluation of progress is continuous, utilizing peer evaluations, course skills testing and clinical experiences.

Philosophy

The Nursing Skills & Simulation Laboratory mission is in accord with the mission of Xavier University as well as the philosophies of the College of Professional Sciences programs. The mission acknowledges that each student will receive a quality education, training, information and cultural opportunities. The Nursing Skills & Simulation Laboratory will continue to serve students as part of an innovative institution that provides a powerful learning environment for all.

The purpose of this document is to provide policies and procedures to ensure an organized, well maintained, and comfortable learning environment.

This document will be reviewed and revised annually by the HAL (Health Arts Laboratory) committee and presented to NFO (Nursing Faculty Organization) and Curriculum Committee.

General Guidelines:

A. Professionalism must be displayed by all users, staff, and faculty at all times. All users must act in a manner that does not disturb the academic classrooms in the Cohen Building.

B. All learners must know and practice within the safety guidelines at all times while using the lab. Failure to adhere to general guidelines may result in disciplinary action. This Policy/Procedure will be available in the labs and learners will have access to a copy on CANVAS. All learners must read and agree to the terms of this policy/procedure before entering the Simulation & Skill Labs (see attached)

C. No unsupervised learners are allowed in any of the labs unless prior approval is given by the Laboratory Simulation and Technology Director.

D. Learners are EXPECTED to come to lab prepared by having read any scheduled lab objectives and assignments complete prior to the start of the lab period. Failure to complete expected lab assignments may result in disciplinary action.

E. Learners should be knowledgeable in the care, handling and proper use of equipment prior to using it in the laboratory. Equipment and supplies are to be used safely and for their designed purpose.

F. Please report any malfunctioning or broken equipment to the Laboratory Simulation & Technology Director, 513-745-1913.

G. Please **do not remove** supplies from wire skill carts. These carts are pre-stocked for specific classes. If you need additional supplies please consult simulation staff.

H. Moving furniture, including tables, chairs, desks, and stools between rooms without permission from faculty or simulation staff is strictly prohibited.

I. Do not touch or attempt to operate ANY of the audio/visual equipment in any of the rooms unless instructed to do so by faculty or simulation staff.

Simulation and Skills Laboratory Guidelines:

A. All manikins are to be treated with the same respect as human patients. Recordings and photo images may only be taken when used for educational purposes by faculty and staff. (See consent to photograph or digitally record)

B. All learners are expected to be prepared for all simulation activities. Be sure to complete any pre-activity work that is assigned to you. Learners without pre-activity assignments completed may be asked to leave the simulation. Faculty may choose to have the learner return with completed assignment at a different time, if schedule permits.

C. The Simulation and Skills Laboratories are a shared space. Users are expected to clean up after themselves.

    a) While practicing with the manikin, 4-6 students per bed are acceptable. Working in groups is also beneficial for learning.

    b) Learners serving as patients are to remove their shoes while lying on the beds.

    c) Simulation and Skills laboratories should be cleared of all papers, supplies, and equipment that are not part of the standard room set up by the end of each day.

    d) All garbage should be thrown away

    e) All consumable supplies that can be re-used should be left in the appropriate lab to go cart or the basket in the back skills lab labeled “items to be put away”.

D. Any Damage to equipment or operating problems should be reported to the Laboratory Simulation & Technology Director as soon as possible, 513-745-1945

E. Simulation & Skill Lab resource Manuals and reference materials are available. Please do not remove from the labs unless given permission by the Laboratory Simulation & Technology Director.

F. **DO NOT** move high fidelity simulation manikins without contacting the Laboratory Simulation & Technology Director, 513-745-1913.

G. Medium fidelity “Nurse Anne” manikins may be moved from bed to wheelchair or vice versa with assistance. **DO NOT** stack manikins on top of each other. Transfer with care.

H. ABSOLUTELY NO ink pens, felt tipped markers, iodine, betadine or KY Jelly near the manikins or task trainers. These items will PERMENATLY stain task trainers and manikin skins. Use only authorized lubricant for insertion of tubes in manikin. The correct lubricant will be provided in the appropriate skills cart where lubricant is needed.

I. All learners will practice universal precautions while using the manikins in the simulation and skills laboratories. This helps keep the manikins clean, reinforces the habit of handwashing/sanitizer, and decreases the chance of cross contamination of germs

J. Gloves should be worn by learners during any contact with simulated body fluids or manikins.

K. All soiled linens should be placed in hampers for laundry. Clean linen is stored in cabinets (Pink 4, Blue 4) located in the skill laboratory.

L. Learners will not sit on the beds, stretchers or wheelchairs unless practicing a particular skill under supervision of Faculty. Please DO NOT treat wheelchairs as chairs.

M. The Simulation and Skill Labs are NOT a health center for ill learners, staff, or faculty and may not be used for clinical diagnosis or treatment.

N. A first aid kit is available on the wire rack located in the back of the Skills Laboratory (room 128). If you use anything from this kit, please notify faculty or simulation staff so the kit may be restocked as needed.

O. Accidents and injuries should be reported immediately to faculty or simulation staff. An accident report must be completed by faculty or staff when an injury/accident is reported.

Latex Allergy:

Preface:
Latex allergies are common in the health care environment. Natural rubber latex (NRL) allergy results from a reaction to a protein that comes from the sap of the Brazilian rubber tree. Allergic reactions to these proteins vary, often occurring within minutes of exposure but may be delayed in some instances. Approximately 8-17% of health care workers are sensitized to latex with an increased risk for those who have had multiple surgeries and those with allergies to cross reactive foods.

There are 3 classifications of latex allergy (National institute of Occupational Safety and Health);

- Irritant Contact Dermatitis: itchy, red, dry and cracked skin. This is considered a non-immune, non-allergic reaction. Irritation can result from the material in the latex glove but often is caused by exposure to soaps and detergents or an incomplete drying after hand washing.

- Allergic Contact Dermatitis (type IV delayed hypersensitivity): This reaction usually occurs within 48-72 hours after latex contact, resulting in itchy, red, blistering skin.

- IgE histamine mediated allergy (type 1 latex allergy): an immediate reaction from contact with the latex itself or from inhalation of latex allergens. Symptoms can be localized or systemic ranging from hives, rhinitis, conjunctivitis, asthma, and may progress to anaphylactic shock.

Purpose:
To assure a learning environment that is latex safe as possible. Latex free environments are rarely available in both the clinical and academic settings. A person is exposed to latex residue present in the equipment, models and mannequins despite the use of vinyl or nitrile gloves. Latex gloves are the pronounced source of the latex allergen, many other products contain latex including but not limited to:

- ✓ Emergency equipment; blood pressure cuffs, stethoscopes, gloves, endotracheal tubes, tourniquets, IV tubing, syringes, certain masks.

- ✓ Hospital supplies; adhesive tape, catheters, wound drains, rubber tops of multi dose vials, wheelchair and bed wheels
- ✓ Household / Office Supplies; rubber bands, erasers, paint, balloons, scratch off tickets, elastic, chewing gum

- ✓ Foods linked to latex allergies; apples, carrots, kiwi, papayas, tomatoes, avocados, celery, melon, potatoes, bananas, chestnuts, papain (in meat tenderizer)

Students who have or may have developed symptoms consistent with the definition of latex allergy are encouraged to consult their primary care physician at the student's expense. The student is responsible to understand the risks associated with continued exposure to latex during their education and further on in their healthcare career regardless of what latex precautions have been made. It is the student's responsibility as advised by their health care provider to reduce their risk of exposure and/or allergic reaction which may include the carrying of an epi-pen by the individual.

The skills and simulation labs in an attempt to minimize latex exposure;

- Will provide nitrile or vinyl gloves

- Maintain inventory of all products and equipment that contain latex providing a non-latex substitute when possible

- As existing equipment is replaced, non-latex equipment should be considered when purchased, if available.

- Xavier faculty will work with Clinical Agency's in an attempt to provide a latex safe environment for the student with a latex allergy/sensitivity

Hazardous Waste Disposal:

All sharps used in the simulation and skill labs should be disposed of in the approved receptacle (sharps containers) located on the walls of the skills and simulation labs as well as portable. If a sharps container is full, please inform your instructor or Laboratory Simulation & Technology Director. A designated transporter will remove full sharps containers from the rooms. NO TRASH or GLOVES should be disposed of in the sharps container.

Dress Code:

A. Nursing students are required to wear school uniform and/or lab coat for all simulated patient encounters. Only leather closed toe shoes may be worn.
B. A visible school ID badge is required at all times.
C. Learners out of uniform will be asked to leave. Faculty may choose to have the learner return in uniform at a different time if schedule permits.
D. A stethoscope should be brought to all standardized patient and high fidelity simulation scenarios.

Food and Drink:

No food or drink is permitted on or near the manikins. Food and drinks with lids only are allowed on the classroom tables. All food and drinks should be thrown away and tables left clean.

Confidentiality:

In order to preserve the realism of the scenarios and the integrity of the cases used in our Simulation Labs and provide an equitable learning experience for each student, all persons using the Simulation Labs will be required to sign a confidentiality agreement This agreement is active throughout the students enrollment in the School of Nursing At Xavier University (see attached confidentiality agreement, Page 10).

Due to the digital recording capabilities of all simulated patient encounters and high fidelity simulations, these sessions are treated as if learners were working with a real patient. Learners are expected to uphold all requirements of the Health Insurance Portability and Accountability Act (HIPPA) / Family Educational Rights and Privacy Act (FERPA).

Scheduling Simulation & Skill Laboratories:

When scheduling conflicts arise, the involved parties will attempt to arrange schedules so that all requests can be accommodated. In the event of scheduling conflict remains; scheduling priority will be assigned in the following order:

- ✓ Availability of other rooms to reasonably accommodate the activity and number of students.

Submit requests to reserve laboratory space via email message to the Laboratory Simulation and Technology Director. Request should include the following; date, time, course number and name, planned activity, number of students, and room requested.
The Laboratory Simulation and Technology Director will send an email notification confirming or denying request. Faculty and students should not assume space is available.

Clinical Simulation and Skill Lab Policy/ procedures
Approved 9/1/16

Simulation & Skill Laboratories
CONFIDENTIALITY AGREEMENT

I understand and agree as follows:

Confidentiality is vital to maintain the free and candid communication necessary to ensure a full simulated learning experience

I will respect and maintain the confidentiality of all discussions, deliberations, performance, and any other information generated in connection with the scenarios in which I participated.

I will **NOT** discuss scenario events, performances, and information with anyone other than members of my scenario team.

I understand the confidentiality I maintain in a simulated experience is much the same as one would expect of me in a patient care experience. Confidentiality is a **professional behavior** to which I will be expected to adhere as both a student as a nurse.

Student Signature: _____Date:_____

Print Student Name: _____

Simulation & Skill Laboratories
Consent to Photograph or Digitally Record:

I hereby grant to Xavier University the right and authority to photograph or produce audio/visual digital recordings of any activity within Xavier University School of Nursing in which I am a participant.

I understand and consent that these recordings and images may be used for educational purposes. In addition, they may be viewed for educational purposes in the classroom, shown at local and national workshops, or made available for distance learning via the internet.

This release is effective until revoked in writing by the undersigned. Such revocation shall only be effective to prevent any expanded future use of the recordings or photographs.

Student Signature: _____Date:_____

Print Student Name: _____

Xavier University
Clinical Simulation & Skill Laboratories
Policy and Procedure Agreement

I have read this manual, understand it and agree to all of the above policies, procedures and photo/video agreements.

I understand that failure to comply may result in me being dismissed from the lab and I may be subject to other disciplinary action.

Student Signature: _____Date:_____

Student Printed Name: _____

REQUIREMENTS AND HEALTH POLICIES FOR STUDENTS IN CLINICAL COURSES

In order to participate in clinical courses, students **(four year BSN, ABSN, MSN MIDAS students and FNP)** must meet the requirements specified below and any other requirements specified in the contracts with clinical facilities. Registered nurses enrolled in the MSN tracks may be required to submit health documentation by the facility selected for practicum experiences. The XU Health and Wellness Center (745-3022) provides health services including immunizations, TB tests and flu vaccines for a fee. Students must submit all required forms by due dates. Specific instructions and forms are on the School of Nursing Current Students web page at www.xavier.edu/nursing/Current-Students.cfm.

ANY STUDENT WHO FAILS TO SUBMIT REQUIRED DOCUMENTATION WILL BE PROHIBITED FROM ENTERING THE CLINICAL SITE.

Professional Liability Insurance

Xavier University maintains a blanket liability insurance policy on all nursing students. This insurance cannot be waived even if a student carries their own professional liability insurance. This coverage is in effect only while the student participates in clinical experiences directly related to the Xavier University nursing program curriculum. This coverage is in the amount of $2,000,000 per occurrence/$4,000,000 aggregate. A fee of approximately $18.00 per practicum course will be added to the student's Bursar bill to cover this expense.

Xavier University Student Requirements for Clinical Experiences

Xavier University School of Nursing upholds and values high quality and safe health care delivery. Included in this value is the health of nursing students who interact with patients and families across health care settings. Students may have in-apparent or pre-clinical infections or diseases that they are not aware of having. Therefore, it is required of all Xavier University nursing students to be screened and receive vaccinations for meeting quality and safety concerns.

In order to be compliant with this requirement, all nursing students are to do the following by the due date indicated annually by the School of Nursing.

Please use the following guide to ensure your compliance with the requirements.
Check and date when completed.

_____Enroll in **Castle Branch** - Must be completed at the start of program

_____ **Physical Examination**.- Students are required to provide proof from a physician that they are in good health prior to the beginning of their practicum courses and, annually throughout their course of study. Students are required to notify the School of Nursing if there is a change in health status that may affect their participation in clinicals.

IMMUNIZATION RECORD
Students are required to provide proof of immunity either by vaccination or positive serology (lab report required) for the following:

_____ **Measles, mumps, rubella-** 2 doses of MMR vaccine

_____ **Tetanus, diphtheria, pertussis (Tdap Adacel vaccine)** 1 dose. The Tdap vaccine is required; positive serology will NOT be accepted.

_____ **Hepatitis B** 3 doses. If recommended vaccination schedule was not followed, proof of positive serology may be required. **(NOTE: Hepatitis B series requires 5-6 months to complete. Start ASAP if you have not had it.)**

_____ **Varicella (chicken pox)** 2 doses (VZV). A 3rd option for verification of chicken pox immunity is history of disease.

_____ **FLU VACCINE** Documentation of annual flu vaccination (Must be completed by October 15th)

TB (Tuberculosis) Screening

_____**Tuberculin Two-Step Skin Test**. Students are required to obtain a two-step TB test In two-step testing (given/read and 1-3 weeks later, given/read again. A chest x-ray is required if TB test is or has been positive in the past. The TB GOLD blood test, approved by the CDC, is an accepted alternative form of tuberculin screening.

_____**CPR/AED CERTIFICATION**
Verification is required the first year and upon renewal of expired cards CPR/AED Certification MUST be the American Heart Association BLS Healthcare Provider course (www.heart.org) **or the American Red Cross BLS Healthcare Provider course** (www.redcross.org).

_____Xavier University School of Nursing requires all students maintain current health care insurance coverage

Drug Screening and Background Check

_____ **All students attending a clinical site must have an annual 10 panel drug screen and BCI fingerprinting and background check prior to entering the clinical setting. See CastleBranch for instructions on completion.**
Substances tested will include but not limited to:

- Amphetamines
- Barbiturate
- Benzodiazepines
- Cannabinoids
- Cocaine
- Methadone
- Methaqualone
- Opiates
- Phencyclidine
- Propoxyphene

A student who is deemed to have a positive urine drug screen may not participate in any clinical experience. Failure to complete the clinical site requirements in a timely manner may result in unsuccessful completion of the program and/or disciplinary action at the department and/or university level.

Assumption of Risk and Release for Professional Field Experiences

All students who participate in practicum courses or lab simulation experiences are required to sign and submit to the School of Nursing the Xavier University Assumption of Risk and Release for Professional Field Experiences document. Four year BSN and MSN MIDAS students will be required to sign this document each fall semester. ABSN students will be required to sign this document upon admission to the ABSN program and annually thereafter. 7/25/16; 7/27/17

Uniform Policy

All prelicensure students (four year BSN and ABSN and MSN MIDAS) must meet the requirements of the uniform policy while at clinical sites for practicum courses and at other times as specified by their clinical instructor.

REQUIRED UNIFORM:

- White warm-up cardigan (women) or jacket (men) with "Xavier University/School of Nursing" embroidery.
- Short sleeve navy scrub top worn over a short sleeve white crew neck T-shirt. "Xavier University/School of Nursing" will be embroidered on the upper chest of the scrub top. Due to infection control, no long sleeved T-shirts are permitted under the navy scrub top.
- Navy scrub pants.
- White or black professional or athletic shoes with closed toe and closed heel which do not allow substances to easily penetrate them. (Non-permeable shoes with mesh and shoes with holes such as Crocs are examples of unacceptable shoes since substances can penetrate them.) Shoes should be clean and have clean shoelaces. Matching crew or higher socks are required.
- The Xavier student nurse identification badge should be visible at all times unless otherwise specified by the clinical instructor.
- Hair should be kept off the collar for both male and female students. Beards should be clipped and neat.
- No jewelry, other than name badge, watch and wedding band, should be worn with uniforms. Only one stud earring in each ear is permitted. No facial hardware (piercing of eyebrows, nose, etc.) is permitted. **No visible tattoos**. No class rings, diamond, dinner, or other rings may be worn. Bracelets, necklaces, bows, scarves, bright nail polish, long finger nails, and excessive perfume or cologne are totally unacceptable for professional dress.

Note: Clinical sites periodically make uniform policy changes. Every effort is made to incorporate these changes into the XU Nursing uniform policy so that students are compliant at all sites at which they may participate in practicum experiences.

REQUIRED SUPPLIES: All students are required to purchase the following:

ITEM	SUPPLIER
White embroidered warm-up cardigan or jacket, navy embroidered scrub top and scrub pants	XU Gallagher Bookstore
Xavier student nurse name badge ordered by the School of Nursing	Sophomores, new MIDAS students and FNP students. Students will receive instructions from the School of Nursing regarding purchase and distribution of badges.
White or black non-permeable professional or athletic shoes	Purchase on your own
Quality Dual-head stethoscope, BP cuff, and penlight	Purchase on your own, as directed, or through Xavier Bookstore
Traditional face watch with sweeping second hand (not a digital watch)	Purchase on your own

FOUR YEAR BSN STUDENTS MUST HAVE UNIFORM ITEMS AND SUPPLIES BY THE FIRST DAY OF FALL SEMESTER OF SOPHOMORE YEAR.
ABSN will be advised of their due date for uniforms.
MIDAS students will be advised of their due date for uniforms.
Deadlines for ordering uniform and supplies is provided at www.xavier.edu/nursing/current-students.cfm

School of Nursing uniform policy 2014, 6/23/2014, Rev. 2/2016; 7/25/16;7/27/17; 7/31/17; 8/3/17

ADDITIONAL INFORMATION FOR UNDERGRADUATE AND GRADUATE STUDENTS

NCLEX-RN Licensure Application Information

NCLEX-RN Licensure Process

Students make application to take the state board licensure examination during the final semester in the BSN or MIDAS program. Further information is at https://www.ncsbn.org/index.htm.

Students complete a separate application form in order to take the NCLEX-RN examination (www.pearsonvue.org) regardless of the state in which the student plans to be licensed.

It is required that each graduating student inform the School of Nursing regarding the state in which he/she plans to be licensed. The School of Nursing must verify that each student has successfully completed the program of study.

- **Four year BSN and MSN MIDAS students**: must inform the Academic Program Director
- **ABSN students**: must inform the Director of Nursing Academic Services

Ohio Board of Nursing NCLEX-RN Application Requirements

An applicant for the state licensure examination will be required to indicate on the application for licensure whether he/she has a felony conviction or misdemeanor on record. A past felony or misdemeanor conviction may disqualify him/her from taking the state licensure examination (as outlined in Section 4723.28 of the Ohio Revised Code).

> "The Ohio Revised Code requires all those applying for a license or certificate issued by the Ohio Board of Nursing (Board) to submit fingerprints for an FBI (federal) and BCI (civilian) criminal records check completed by the Bureau of Criminal Identification and Investigation (BCI). The Board cannot, by law, complete the processing of an application until the Board receives BOTH reports." http://www.nursing.ohio.gov/LicensureInformation.htm

All BSN seniors and MIDAS students must be fingerprinted prior to the beginning of fall semester of their final year and must request that the background report be sent to the Ohio Board of Nursing (OBN). It is the student's responsibility to follow-up as appropriate if there is a concern that OBN may not have their report.

ABSN students must complete and submit the above immediately prior to the beginning of term seven (7). It is the student's responsibility to follow-up as appropriate if there is a concern that OBN may not have their report.

Once all requirements for the BSN or MIDAS program have been met, the School of Nursing releases a "Certificate of Completion" form for each student who has applied to the Ohio Board of Nursing.

Other State Board of Nursing NCLEX-RN Requirements

Other state boards of nursing may have different requirements for applicants seeking licensure. It is the responsibility of the student to review and determine a specific state's requirements for that state's licensure application.

Sigma Theta Tau International – Omicron Omicron Chapter-At-Large

In 1994 a steering committee of School of Nursing faculty and alumni met to organize the Xavier University Nursing Honor Society. This was done with the dream of becoming a charter chapter of Sigma Theta Tau International. In the spring of 1997, the School of Nursing hosted a site visitor from Sigma Theta Tau International. The dream was fulfilled in 1998 when Xavier University and the College of Mount St. Joseph merged their honor societies and became the Omicron Omicron Chapter-At-Large. In April, 2017 Good Samaritan College of Nursing and Health Science joined the Omicron Omicron Chapter-At-Large.

In nursing the privilege of being a member of Sigma Theta Tau International Honor Society of Nursing is treasured. The purposes of the Society are to:

1) recognize superior achievement,
2) recognize the development of leadership qualities,
3) foster high professional standards, and
4) strengthen commitment to the ideals and purposes of the profession.

Membership is by invitation only. Qualifications include superior scholastic achievement, evidence of professional leadership potential, and desirable personal qualifications.

Undergraduate Requirements: Undergraduate students are eligible for induction once they have completed at least 50% of the nursing courses in the baccalaureate program, maintain a class rank in the top 35% of their class, and have a cumulative GPA of 3.0 or above.

Graduate Requirements: Graduate students are eligible for induction once they have completed 25% of the graduate curriculum and have a minimum cumulative GPA of 3.5 or above.

All students are invited to attend the programs of our International Society. Information is communicated to students via their XU email account. We hope students will set a goal to work toward demonstrating the qualifications for membership in the Honor Society.

Rev. 7/24/17

Graduation and Awards Information

School of Nursing Pin

A tradition in nursing education is the nursing pin. Graduate nurses wear their school pin as a symbol of their educational accomplishment. Undergraduate and graduate students are eligible to order a pin providing they are on schedule to complete all requirements for graduation. Orders are placed directly through the Xavier University Bookstore during the spring semester. Each graduate must be approved by the School of Nursing to order a nursing pin. Nursing pins are distributed to graduates at the annual School of Nursing Pinning and Recognition Ceremony held the Friday afternoon prior to the May commencement ceremony.

Undergraduate: Graduation with Honors

Honors are awarded on the basis of outstanding achievement. For a bachelor degree, a student who has earned a quality point average of 3.900 in Xavier course work will be graduated summa cum laude; one who has earned a 3.750, magna cum laude; one who has earned 3.500, cum laude.

Transfer students with appropriate grade point averages are eligible for honors at graduation if they have completed at least 30 credit hours of graded courses at Xavier University.

Note: Grades of S (Satisfactory) and course hours are not computed in the student's grade point average, although hours taken count toward the University's semester hour requirement. Grades of U (Unsatisfactory) and course hours are computed into the student's grade point average.

Honors are inscribed on the student's diploma and recorded on the transcript. Students should consult with the Xavier Bookstore staff when purchasing commencement apparel for the appropriate honors cords. (Note: Eligibility for honors apparel is based on the student's seventh (7th) semester grade point average. This information is submitted from the Office of the Registrar to the Xavier Bookstore.)

Undergraduate School of Nursing Awards

The School of Nursing offers several awards to graduating BSN students. The selection process takes place during the spring semester. Undergraduate awards are presented to recipients at the annual University All Honors Convocation held in April.

Nursing Faculty Award is presented to a graduating senior who exemplifies the highest standards in nursing care according to the following characteristics: compassion, empathy and a caring bedside manner toward clients.

Helen Hurm Award is presented to the best all around graduating senior with particular emphasis on academic achievement, participation in campus life, and individual development.

Nursing Mission Award is presented to four seniors who represent the four characteristics of the mission of the School of Nursing: scholarship, leadership, service, and personal and professional growth.

Graduate School of Nursing Awards

The School of Nursing offers several awards to students graduating from the MSN program. The selection process takes place during the spring semester. Graduate awards are presented to recipients at the annual School of Nursing Pinning and Recognition Ceremony held the Friday afternoon prior to the May commencement ceremony.

Ida Casey Award is presented to a graduating registered nurse who best demonstrates the ideals of the nursing profession.

Clinical Innovation and Excellence Award is presented to recognize outstanding students whose innovative clinical capstone projects exemplify the goals and ideals of nursing.

Cura Personalis Award is presented to a graduating MSN student who demonstrates holistic care for both patients and self.

Magis Award is presented to a graduating MSN student who exemplifies a spirit of excellence.

School of Nursing Leadership Award is presented to a graduating registered nurse in the MSN program in recognition of outstanding leadership demonstrated in the classroom and in graduate practicum experiences.

Spirit of Caring Award is presented to a graduating MSN student who best exemplifies the highest standards in nursing care.

American Holistic Nursing Credentialing Corporation

The purpose of the American Holistic Nursing Credentialing Corporation (AHNCC) is to promote the professional advancement of holistic nursing by striving to ensure that nurses engaged in the practice of holistic nursing have integrated foundational concepts of holistic nursing into their lives and practice and demonstrate proficiency in the body of knowledge specific of holistic nursing. Further information including The Code of Ethics, is available in the School of Nursing.

Xavier's School of Nursing is one of a select group of colleges/universities throughout the United States approved by the American Holistic Nursing Credentialing Corporation (AHNCC). The AHNCC has endorsed the BSN, MSN, MIDAS, FNP, CNL, and DNP nursing programs at Xavier. This endorsement permits graduates of Xavier's nursing programs to sit for the holistic nurse certification examination. BSN and MIDAS graduates are eligible to apply for the examination after the graduate has passed the National Licensure Examination for registered nurses (NCLEX-RN). Graduates of the MIDAS, MSN, FNP, CNL and DNP programs are eligible to apply for the advanced certification examination upon completion of the graduate program. Letters from the AHNCC are distributed near the time of graduation. More information on the AHNCC can be found at www.ahncc.org. Note: The new ABSN track of the BSN degree program is under review for inclusion.

Rev. 7/24/17

Additional Expenses for Nursing Students

Four Year BSN, ABSN and MIDAS Student Expenses

Students should anticipate expenses listed below in addition to tuition, books, lab fees, and living expenses.

Expenses for labs/clinicals: uniforms and lab supplies (see Uniform Policy section).
Transportation to and from clinical sites and parking fees if charged by site.
University liability insurance coverage fees (approximately $18 per semester for each clinical course).
Expenses related to health certification requirements (see Health Policies and Information).
Shadow Health (if required) – an internet based program for simulation experiences (approximately $100).
Assessment tests associated with some courses (i.e. HESI examinations)
Expenses related to fingerprinting and background checks required by hospital or other facilities and as required for the state board of nursing.
Graduation-expenses: Xavier University graduation fee, graduation apparel (if attending the May commencement ceremony), and the Xavier University professional nursing pin (optional).
Four year BSN class photo – required.
Licensure expenses for BSN and MIDAS students: Pearson VUE testing registration fee and board of nursing application fee. Photo required for NCLEX-RN application (depending upon the state).
Fee for Clinical Nurse Leader certification exam (optional) **(MIDAS students only).**
Fee for Holistic Nurse certification exam (optional)

Graduate Student (Registered Nurses) Expenses

Registered nurses enrolled should anticipate expenses listed below in addition to tuition, books, lab fees, and living expenses.

Graduation-expenses: Xavier University graduation fee, graduation apparel (if attending the May commencement ceremony), and the Xavier University professional nursing pin (optional).
Expenses related to fingerprinting and background checks required by hospitals or other facilities: MSN FNP/FNP post-master's students
Fee for Clinical Nurse Leader certification exam (optional) for MSN CNL students
Fee for Holistic Nurse certification exam (optional)

University liability insurance coverage fees (approximately $18 per semester for each clinical course).
- MSN (RN students): Nurs 703 and Nurs 705.
- MSN CNL or post-master's CNL students are charged for liability insurance in Nurs 853.
- MSN FNP students are charged for liability insurance for each clinical course.

MSN students: depending upon the track selected and/or practicum experiences selected, MSN may be required to submit the health requirements listed below for MIDAS students.

Additional Information for Undergraduate and Graduate Students
8/8/14; rev. 7/22/16, 7/21/17

Advice for Success

Set up your Xavier email account as soon as possible and check it regularly. Students are responsible for information being communicated via email from the School of Nursing. Emails are also sent during the summer. Obtain your **ALL Card** (required for all students) and if applicable, your **parking decal** by the first day of classes. Links to these services are http://www.xavier.edu/students/systems.cfm.

The student hub should be checked often throughout the year: http://www.xavier.edu/students/

Become knowledgeable by reviewing the student handbooks, catalog, academic calendar, exam schedules, policies, procedures, and syllabi.

Utilize the Student Hub for links to your student needs. Self-Service, Systems & Guides and the Student Affairs icons/links are particularly valuable in getting you to the right office, service or information. See the Student Hub page in this handbook for more information.

McGrath Health and Wellness Center and the **Psychological Services Center**. These centers offer outpatient medical and counseling services, referral to specialists and other resources and programs. Professional psychologists and counselors assist students in dealing with personal concerns, anxiety, depression, stress management and other difficulties. Fees are charged for medical services and are billed to the student's health insurance. The Psychological Services Center also provides a wide range of clinical and vocational services to Xavier and the Greater Cincinnati community. There is a reduced fee charged to graduate students.

Office of Financial Aid is in the Student Services icon. Financial pressures and/or the need to work often put students in a position of not allowing enough time to study. This can affect academic standing and progression in the program. See advice from your financial aid counselor. Contact the **Office of the Bursar** to discuss payment or billing issues.

The Learning Assistance Center (LAC) provides support services such as tutoring, peer advising and study groups and is the center that provides support to students with disabilities. **http://www.xavier.edu/learning-assistance-center/index.cfm**

The Writing Center is a good resource for students who are having difficulty with writing assignments. Appropriate and effective written communication is considered a critical outcome of undergraduate and graduate education. Written assignments are used throughout the programs to progressively challenge students to produce documents and are appropriate for the task (scholarly writing versus business communications). Most faculty members will expect students to use the most recent edition of the Publication of the American Psychological Association (APA) manual. In some courses other reference methods may be required. The course syllabi will reflect the reference style required for that course. These manuals are available in the McDonald Library or may be purchased elsewhere including at the Xavier University bookstore. Key information may also be found on-line.

http://www.xavier.edu/writingcenter

StudentResponsibility

http://catalog.xavier.edu/content.php?catoid=23&navoid=1211#Reservation_of_Rights

It is the responsibility of the student to become informed about all regulations and procedures required by the program and by the University. **In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that information was not given by an advisor or other authority.** The advisor should be consulted concerning requirements, deficiencies, the planning of a program, and special regulations.

Computer competencies. One of the outcomes for nursing education is information literacy. Basic computer competencies are expected. These include: a basic knowledge about hardware and software, the ability to receive and send e-mails with attachments, a basic knowledge of Windows and application packages in Microsoft Office (Word, Power Point) and the ability to manage files. During your enrollment in the nursing program, you will be introduced to the Xavier University courseware package, Canvas. **Canvas** will be introduced to you used extensively through the program for access of course information as well as a method of communication.

GRADUATE NURSING PROGRAMS

Overview of Graduate Nursing

The graduate nursing section of this handbook, in conjunction with the section common to all students, is designed to provide graduate nursing students specific information about programs, curricula, policies, procedures and opportunities.

Graduate programs covered include the MSN for Registered Nurses in which registered nurses choose one of eight tracks; the MSN MIDAS pre-licensure program for individuals with a bachelor's in another field which incorporates the Clinical Nurse Leader track; the MSN/MBA, MSN/MEd, and MSN/MSCJ dual degrees; the post-masters certificate options in which a registered nurse with an MSN chooses the Clinical Nurse Leader track or family nurse practitioner track; and the post-masters Doctor of Nursing Practice.

The options for entry into the MSN for registered nurses via the RN to MSN program, the Educational Mobility Option, or direct entry for registered nurses with a BSN are detailed.

Additional handbooks are provided for students in the MSN Family Nurse Practitioner track and the Doctor of Nursing Practice in Population Health and Leadership program on the Xavier website http://www.xavier.edu/nursing-school/Current-Students.cfm

Definitions

MSN: Master of Science in Nursing program for registered nurses with a bachelor degree in nursing or in another discipline.

RN TO MSN: Master of Science in Nursing program designed for experienced registered nurses who have an associate degree or diploma in nursing but do not have a baccalaureate degree in nursing or other disciplines. Prerequisite bridge courses are required to prepare the registered nurse for graduate study.

MIDAS: Master of Science in Nursing: Direct Entry as Second Degree program for individuals with a bachelor degree in a field other than nursing who seek to become licensed registered nurses.

APG Subcommittee: Admission, Progression, and Graduation subcommittee of the Curriculum Committee.

Definitions, Rev. 7/10

MSN Program Introduction

The Master of Science in Nursing (MSN) program at Xavier University provides registered nurses with the opportunity to obtain advanced level preparation in nursing science through graduate courses that build upon baccalaureate competencies. The MSN program prepares graduates to assume professional leadership roles that encompass educational, consultative, and managerial functions. Graduates are prepared to design and establish delivery services in response to current health care policy changes.

The Master of Science in Nursing curriculum requires a minimum of 36 semester credit hours of which 10 semester hours are in elective courses. Students can either choose to select all electives from one area of concentrated study or customize their plan of study (via the general studies option) to meet their personal goals by selecting a minimum of ten semester hours from the available areas of concentrated study (tracks). Students work closely with their advisor for course selection and scheduling.

The core and graduate support courses include theoretical and practical knowledge which serve as the foundation for advanced nursing education in a variety of roles. These courses focus on three major themes which are consistent with the philosophy and objectives of the graduate program: critical systematic inquiry, professional and personal development, and management of information and resources in a rapidly changing health care environment.

MSN Program Objectives

The graduate of the program of study leading to the Master of Science in Nursing degree will:

1. Synthesize theoretical and empirical knowledge from the humanities and the sciences, including nursing, and evaluate it for its use in guiding nursing research and practice.
2. Exhibit competence and confidence when assuming role responsibilities as a graduate with advanced level preparation.
3. Exemplify moral and ethical leadership through a concern for others, the management of nursing care, and a commitment to professional excellence in the delivery of health care and the profession.
4. Evaluate issues and opportunities in health care delivery from ethical, sociopolitical, technological, and historical frameworks while providing leadership for change.
5. Validate and extend nursing knowledge through interpretation of and collaboration in nursing research.
6. Communicate orally and in writing in a scholarly manner.
7. Develop in-depth knowledge in a concentrated area of study.

Specific track objectives are listed with each track. MIDAS program objectives are listed in the MIDAS section.

MSN Curriculum

Nursing Core (20 semester hours)
Nurs 500 Health Care Ethics for Nursing Leaders (3)
Nurs 501 Theoretical Bases for Nursing Practice (3)
Nurs 502 Nursing Research (3)
Nurs 505 Health Care Informatics (3)*
*Nurs 854 Advanced Informatics (3) required instead for RNs enrolled in the MSN CNL or FNP track.
Nurs 690 Health Care Policy for Nursing Leaders (2)
Nurs 754 Nursing Leadership and Management Concepts (3)
Nurs 864 Epidemiologic Methods in Health Care (3)

Tracks (minimum of 10 semester hours)
Administration – 10 semester hours
Clinical Nurse Leader – 15 semester hours
Education – 11 semester hours
Family Nurse Practitioner – 28 semester hours/600 clinical hours
Forensics – 10 semester hours
General Studies – 10 semester hours
Health Care Law – 10 semester hours
Informatics – 10 semester hours

Synthesis and Application (6 semester hours minimum; *Practicum courses are 2 credits/6 contact hours except for FNP which is a 1 credit/8 contact hour**)
For the CNL track: NURS 853 Leadership Practicum for RNs (6)
Nurs 855 (2) CNL Leadership Scholarly Project Nurs

For the FNP track: Nurs 777 FNP in Practice Practicum (2)*
Nurs 778 FNP in Practice (1)
797 Scholarly Project (2)

For all remaining tracks: Nurs 703 Graduate Nurs Practicum I (1-2)
Nurs 705 Graduate Nurs. Practicum II (2)
Nurs 797 Scholarly Project (2)

*Note: All tracks except CNL will take Nurs 779 Applied Interprofessional Collaboration (1). See specific track requirements for further details. The CNL integrates 779 content within specific CNL courses.

Educational Mobility Option

The Educational Mobility option is available for RN's who have a bachelor's degree in a non-nursing field. The mobility option was developed to recognize the knowledge base of experienced registered nurses without a baccalaureate degree in nursing who are otherwise well-qualified for admission to the Master of Science in nursing program. It is expected that courses in the arts, sciences and humanities are included in their basic nursing program and chosen bachelor's degree. Students who fit these criteria must present a portfolio including their bachelor's transcript, and a resume documenting professional experiences. Once admitted, the student matriculates directly into the graduate curriculum.

Dual Degrees

In addition to the MSN degree the following integrated dual degrees are available: MSN/MBA for students choosing the administration track (implemented in 1999), the MSN/MEd for students choosing the education track (implemented in 2001), and the MSN/MSCJ for students choosing the forensics track (implemented in 2007).

Graduate Nursing Programs
8/3/12; 7/27/13, 8/14/14; 8/20/14

RN to MSN Program

Program Description

The RN to MSN program is available to associate degree and diploma-prepared United States licensed registered nurses who do not have a baccalaureate degree in any field. Additionally candidates for the program must have a minimum of two years of full-time nursing practice as registered nurses, show evidence of being goal directed and demonstrate leadership in nursing. It is expected that applicants will have completed foundational courses in their basic training prior to entering the program. These courses would include content in the following areas: anatomy and physiology, microbiology, chemistry, sociology, general psychology, developmental psychology, English composition, and health assessment skills. Foundational content will be validated through the portfolio.

The RN to MSN curriculum at Xavier is designed for experienced registered nurses who seek a high quality program that efficiently meets their need to obtain a MSN degree in a timely manner. Students complete pre-requisite courses (see below) in preparation for the MSN curriculum.

Pre-requisite Course Requirements

Eighteen (18) semester hours of prerequisite courses must be completed prior to entering the graduate curriculum. These courses are as follows:

Nurs 490 Analysis of Healthcare Information (3) or Math 116 Elementary Statistics (3)
Phil 100 Ethics as Introduction to Philosophy (3)
Theo 111 Theological Foundations (3)
Engl 101 English Composition*(3)
Nurs 442 The Community as Partner: A Transcultural Approach (3)
Nurs 496 Professional Development II (3)

*Engl 101 may be waived based on review of the student's writing skills and/or completion of an English composition course within the last five years.

Admission to the graduate courses is contingent upon completion of all prerequisite courses and a minimum 3.00 cumulative grade point average in courses completed at Xavier.

The graduate program consists of a minimum total of 36 semester hours. See the Master of Science in Nursing curriculum.

Descriptions for courses above can be found at http://catalog.xavier.edu/

Admission to course work in the Master of Science in Nursing requires the following:

1. Completion of all prerequisite bridge courses with a minimum grade of C. Prerequisites completed at another regionally accredited college or university must also be at a C or above to fulfill the requirement. A grade of less than a C (including a C-) will not fulfill the requirement.

2. Maintain a 3.00 cumulative GPA in all Xavier bridge coursework.

3.Refer to the MSN progression policies listed in this handbook.

RN MSN Bridge progression policy
8/18/17

GRADUATE NURSING: TRACKS

ADMINISTRATION TRACK

Students who choose the administration track are provided with an in-depth study of nursing leadership principles and practices for the improvement of nursing practice and the investigation and resolution of nursing health care issues and problems.

In addition, an integrated dual degree with the Williams College of Business is offered to students enrolled in the administration track for whom the MSN/MBA would enhance career opportunities through the additional study of business courses. See the MSN/MBA information in this handbook.

Administration Objectives

1. Apply macro and micro concepts of administrative practice to health care delivery services.
2. Assess organizational structures, cultures, leadership and power in order to understand and manage organizational behaviors.
3. Understand the complexities of finance in health care delivery.
4. Explore the role of the nurse administrator in the planning, decision making, and directing change for the delivery of quality health care services.

Administration Courses (10 semester hours)

Nurs 634 Nursing Administration in Complex Healthcare Organizations (3)
Nurs 636 Financial Management for Nurse Executives (2)
Nurs 764 Administrative Informatics (3)
Guided Elective (2) – requires approval by advisor

Note: Students enrolled in the administration track will take Nurs 703 Graduate Nursing Practicum I for 1 credit AND Nurs 779 Applied Interprofessional Collaboration for 1 credit.

CLINICAL NURSE LEADER TRACK

The Clinical Nurse Leader role is a national initiative developed by the American Association of Colleges of Nursing (AACN) in 2004 to futuristically address quality, safety and fragmentation in the delivery of health care.

Students who choose the MSN Clinical Nurse Leader (CNL) track will be prepared to meet the health care needs of a growing population requiring complex care. The CNL role is a proactive, integrative and comprehensive role that will assist a variety of direct care providers in bringing the best of health care science and practice to the point of direct patient care.

The MSN CNL requires a total of 43 semester hours. The program can be completed with full-time study in four semesters or with part-time study in seven semesters.

Clinical Nurse Leader Objectives

1. Apply art and science of nursing to the role of the clinical nurse leader at the point of care;
2. Communicate effectively across health care disciplines;
3. Ensure quality and safety in health care delivery;
4. Implement and coordinate the best practice at the point of care and across settings;
5. Integrate knowledge of nursing theory, research, epidemiology, informatics, ethics, health care policy, economics, healthcare finances and leadership into the management of healthcare delivery.

Clinical Nurse Leader Courses (15 semester hours)

Nurs 556 Introduction to CNL for RN's (3)
Nurs 602 Applying CNL Concepts for RNs (3)
Nurs 658 Advanced Clinical Pharmacology for RNs (3)
Nurs 680 Advanced Pathophysiology for RNs (3)
Nurs 756 Advanced Health Assessment for the RN (3)
Total credits required for the MSN Clinical Nurse Leader track: 43

POST-GRADUATE CLINICAL NURSE LEADER CERTIFICATE PROGRAM

The post-graduate Clinical Nurse Leader certificate program is a four-semester, 21 credit part-time curriculum that enables experienced registered nurses with a previous master's degree to:

1. complete required course work for the Clinical Nurse Leader,
2. become eligible to take the CNL certificate exam, and
3. receive documentation of the completed course work on an official Xavier transcript

Students may begin the program any fall, spring or summer semester. However,
Nurs 556, Nurs 602, and Nurs 853 are sequential and must be taken in the order they are offered.

Post-graduate CNL Certificate Curriculum

Nurs 556 Introduction to CNL for RN's (3)
Nurs 602 Applying CNL Concepts for RNs (3)
Nurs 658 Advanced Clinical Pharmacology for RNs (3)
Nurs 680 Advanced Pathophysiology for RNs (3)
Nurs 756 Advanced Health Assessment for the RN (3)
Nurs 853 Leadership Practicum (6)
Total credits required for the Post-graduate CNL: 21

EDUCATION TRACK

Students who choose the education track are provided with in-depth study of the principles of education to be applied to the education of nurses. Graduates of the education track are prepared to teach in health care or educational settings as nurse educators, staff educators, clinical faculty and continuing education providers.

In addition, an integrated dual degree with the School of Education is offered to students enrolled in the education track for whom the MSN/MEd would enhance career opportunities and advancement through the additional study of graduate education courses. See the MSN/MEd information in this handbook.

Education Objectives

1. Expand knowledge of the principles and techniques of education in modern society.
2. Enhance specific knowledge in the development and provision of education programs.
3. Apply education principles to the education of student nurses, nurses and the public.

Education Courses (minimum of 11 semester hours)

Nurs 580 Patho Pharm and Assessment for the Nurse Educator (3)
Nurs 660 Development of the Adult Learner in Health Care (3)
Nurs 664 Teaching Strategies (2)
Nurs 670 Roles of the Nurse Educator (3)

Note: Students enrolled in the education track will take Nurs 703 Graduate Nursing Practicum I for 1 credit and Nurs 779 Applied Interprofessional Collaboration for 1 credit.

FAMILY NURSE PRACTITIONER TRACK

Xavier University prepares baccalaureate and masters prepared registered nurses in the nurse practitioner role with the population focus of family / individual across lifespan. The family nurse practitioner (FNP) will apply family centered primary care including preventive care, diagnosis and treatment, as well as health maintenance and management of chronic illness to individuals across the life span in predominantly ambulatory primary care settings. The FNP track follows an integration of the MSN and nurse practitioner core courses and practicum experiences specific to the preparation of a family nurse practitioner. The course of study will culminate with an immersion practicum in the role of the FNP.

Family Nurse Practitioner Objectives

1. Applies advanced practice skills, abilities and knowledge to provide holistic family centered primary health care to populations across the lifespan in a variety of ambulatory care settings as an advanced practice nurse specializing in family nursing.
2. Provides culturally competent, population-based preventive, management, and maintenance care for acute and chronic conditions for the family unit, however the family chooses to define itself.
3. Demonstrate knowledge, skills, and abilities to sit for the FNP Certification Examination in order to apply for a state certificate of authority in advanced practice, as well as authority to prescribe as an FNP-BC (board certified).

Family Nurse Practitioner Courses

Nurse Practitioner Core (9 semester hours)

Nurs 658 Advanced Clinical Pharmacology (3)
Nurs 680 Advanced Pathophysiology for RNs (3)
Nurs 756 Advanced Health Assessment for RNs (3)

Family Nurse Practitioner Core (19 semester hours)

Nurs 770 Primary Care FNP Role (3)
Nurs 771 Childbearing Family Care Practicum (1)*
Nurs 772 Childbearing Family Care (3)
Nurs 773 Pediatric and Adolescent Family Care Practicum (1)*
Nurs 774 Pediatric and Adolescent Family Care (3)
Nurs 775 Adult and Geriatric Family Care Practicum (1)*
Nurs 776 Adult and Geriatric Family Care (3)
Nurs 777 FNP in Practice Practicum (2)*
Nurs 778 FNP in Practice (1)
Nurs 779 Applied Interprofessional Collaboration (1)

( )* indicates the number of didactic credit hours to practicum credit hour. Each practicum credit hour is 8 clinical contact hours: 1:8. The total number of practicum hours required for the FNP is 600.

FAMILY NURSE PRACTITIONER POST-GRADUATE CERTIFICATE PROGRAM

Registered nurses with a Master of Science in Nursing (MSN) from a regionally accredited college or university and CCNE accreditation are eligible to apply for the post-masters certificate program.

Post-graduate FNP Certificate Curriculum

The FNP post-graduate certificate program requires between 19 to 28 semester hours, depending upon the applicant's previous completed course work. See courses above. Note: Nurs 779 is not required for Post-graduate students since these students have completed a CCNE accredited master's program.

FORENSICS TRACK

Students who choose the forensic nursing track are provided with advanced study of forensic nursing practice. According to the American Board of Forensic Nursing, forensic nursing is the application of science and the art of nursing to both criminal and civil investigations and legal matters. This track is intended to prepare nursing graduate students for further studies in various clinical roles such as Sexual Assault Nurse Examiner, Forensic Psychiatric Nurse, Legal Nurse Consultant, Forensic Nursing Death Investigator and/or Nurse Coroner. The course are individualized so as to give an in depth application of nursing principles in both criminal and civil investigations and legal matters.

Forensics Objectives

1. Interface with other health care disciplines and the criminal justice system.
2. Apply forensic nursing principles to the promotion of health care and safety in the community.
3. Promote early identification and prevent potential abuse of children, adults and the elderly.
4. Discuss trauma and death and the collection, preservation and documentation of related evidence.
5. Apply expert witness skills and legal consultation in investigations related to violence and trauma.

Forensics Courses (10 semester hours)

Nurs 648 Foundations of Forensic Nursing (4)
CJUS 620 Sociology of Crime & Delinquency (3)
Nurs 642 Psych/Social/Legal Aspects of Forensics (2)
Nurs 779 Interprofessional Collaboration (1)

GENERAL STUDIES TRACK

The general studies track is designed for nurses seeking knowledge in a variety of areas.

General Studies Courses (10 semester hours)

Students customize their study from among the various MSN elective courses.

HEALTH CARE LAW TRACK

The health care law track is designed for nurses seeking a career in which they would apply their advanced nursing knowledge to legal issues in a variety of settings including risk management and legal nurse consulting. Nurses currently working in administration or forensics may also want to choose a graduate degree with a health care law track in order to enhance their roles in health care administration or as expert witnesses.

Health Care Law Objectives

1. Synthesize the principles and processes of law that govern health care practice.
2. Identify roles professional nurses fulfill in the legal environment.
3. Apply principles of criminal law and procedures to a variety of investigations in health care.
4. Synthesize a framework for addressing malpractice and other legal risks, performance improvement processes and insurance issues.
5. Apply research methods of legal principles to the location, collection and presentation of data for legal interpretation.

Health Care Law Courses (10 semester hours)

HSEA 581 Legal Aspects of Health Care (3)
Nurs 610 Liability of Health Care Organizations & Health Care Professionals (3)
Nurs 611 Medical/Legal Research, Writing & Presentation (2)
Nurs 642 Psych/Social/Legal Aspects of Forensics (2)

Note: Students enrolled in the health care law track will take Nurs 703 Graduate Nursing Practicum I for 1 credit and Nurs 779 Applied Interprofessional Collaboration for 1 credit.

INFORMATICS TRACK

The informatics track is intended to prepare the graduate as an Informatics Nurse Specialist (INS) eligible for American Nurses Credentialing Center (ANCC) certification. The track focus combines foundational science and theoretical concepts that define nursing informatics as a discipline. Leadership, management and organization concepts are integrated into the track. Application projects will prepare the graduate to work in various roles as an INS within a complex healthcare system. Major topic areas include: human factors considerations in technology, information technology, system life cycle, models and theories, professional practice, trends and issues, information management, knowledge generation and decision making, and current technologies and initiatives in e-health and tele-health.

Informatics Objectives

1. Prepare MSN graduates for roles as informatics nurse specialist (INS).
2. Prepare graduates for ANCCC Informatics Certification eligibility.
3. Identify the concepts, science and theories that define nursing informatics.
4. Identify leadership, management, and organizational concepts to support the role of the INS within a multidisciplinary milieu for various types of healthcare organizations.
5. Apply nursing informatics science to nursing practice problems.
6. Identification appropriate technology for use in nursing practice.
7. Analysis and appraisal of the impact of technology on nursing efficiency and productivity.
8. Analysis of the ethical issues pertaining to proposed application of information technology to nursing practice.

Informatics Courses (10 semester hours)

Nurs 634 Nursing Administration in Complex Healthcare Organizations (3)
Nurs 764 Administrative Informatics (3)
Nurs 854 Advanced Informatics (3)
Nurs 779 Interprofessional Collaboration (1)

Graduate Nursing Programs all tracks combined
8/8/14; 8/20/14

DUAL DEGREE PROGRAMS

The School of Nursing offers three dual degree opportunities:

-MSN/MBA with The Williams College of Business
-MSN/MEd with the Xavier School of Education
-MSN/MSCJ with the Xavier Department of Criminal Justice

Although the curriculum for these programs is integrated with the specific schools or departments listed above, students receive two separate graduate degrees.

Students are required to complete the dual degree program within six years of entering the MSN program.

Dual degree students are required to complete the MSN first. A student may not complete requirements for the dual degree prior to completing the MSN.

Students are required to file two separate graduation applications with the Office of the Registrar. The first application will be filed for the Master of Science in Nursing (MSN). The second application will be filed for either the Master of Business Administration (MBA), the Master of Education (MEd) or the Master of Science in Criminal Justice (MSCJ). The student will be charged only one graduation fee**. Students must apply for graduation by the dates specified in the semester schedule. Late fees are charged if the deadline is missed.**

MSN/MBA - The student will receive the MSN with the administration track and the Master of Business Administration with a general business concentration.

MSN/MEd - The student will receive the MSN with the education track and the Master of Education.

MSN/MSCJ – The student will receive the MSN with the forensics track and the Master of Science with a major in Criminal Justice.

Students who select the MSN general studies option are not eligible for the dual degree programs. RN to MSN students are not eligible for the MSN/MBA dual degree.

Tuition information for dual degree students: Students enrolled in one of the dual degree programs should be aware there are different tuition rates for graduate programs at Xavier. MSN students are charged tuition based upon the primary degree code (MSN) which falls under the "MS" category in the published tuition rates, regardless of the courses taken for the MSN.

Upon completion of the MSN, the student will be charged a tuition rate based upon the MBA, MEd, or MSCJ tuition rate.

Dual degree program information
Revised 8/09; revised 8/11; 7/18/14; 8/8/14; 8/4/17

MSN/MBA DUAL DEGREE PROGRAM

MASTER OF SCIENCE IN NURSING PROGRAM (MSN, Administration) & MASTER OF BUSINESS ADMINISTRATION (MBA)

The complexity of the health care system has led more and more nurse leaders and administrators to strengthen their knowledge in the application of professional nursing and business theories and practices. Xavier University's College of Professional Sciences and Williams College of Business offer an outstanding opportunity for nursing leaders to receive a dual degree in a creative, integrated program that unites these two nationally recognized colleges.

Program Objectives

The graduate of the program of study leading to the Master of Science in Nursing and Master in Business Administration degrees will:

1. Synthesize theoretical and empirical knowledge from the humanities and the sciences, including nursing, and evaluate it for its use in guiding nursing research and practice.
2. Exhibit competence and confidence when assuming role responsibilities as a graduate with advanced level preparation.
3. Exemplify moral and ethical leadership through a concern for others, the management of health care and a commitment to professional excellence in the delivery of health care and the profession.
4. Evaluate issues and opportunities in health care delivery from ethical, sociopolitical, technological, and historical frameworks while providing leadership for change.
5. Validate and extend nursing knowledge through interpretation of and collaboration in nursing research.
6. Analyze, plan, and venture effectively in a variety of health care related environments.
7. Organize, integrate, and synthesize complex organizational issues effectively and efficiently.
8. Conceptualize the health care enterprise within a larger context and establish and attain appropriate goals.
9. Develop the capacity to continuously learn and evolve with technological and industrial change.

Students may be required to take foundational business courses (listed below) or demonstrate knowledge of the following courses by previous academics, professional credentials or through examination.

MSN/MBA Curriculum

The curriculum consists of 62-65 semester credit hours. Thirty-eight (38) credits include core MSN and MBA courses. These courses include theoretical and practical knowledge which serve as the foundation for advanced nursing practice in a variety of roles. The core courses focus on major themes which are consistent with the philosophy for both graduate programs. Nurses enrolled in the program will complete four semester hours of synthesis and application and two capstone courses (5 credits) that measure the accomplishment of each program's objectives.

Graduates of the MSN/MBA will receive two separate degrees: the Master of Science in with the administration track and the Master of Science in Business Administration with a general business concentration.

MBA FOUNDATIONAL SKILLS (3 semester hours)

Acct 500 Foundations of Financial Accounting – 3
(This course can be waived based upon undergraduate credit that is less than 5 years old with a grade of B or higher or tested out).

NURSING CORE & GRADUATE SUPPORT COURSES (20 semester hours)

Nurs 500 Health Care Ethics for Nursing Leaders (3)
Nurs 501 Theoretical Bases for Nursing Practice (3)
Nurs 502 Nursing Research (3)
Nurs 505 Health Care Informatics (3)
Nurs 690 Health Care Policy for Nursing Leaders (2)
Nurs 754 Leadership and Management Concepts – (3)
Nurs 864 Epidemiologic Methods in Health Care Services (3)

CONCENTRATION (12 semester hours)

Nurs 634 Nsg. Administration in Complex Healthcare Org. (3) **OR**
Mgmt 550 Strategy and Organization (3)

Nurs 764 Administrative Informatics (3) **OR**
Info 550 Business Information Systems (3)
MBA Elective Shrm 600 Intro to Human Resources (3)
Required for MSN
MBA Elective Mgmt 613, 614, 616 or Buad 611 (3)
Recommended choices by School of Nursing

MBA CORE REQUIREMENTS (21 semester hours)

Acct 550 Managerial Accounting (3)
Mgmt 551 Operational Analysis - (3)
Econ 550 Managerial Economics (3)
Blaw 550 Business Law & Ethics (3)
Buad 550 International Business (3)
Finc 550 Fundamentals of Finance (3)
Mktg 550 Marketing Strategy (3)

SYNTHESIS & APPLICATION (4 semester hours)

Nurs 703 Graduate Nursing Practicum I -2 (6 contact hours)
Nurs 705 Graduate Nursing Practicum II – 2 (6 contact hours)

CAPSTONE COURSES

Buad 690 Corporate Governance (3) **OR**
Buad 691 Global Strategic Thinking (3) **OR**
Buad 694 Bond Portfolio Management (3)
AND
Nurs 797 Scholarly Project (2)

TOTAL CREDITS - 62 - 65

7/26/17

MSN/MEd DUAL DEGREE – PROGRAM

NOTE: the dual MSN/MEd curriculum is under revision. Students should consult with Dr. Brenda Wiles, advisor, regarding further information.

MASTER OF SCIENCE IN NURSING PROGRAM (MSN, Education) & MASTER OF EDUCATION (MEd)

The MSN/MEd program at Xavier University is an integrated program consisting of 54 semester credit hours. This program was developed in response to a community need for nurse educators. The MSN/MEd prepares the graduate to administer and teach in educational settings (i.e., CE providerships, in-service educators and nurse educators).

MSN/MEd Program Objectives

The graduate of the program of study leading to the Master of Science in Nursing and Master of Science in Education degrees will:

1. Synthesize theoretical and empirical knowledge from educational and nursing research, the humanities and the sciences, and evaluate it for its use in guiding nursing and education research and practice.
2. Exhibit competence and confidence when assuming role responsibilities as a graduate with advanced level preparation.
3. Exemplify moral and ethical leadership through a concern for others, the management of nursing care, and a commitment to professional excellence in the delivery of health care and the profession.
4. Evaluate issues and opportunities in health care delivery from ethical, sociopolitical, technological and historical frameworks while providing leadership for change.
5. Validate and extend nursing knowledge through interpretation of and collaboration in nursing research.
6. Communicate orally and in writing in a scholarly manner.
7. Broaden knowledge of the principles and techniques of education in modern society.
8. Enhance specific knowledge of one major area of the field of education.
9. Obtain essential understanding and skills necessary for intelligent consumption of educational research.

MSN/MEd Curriculum

Nursing Core & Graduate Support Courses (20 hours)

Nurs 500 Health Care Ethics for Nursing Leaders (3)
Nurs 501: Theoretical Bases for Nursing Practice (3)
Nurs 502: Nursing Research (3)
Nurs 505: Health Care Informatics (3)
Nurs 690 Health Care Policy for Nursing Leaders (2)
Nurs 754 Leadership and Management Concepts (3)
Nurs 864: Epidemiologic Methods in Health Care (3)

Required Nursing Courses (11 hours)

Nurs 580 Patho, Pharm & Assessment Nurse Education (3)
Nurs 660 Development of the Adult Learner in Health Care (3)
Nurs 664 Teaching Strategies (2)
Nurs 670 Roles of the Nurse Educator (3)

Required Education Courses (9 hours)

Edfd 500 History & Philosophy of American Education (3)
Edfd 505 Organization of Education Systems in U.S. (3)
Edad 660: Curriculum Design & Teaching Strategies (3)

Elective Education Courses (Total of 12 semester hours required)*
Select 9 credits from the following education courses.
Nurs 660 counts for 3 of the total of 12 elective hours required.

Edad 543 Supervision of Instruction & Staff Personnel (3)
Edad 562 Political Structures and School/Community Relations (3)
Edad 563 School Finance, Bus. Affairs & Physical Facilities (3)
Edad 565 School Law (3)
Edad 570 Policy, Planning, and Evaluation and Assessment (3)
Edfd 510 Adv. Human Developments & Learning (3)
Edsp 500 Special Education Identification and Issues (3)

Synthesis and Application (6 hours)
Nurs 703: Graduate Nursing Practicum 1 (3 contact hours)
Nurs 779 Applied Interprof. Collaboration 1 (3 contact hours)
Nurs 705: Graduate Nursing Practicum – 2 (6 contact hours)
Nurs 797: Scholarly Project (2)

TOTAL CREDITS - 55

MSN MEd dual degree program 7/20/12; 7/30/13; 7/18/14, 7/25/16; 6/30/17

MSN/MSCJ DUAL DEGREE - PROGRAM

MASTER OF SCIENCE IN NURSING PROGRAM (MSN, Forensics) & MASTER OF SCIENCE IN CRIMINAL JUSTICE (MSCJ)

The MSN/MSCJ program at Xavier University is an integrated program consisting of 47 semester hours. According to the American Board of Forensic Nursing, forensic nursing is the application of science and the art of nursing to both criminal and civil investigations and legal matters. The forensics track is intended to prepare nursing graduate students for further studies in various clinical roles such as sexual assault nurse examiner, forensic psychiatric nurse, legal nurse consultant, forensic nursing death investigator and/or nurse coroner.

The Master of Science in Criminal Justice program is multidisciplinary and designed for those persons who wish to search for new answers, be part of an ever-developing knowledge base, adjust attitudes or sharpen skills required to address the complex issues in the criminal justice system in a free society.
This integrated program was developed to compliment the forensics track of the MSN program. The MSN/MSCJ prepares the graduate to work in a wide variety of positions including health care and criminal justice facilities.

Program Objectives

The graduate of the program of study leading to the Master of Science in Nursing and the Master of Science in Criminal Justice degrees will:

1. Synthesize theoretical and empirical knowledge from the humanities and the sciences, including nursing, and evaluate it for its use in guiding nursing research and practice.
2. Exhibit competence and confidence when assuming role responsibilities as a graduate with advanced level preparation.
3. Exemplify moral and ethical leadership through a concern for others, the management of nursing care, and a commitment to professional excellence in the delivery of health care and the profession.
4. Evaluate issues and opportunities in health care delivery from ethical, sociopolitical, technological, and historical frameworks while providing leadership for change.
5. Validate and extend nursing knowledge through interpretation of and collaboration in nursing research.
6. Communicate orally and in writing in a scholarly manner.
7. Develop in-depth knowledge in a concentrated area of study.
8. Demonstrate a capacity for understanding the dynamics of criminal and delinquent behavior, the nature and scope of the crime and delinquency complex in contemporary society, and the current efforts by the criminal justice system to address these issues.
9. Comprehend important questions. Present “state of the art” conceptual information and impact upon attitudes and “human skills”.

Forensics Objectives

1. Interface with health care and criminal justice systems.
2. Apply forensic nursing principles to the promotion of health care and safety in the community.
3. Promote early identification and prevent potential abuse of children, adults, and the elderly.
4. Discuss trauma, death and the collection, preservation and documentation of related evidence.
5. Apply expert witness skills and legal consultation in investigations related to violence and trauma.

MSN/MSCJ Curriculum

Nursing Core (21 semester hours)
Nurs 500 Health Care Ethics for Nursing Leaders (3)
Nurs 501 Theoretical Bases for Nursing Practice (3)
Nurs 502 Nursing Research (3)
Nurs 864 Epidemiologic Methods in Health Care (3)
Nurs 505 Health Care Informatics (3)
Nurs 754 Nursing Leadership and Management Concepts (3)
CJUS 643 Correctional Counseling (3)

Forensics/Criminal Justice Courses (18 semester hours)
CJUS 609 Forensic Aspects in Population Health (3)
CJUS 610 Basic Constitutional Law & American Justice I (3)
CJUS 620 Sociology of Crime & Delinquency (3)
CJUS 642 Criminal Justice Administration (3)
Nurs 642 Psychosocial/Legal Aspects of Forensics (2)
Nurs 648 Foundations of Forensic Nursing (4)

Synthesis & Application (8 semester hours)
CJUS 792 Internship (3)
Nurs 705 Graduate Nursing Practicum II (2)
(Practicum courses are 2 credits/6 clock hours)
Nurs 779 Applied Interprofessional Collaboration (1)
Nurs 797 Scholarly Project (2)

NOTE: Both the MSN (Forensics track) and MSCJ are 100% on line

MSN MSCJ dual degree information
10/17/17

MSN MIDAS PROGRAM

The Master's in Nursing, Direct Entry as Second Degree (MIDAS) program is built upon the American Association of Colleges of Nursing (AACN) baccalaureate and masters Essentials for nursing education and is accredited by the Commission on Collegiate Nursing Education (CCNE). The MIDAS program is also approved by the Ohio Board of Nursing.

The mission of the School of Nursing is to graduate morally reflective nursing leaders who are scholars dedicated to service and lifelong personal and professional development. In compliance with Ohio Board of Nursing Administrative Code Rules and Regulations, course content similar to the content in courses taken by traditional BSN students is incorporated into accelerated courses taught within the MIDAS program. Similar to the baccalaureate curriculum, the MIDAS program is organized around a theme of transitions. Xavier's BSN and MIDAS programs are one of one of a select group of colleges/universities throughout the United States endorsed by the American Holistic Nursing Credentialing Corporation. The master's program is built upon the baccalaureate program and continues a holistic, transition theme that prepares graduates for leadership across various systems in improving health outcomes and safeguarding the health care interests and needs of populations including individuals, families and communities. Students are taught a multicultural, holistic view of clients across the lifespan, transitions in and out of health and the role of the nurse providing population-based holistic health care.

As consistent with AACN's Clinical Nurse Leader (CNL)curriculum requirements and competencies, students in the MIDAS program are taught the CNL is a leader in the health care delivery system, not just the acute care setting but in all settings in which health care is delivered. The implementation of the CNL role however, will vary across settings. The CNL role is not one of administration or management. The CNL assumes accountability for client care outcomes through the assimilation and application of research-based information to design, implement, and evaluate client plans of care. As a generalist, the CNL is a provider and manager of care at the point of care to individuals and cohorts of clients within a unit or healthcare setting. The CNL designs, implements, and evaluates client care by coordinating, delegating and supervising the care provided by the health care team, including licensed nurses, technicians, and other health professionals.

Students are introduced to and achieve CNL core competencies over the course of their academic program beginning with an introductory application in NURS 550 Nursing Perspectives I and progressing to more complex levels of integration as they move through the curriculum. As outlined in the CNL White Paper (2007) and further delineated in the Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice (2013), these core competencies include critical thinking, communication, assessment, nursing technology and resource management, health promotion, risk reduction, and disease prevention, illness and disease management, information and health care technologies, ethics, human diversity, global health care, health care systems and policy, provider and manager of care, designer/manager/coordinator of care and member of a profession. By the end of the program, the MIDAS graduate will have attained a level of competence to provide high quality, client-focused, accountable practice as a health care professional and clinical leader.

Xavier follows a 15 week academic semester structure. The MIDAS program is five full time academic semesters including one summer between two academic years. Students take 15 courses the first three semesters that provide them with the content and competencies included in the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008), graduate coursework in nursing theory and research, and introductory content on the application of the CNL role of competencies that go above and beyond the baccalaureate essentials. The last two semesters include remaining content and competencies included in AACN Essentials for Masters Education for Advanced Practice Nursing with in-depth focus on the application of the CNL role in a variety of settings. The 79 credit hour graduate program can be completed in 20 months. The MIDAS program requires 43 additional credits over the minimum 36 credit hour post-licensure MSN program.

The entire 79 credit hour MIDAS curriculum has 27 courses of which four are traditional MSN courses (Nursing Theory, Nursing Research, Epidemiologic Methods for Healthcare Delivery and Ethics for

Healthcare Leaders). There are seven practicum experiences included in the program. Each credit hour in the practicum courses has four contact hours. The students have 960 practica contact hours in the clinical setting. Practicum experiences are designed for the preparation of a generalist in nursing to function in the advanced practice role of a clinical nurse leader.

Each practicum involves the supervised practical application of theory concurrently taught in the classroom course. Classroom theory course faculty meet with clinical adjunct faculty and assure transfer of theory to the clinical setting. All program and clinical faculty attend in-services on the role of the Clinical Nurse Leader so there is consistency in teaching. A faculty member directs practicum experiences that involve preceptors.

A course on the essentials of pathophysiology and five classroom theory courses and their related practica containing content that meets OBN criteria are taught in an accelerated manner within the first three semesters of the MIDAS program. Four nursing perspective courses are taught throughout the program that build upon each other and emphasize the elements of the CNL role. Courses in advanced physiology, advanced pharmacology, community which incorporates public health policy and a related practicum, management concepts including content on economics, resource management and risk management, advanced informatics including data management systems, a leadership course that incorporates the capstone scholarly project and a related practicum emphasizing the CNL role are included in the summer and second year of the MIDAS program. The sequencing of the program's 27 courses and their credit hours follows.

MIDAS Program Objectives

In addition to the program objectives of the MSN program,

1. Successful completion of course content necessary for licensure as a registered nurse.
2. Apply art and science of nursing to the role of the clinical nurse leader.

12/21/16

MIDAS Curriculum

First Semester (Fall)

NURS 550 Nursing Perspectives I..... 3 semester hours
NURS 501 Theoretical Bases for Nursing Practice..... 3 semester hours
NURS 502 Nursing Research..... 3 semester hours
NURS 552 Art and Science of Nursing..... 4 semester hours
NURS 553 Art and Science of Nursing Practicum..... 2 semester hours
NURS 554 Essentials of Pathophysiology..... 3 semester hours
Total**.....*****18 semester hours***

Second Semester (Spring)

NURS 560 Nursing Perspectives II..... 3 semester hours
NURS 562 Art and Science of Family Nursing..... 4 semester hours
NURS 563 Art and Science of Family Nursing Practicum..... 2 semester hours
NURS 564 Art and Science of Adult Nursing..... 4 semester hours
NURS 565 Art and Science of Adult Nursing Practicum..... 2 semester hours
Total**.....*****15 semester hours***

Third Semester (Summer)

NURS 650 Art and Science of Advanced Nursing..... 6 semester hours
NURS 651 Art and Science of Advanced Nursing Practicum..... 3 semester hours
NURS 652 Art and Science of Psychiatric Nursing..... 2 semester hours
NURS 653 Art and Science of Psychiatric Nursing Practicum....1 semester hour
NURS 654 Advanced Pharmacology..... 2 semester hours
NURS 656 Advanced Pathophysiology..... 2 semester hours
Total**.....*****16 semester hours***

Fourth Semester (Fall)

NURS 750 Nursing Perspectives III..... 3 semester hours
NURS 864 Epidemiologic Methods in Health Care..... 3 semester hours
NURS 752 Community Nursing/Public Health Policy..... 4 semester hours
NURS 753 Community Nursing/Public Health Policy Practicum 2 semester hours
NURS 754 Leadership and Management Concepts..... 3 semester hours
Total**.....*****15 semester hours***

Fifth Semester (Spring)

NURS 850 Nursing Perspectives IV..... 3 semester hours
NURS 500 Health Care Ethics for Nursing Leaders..... 3 semester hours
NURS 852 Leadership for Quality..... 2 semester hours*
NURS 854 Advanced Informatics..... 3 semester hours
NURS 851 Leadership Practicum..... 4 semester hours *
Total**.....*****15 semester hours***

TOTAL FOR PROGRAM **79 semester hours**

Each practicum credit hour is equal to four clock hours per week.

Note: Students who enter the MIDAS program in fall, 2017 will take in spring, 2019:
Nurs 857 Leadership Practicum and Scholarly Project for 6 semester credits instead of Nurs 851/852.
8/14/17

PROCESS FOR THE SCHOLARLY PROJECT

A scholarly project is an in-depth study of a phenomenon, issue or problem related to the discipline of nursing. This project will reflect a culmination of the students learning through core, track, and immersion courses. The goal of the project may be to: 1) add to the knowledge of advanced nursing practice; 2) depending on the student's selected MSN track, provide an innovative solution to a care delivery, administrative, education, forensics, healthcare law, informatics, or advanced practice issue. Students may choose to develop their projects individually or collaboratively (limited to 2 students per group).

The student will begin selecting a scholarly project topic 1-2 semesters before the final semester. It is the responsibility of the student to consult with the track coordinator and get approval for the approach to the problem. The track coordinator or a designated faculty member (in FNP or CNL tracks) will guide the student in the development of the project and provide support until it is completed. Students are responsible for scheduling meetings and communicating with their assigned faculty member as required.

Upon completion of the scholarly project, the student will disseminate the work in a scholarly paper and poster. The student will present the work and explain the poster faculty, students, alumni, and other guests in attendance at the semester-end poster presentation event. Rubrics for both the paper and the poster are provided in the respective track specific syllabi.

Both the paper and poster are to be scholarly and professional in appearance. Students will follow the instructions and rubrics provided by their track coordinator and instructor for 797. For the on campus students, the instructors will also have information on printing that will be made available to the student. It is the responsibility of the student to follow the directions and the deadlines for proofing and printing posters. For the online students, your instructor will have information on the guidelines for presentation of your project poster. See your NURS 797 instructor for details.

SCHOLARLY PROJECT OPTIONS

The scholarly projects for the different tracts vary considerably due to the nature of the issues and problems being addressed in each specialty. Below are examples of the types of projects done in each specialty. It is the responsibility of the student to meet with the track coordinator for approval of the scholarly project plan.

<u>Administration track Project</u>
An administration track scholarly project involves the identification of a nursing service administration issue or opportunity and the development of a plan that will have a positive impact on the health care delivery system/organization including these possible examples: patient care outcomes, quality and safety improvement, care delivery, staff/patient/team satisfaction, efficiency, cost effectiveness, process improvement. This is an opportunity for application of leadership and management theory and principles within a health care organization/system.

The final product would include the assessment, analysis, strategic planning, and evaluation of a selected nursing administrative project or problem in a health care setting. Issues associated with the ethical and legal aspects of the nursing administrator's role as well as strategies for successful implementation of change will be analyzed and possible solutions recommended. The scholarly project is typically coordinated with the practicum goals and objectives in collaboration with faculty and a representative of the health care agency.

<u>Education track Project</u>
The education proposal scholarly project involves the identification of a nursing educational issue or opportunity and the development of an educational plan, which will have a positive impact on the teaching and development of individuals working within the academic setting, school setting, or healthcare institutions. The focus of the project can be a research study, evidence-based practice project, audio-visual

medium for targeted communication, or program proposal / Grant Application (See Handbook for detailed descriptions). The purpose is to better prepare individuals for teaching, make an impact on future or current RNs through student educational or staff development programs, or other projects that would be of comparable quality. This is an opportunity for application of educational and developmental theories and principles within a variety of settings. The scholarly project may be coordinated with the practicum goals and objectives in collaboration with faculty.

Clinical Nurse Leader (CNL) Scholarly Projects

Clinical Nurse Leaders (CNLs) are master's-prepared nurses who meet patients and families at the point of care in a variety of healthcare settings. As such, they function to improve quality of care, safety, continuity of care, and coordination of care for patients and families either individually or within populations. Xavier University School of Nursing offers two separate tracks for preparation of Clinical Nurse Leaders. Four hundred (400) clinical immersion hours are required during the CNL program that include the hours dedicated to the scholarly projects that are subsequently described for each track.

MIDAS—The program is a 5-semester, 79 credit, pre-licensure MSN program that includes all core courses for the XU MSN along with pre-licensure nursing courses, and four nursing perspectives courses that address CNL practice and professional issues in nursing. The program prepares students for potential CNL certification and future CNL practice. In the final semester of the program, students are engaged in an immersion/practicum course and a scholarly project course that includes the development of a project that focuses on patient outcomes. Within the final semester, students work closely with their leadership preceptor and use a 5 P Microsystem Assessment (Nelson, Batalden, & Godfrey, 2007) to assist with the determination of the project focus. Primarily, students work with a team of individuals within their microsystem on an existing project or one that the preceptor requests that the student complete during the semester.

MSN-CNL—The program is a 7-semester, 43 credit MSN program that prepares the student for potential CNL certification and future CNL practice. Students complete the scholarly project in their final semester of the program following preliminary project work done in prior semesters. The project focuses on patient outcomes and is a quality improvement project that addresses a need of the microsystem where the student is employed.. The focus of the project is determined from a 5 P Microsystem Assessment (Nelson, Batalden, & Godfrey, 2007) completed during semester 5. The project is designed during semester 5 (Nurs 602) and is implemented during semester 7 (Nurs 855).

Forensic track Project

A forensics proposal scholarly project involves the identification of a forensic issue or opportunity and the development of a plan; which will have a positive impact on the health care organizations or other pertinent organizations. This is an opportunity for application of forensic theory and principles within a forensic setting.

The final product would include the assessment, analysis, strategic planning, and evaluation of a selected forensic project or problem in a health care or forensic organization. Issues associated with the ethical and legal aspects of the forensic nurse role as well as strategies for successful implementation of change would be analyzed and possible solutions recommended. The scholarly project would be coordinated with the practicum goals and objectives in collaboration with faculty.

FNP track Project

This course is the development of a scholarly project that addresses a clinical issue or problem, or gap in the literature related to advance practice nursing. A variety of options are available to demonstrate the comprehensive and scholarly nature of the final project. The following options are possibilities, but the student is not limited to these, for the scholarly project: conducting a research study, quality improvement project, or comprehensive needs assessment; providing an innovative, evidence-based solution to a care delivery problem in advanced practice; developing a creative potentially fundable, health-related proposal; or developing a business or educational proposal. This is a capstone course; demonstration of synthesis of previous course work including but not limited to theory, research, evidence-based practice, ethics, informatics, and health policy is expected. The student will also write a scholarly paper (based on the scholarly paper rubric) describing all aspects of the project, and create a poster

(based on the scholarly poster rubric) describing the project. The student will present the scholarly poster at the poster presentation scheduled at the end of the semester. All projects must be approved by the track advisor before developing the project.

General studies track Project

Graduate students in the General Studies track should examine the MSN elective courses the student has taken and the focus of the scholarly project should reflect the focus of those MSN elective courses. Possibly options are listed below.

The education proposal scholarly project involves the identification of a nursing educational issue or opportunity and the development of an educational plan, which will have a positive impact on the teaching and development of individuals working within the academic setting, school setting, or healthcare institutions.

A forensics proposal scholarly project involves the identification of a forensic issue or opportunity and the development of a plan, which will have a positive impact on the health care organizations or other pertinent organizations.

A health care law proposal scholarly project involves the identification of a health care law issue or opportunity and the development of a plan, which will have a positive impact on the health care organizations.

An informatics proposal scholarly project involves the identification of a informatics issue or opportunity and the development of a plan which will have a positive impact on the health care organizations.

The focus of the scholarly project for students interested in pursuing a post-masters certificate as a CNL or FNP should reflect the listed FNP and CNL scholarly project proposal.

Health Care Law track Project

A health care law scholarly project involves the identification of a health care law issue or opportunity and the development of a plan that will have a positive impact on the health care organizations including compliance with healthcare law/regulations and risk management. This is an opportunity for application of health care law theory and principles within a health care organization.

The final product would include the assessment, analysis, strategic planning, and evaluation of a selected health care law project or problem in a health care organization. Issues associated with the legal aspects of the nursing role related to health care law as well as strategies for successful implementation of change are analyzed and possible solutions recommended. The scholarly project is typically coordinated with the practicum goals and objectives in collaboration with faculty.

Informatics track Project

An informatics proposal scholarly project involves the identification of a informatics issue or opportunity and the development of a plan which will have a positive impact on the health care organizations. This is an opportunity for application of informatics theory and principles within a health care organization.

The final product would include the assessment, analysis, strategic planning, and evaluation of a selected informatics project or problem in a health care organization. Issues associated with the informatics nurse's role as well as strategies for successful implementation of change would be analyzed and possible solutions recommended. The scholarly project would be coordinated with the practicum goals and objectives in collaboration with faculty.

GRADUATE PROGRAM CURRICULAR POLICIES

Graduate Progression Policies

1. All graduate students must achieve a minimum grade of C in all nursing courses. Nursing course syllabi outline specific course requirements necessary to achieve C or higher.
2. Students must maintain a 3.0 cumulative grade point average throughout the program.
3. Courses with grades less than C must be repeated.
4. Students who earn less than a C in 2 nursing courses (the same course or different courses) may not continue in the nursing program.
5. A student may not withdraw failing more than once from the same nursing course.
6. If a student withdraws from either a theory or a clinical course, the student must withdraw from the co-requisite course.

Additional Progression Policies specific to the *MIDAS PROGRAM*

7. The MIDAS program curriculum is designed to progress the student from foundational courses to those with more advanced concepts and principles. Therefore, the faculty believes that courses should be taken and successfully completed in the sequence established in the curriculum. Any deviation from the established curriculum sequence must be approved by the Admission, Progression and Graduation (APG) subcommittee of the Curriculum Committee.
8. Upon graduation, MIDAS students will be eligible to sit for the National Council Licensure Examination – RN (NCLEX-RN).

Note: The Family Nurse Practitioner program has additional progression policies. See the FNP program policies included in this handbook.

*Note per University policy at the graduate level a grade less than C is automatically calculated as an F.

Faculty reserve the right to change the curriculum if deemed necessary for the progressive development of the program. For further information on grading policies, consult the University catalog.

Revised by the School of Nursing Curriculum Committee 10/19/17

Professional Behavior Policy

The School of Nursing professional behavior policy will be enforced in that students may be asked to leave the program for non-academic reasons related to unprofessional behavior even if the cumulative grade point average is at 3.0 or better. See the section on Professional Behavior Policy in this handbook.

Pre- & Co-requisite Courses

All students have the responsibility to satisfy pre- and co-requisites. Co-requisite courses must be taken together because their subject matter and learning opportunity is complementary. Prerequisite courses must be taken prior to current courses to provide background for the courses requiring the prerequisite.

Graduate Transfer of Credit (Advanced Standing)

Evaluation of previously completed graduate transfer credit is initiated by the student.

An official transcript from the previous accredited college/university attended as well as a syllabus of graduate nursing courses completed is required to be submitted to the Academic Program Director.
The Director of the School of Nursing or appropriate faculty determines potential equivalency. The Academic Program Director notifies the applicant of the review and completes a graduate transfer credit request so that the credit(s) approved are posted to the student's academic record at Xavier.

Xavier University follows the American Council of Education (ACE) guidelines for review of military credits.

Following the University policy, a maximum of six semester hours (or the equivalent) of graduate work may be transferred. In some cases, exceptions are made for a higher number of transfer hours. A minimum grade of "B" (3.000 or higher) is required for transfer of credits. Coursework that is part of a previously earned graduate degree is not accepted for transfer credit.
Further information on the University policy for graduate transfer credit can be found at: http://catalog.xavier.edu/content.php?catoid=20&navoid=1025

Earning Credit for Military or Other Professional Training

The University policy on the earning of credit for military training is published in the undergraduate catalog, http://catalog.xavier.edu/content.php?catoid=20&navoid=1022
Students who have completed training courses through the armed forces or other professional training programs may be eligible to receive college credit for courses completed. The Guide to the Evaluation of Educational Experience in the Armed Services, published by the American Council on Education, is used to determine what credit might be granted for military training. For courses completed through business and professional organizations, the National Guide to Educational Credit for Training Programs, published by the American Council on Education, is used to determine what credit can be granted. To request credit for military or other professional training, students must submit transcripts or certificates of completion to the Office of Admission.

Due to the purposeful sequencing of courses where content and practicum experiences build upon each other as the student transitions through the MIDAS program, it would be unusual for a student to receive equivalency for military education.

Graduation Policies

All students submit the "Application for Graduation" required by the University, along with the graduation fee. Students are responsible for filing by the deadline posted by the Office of the Registrar and are subject to a late fee if the deadline is missed. Consult the semester schedule for deadlines and information for graduation application. Calendars, deadlines and graduation information is at www.xavier.edu/registrar.

Dual degree students (MSN/MBA, MSN/MEd or MSN/MSCJ) file two separate applications for graduation: one for the MSN and one for the MBA, MEd, or MSCJ regardless of whether both courses of study will be completed at the same time or not. However, only one graduation fee is charged.

Graduation Requirements

1. Satisfactory completion of all courses required for the graduate program.
2. Cumulative grade point average of 3.00.
3. Minimum grade of C in all courses.
4. Students must complete all degree requirements of Xavier University and the specific nursing program requirements to be eligible to graduate.
5. No more than six years may elapse between enrolling in a degree program and completion of work for the degree. This includes the dual degree programs.
6. **MSN students only**: At least 60% of course work toward a graduate degree must be courses offered for graduate credit only, i.e., numbered 500 or higher and not open to undergraduate students. The remainder must be in approved upper division courses numbered 200-499 taken for graduate credit. (**This does not apply to the MIDAS program.)**
7. **MIDAS students only**: Upon graduation, MIDAS students will be eligible to sit for the National Licensure Examination-RN (NCLEX-RN).

Taking an Incomplete Grade in Courses

Faculty **may** assign an incomplete grade if the student requests this grade option. If the student requests an incomplete grade in the course and faculty concur, a grade of M (incomplete) will be assigned. The student must be sure to read the information in the University catalog to examine options and responsibilities in accepting and removing the incomplete grade. A grade of F will be given if the student does not communicate to the course instructor the desire to take an incomplete prior to the end of the semester in which enrolled. For those nursing courses that are prerequisites for courses in the following semester, an assigned grade of M must be cleared prior to the start of the next semester.

Leave of Absence

1. Students are expected to pursue their studies according to the designed curriculum. When a student finds it necessary to interrupt his/her course of study before completion of the program, the student must submit written notification to the Academic Program Director. Students must understand that readmission to the program is contingent upon space availability and being in good standing as exemplified by a cumulative grade point average of 3.0.
2. A student who does not enroll in nursing courses for two or more consecutive semesters must reapply to the APG subcommittee in order to be considered for reinstatement.

Student initiated Withdrawal from Program

If the student decides to withdraw from the nursing program, the decision to withdraw must be submitted in writing to the Academic Program Director so that the student's record may be closed.

Readmission to a Nursing Program

A student who does not complete the nursing program for personal or academic reasons must meet the following criteria to be considered for readmission:

1. Apply for readmission to the University if not enrolled for the past year. This procedure must be done through the Office of the Registrar.
2. Apply for readmission to the graduate program by petitioning the Admission, Progression and Graduation (APG) subcommittee through the Academic Program Director. The student should initiate this process by writing a letter addressed to the APG subcommittee stating the reason(s) for the desired return. The letter should be submitted to the Academic Program Director. The Director will present the letter to the APG subcommittee for review. The student will be notified in writing of the APG subcommittee's decision.
3. Have a cumulative grade point average of 3.0 at the end of the semester prior to the re-entry date. Readmission is contingent upon space availability.
4. Readmitted students must meet curriculum requirements effective at the time of readmission.

Revised 3/1/17

Petitioning Policy Decisions

A student who has extenuating circumstances can petition the APG subcommittee for reconsideration of decisions based on the above policies. The student should initiate this process by writing a letter addressed to the APG subcommittee stating the reason(s) for the desired return. The letter should be submitted to the Academic Program Director. The Director will present the letter to the APG subcommittee for review. The student will be notified in writing of the APG subcommittee's decision.

Approved 5/11/06; Revised 8/11/06

Grading Policies

Policies for grading are listed on the specific course syllabi. The policy for the University graduate grading system can be found in the University catalogue. Plus/Minus grading is applicable to all courses numbered 500 or above.

Grade Grievance Procedure

Students may appeal final grades if they believe that the grade given was unfair. The student must be able to provide some evidence of the lack of fair treatment in order to file a formal grade grievance and must follow the Grade Grievance Procedure when filing such an appeal. Consult the University catalogue for the procedure and time limit for filing a grade grievance.

Grievance Policy for Clinical Agencies

The School of Nursing considers clinical sites (agencies) and preceptors to be an integral part of the students' learning experience and expects students to maintain the image of the School of Nursing while at their clinical experiences. At times, conflicts may occur between the various parties involved in the clinical experience and the School of Nursing will address these issues as quickly and fairly as possible. The procedure for handling specific grievances will be as follows:

A. Clinical Agency (or Preceptor) has concern about the practice or behavior of a particular student(s)
    1. The Clinical Agency (or Preceptor) should discuss the issue privately with the clinical faculty. The clinical faculty member should discuss the issue with the clinical agency (or Preceptor) and determine the extent of remediation appropriate and determine the process for returning the student to the clinical agency (or Preceptor).
    2. The clinical faculty should address the concern with the student and exhaust all avenues to solve the issue and remediate, if necessary. If the concern is one of safety the clinical faculty member should use judgement about the capability of the student continuing clinicals until the remediation is complete. The clinical faculty should notify the course coordinator.
    3. If a resolution cannot be reached the clinical faculty and course coordinator should present the issue to the Associate Director of the respective program.
    4. Unresolved issues may warrant the involvement of the Director of the School of Nursing at the discretion of the Associate Director and the severity of the situation.

B. Clinical Agency (or Preceptor) has concern about the practice or behavior of a clinical instructor (adjunct faculty or clinical faculty)
    1. The Clinical Agency (or Preceptor) should discuss the issue privately with the clinical faculty and attempt to resolve the issue. The clinical faculty should discuss the issue with the nurse manager at the clinical agency, if necessary.
    2. The Clinical Agency (or preceptor) manager may contact the Director of the School of Nursing for unresolved issues with clinical faculty.

Grievance Policy for Students in Clinical Experiences

At times, a nursing student may have grievances or concerns about the Clinical Agency (or Preceptor) with whom the clinicals are provided. In these situations the clinical faculty and course coordinator will address the concern by the following means:

A. Nursing Student has a concern about the Clinical Agency (or Preceptor)
    1. Student should discuss the issue or concern with the clinical faculty member. The clinical faculty member should determine the extent of the concern and decide on the appropriate response.
    2. If indicated, based on the extent of the concern, the clinical faculty should arrange to discuss the case with the manager or preceptor at the clinical agency.
    3. If indicated, the clinical faculty member should discuss with the course coordinator to determine if any additional action is required.

B. Nursing Student has a concern about the clinical instructor (adjunct faculty or clinical faculty)
    1. The student should first attempt to resolve the issue or concern with the clinical instructor.
    2. If the student nurse and clinical instructor cannot resolve the issue, the student should discuss the concern with the course coordinator.
    3. The course coordinator should discuss the student's concern with the clinical faculty member involved to validate the concern and pursue a solution. If indicated, the course coordinator should notify the Director of the School of Nursing of the concern.

Grievance policies for Clinical: distribute through Clinical coordinators and Canvas to Adjuncts and students. Preceptors receive with other relevant documents.
Approved 2/25/16

School of Nursing Family Nurse Practitioner Program
Progression Policy

Policy: There are certain pre-requisite courses and conditions for students to meet in order to progress in the Family Nurse Practitioner (FNP) program above and beyond those found in the Graduate Nursing Student handbook. Students must adhere to these pre-requisites to progress.

Rationale: The FNP program prepares students as nurse practitioners who provide primary care across the lifespan, including pediatrics, adolescents, adults, and older adults within the context of family-centered care. Relevant research and concepts from nursing, medicine, and the sciences provide a foundation for practice in primary care. Course work is based on current evidence and standards of practice in accordance with the American Academy of Nurse Practitioners and the National Organization of Nurse Practitioner Faculties Competencies for FNPs. Therefore it is important for students to take courses in the recommended sequence and meet all pre-requisites and requirements to maintain the above standards.

Procedure:

1. Students must provide written proof of a criminal records background check before starting practicum experiences and annually thereafter.
2. Practicum experiences require students to submit required health documents and any necessary immunizations in order to meet clinical contract guidelines for the health care facility.
    - Requirements include but are not limited to:
        - Proof of updated TB testing or chest x-ray
        - Proof of current CPR certification
        - Required vaccines for graduate program and practicum agency
3. *Students must have evidence of having taken and passed the* 3 P's (advanced pathophysiology, advanced pharmacology, and advanced physical/health assessment) prior to taking FNP courses Nurs 770, *Nurs 771, Nurs 772, Nurs 773, Nurs 774, Nurs 775, Nurs 776, Nurs 777, and Nurs 778 and have earned a grade of B or better in all three P's.*
4. *Students must take Nurs 770 or equivalent before taking any FNP didactic or practicum course (Nurs 771, Nurs 772, Nurs 773, Nurs 774, Nurs 775, Nurs 776, Nurs 777, and Nurs 778). Note: Nurs 770 may be taken concurrently with the first FNP didactic and practicum course, usually Nurs 776 and Nurs 775.*
    - *Exceptions are for NP's certified and/or working in another population focus area other than primary care across the lifespan admitted to obtain an FNP post-graduate certificate, may have Nurs 770 waived per the individual's gap analysis assessment performed prior to admission.*
5. *Students must take all FNP practicum courses concurrently with the corresponding FNP didactic course.*
    - *All practicum sites and preceptors must be approved by the FNP Clinical and/or Program Coordinator before starting the practicum hours.*
    - *Students that receive an incomplete in practicum courses may complete practicum hours in the subsequent semester if necessary, as long as the student has passed the corresponding didactic course.*
6. *Students must pass both the current semester's didactic and practicum course to take any additional FNP didactic and practicum courses (unless the student earns an incomplete in the practicum course and is completing practicum hours in the subsequent semester).*

- *Didactic courses Nurs 772, Nurs 774, Nurs 776 may be taken in any order but are only offered in certain semesters.*
- *If the student fails the didactic course, but passes the corresponding practicum course, the student only must take the didactic course.*
- *If the student fails the practicum course but passes the corresponding didactic course, the student only needs to repeat the practicum course.*
- *If the student withdraws from didactic, the student must withdraw from practicum at the same time.*

7. *Students must pass Nurs 772, Nurs 774, Nurs 776 and the corresponding practicum courses before taking Nurs 778 and Nurs 777 (and Nurs 797 if an MSN student).*
    - *The student may not have an incomplete in Nurs 772, Nurs 774, Nurs 776 to take NURS 778 or NURS 777.*
    - *The student may take NURS 778 or NURS 777 if they are only completing practicum hours from an incomplete in Nurs 771, Nurs 773, or Nurs 775.*
8. Nurs 771 requires a minimum 120 hours of women's health or reproductive health clinical experience or relevant family practice experience.
9. Students must earn a minimum grade of B to pass Nurs 770, *Nurs 771, Nurs 772, Nurs 773, Nurs 774, Nurs 775, Nurs 776, Nurs 777, and Nurs 778. Exception: If a student earns an incomplete in the last practicum course (771), the student may earn those hours concurrently with the hours in NURS 777.*
10. *Students may take 797 concurrently with Nurs 777 and Nurs 778. Students may not take NURS 797 with an incomplete in any other course.*
11. Students may not progress to the next didactic or practicum course with more than one incomplete in a course. Exceptions will be made on an individual basis.
12. Students may withdraw for personal reasons and resume courses with permission of the advisor or program director.
13. Students must maintain a 3.0 GPA overall.
14. Students may only fail and retake one MSN core course to progress in the FNP Program. Failure of more than one course will result in automatic dismissal from the FNP Program.

Rev 8/30/15
10/29/15
Approved Curriculum Committee, 12/11/2015
Rev 6/23/17
Rev 8/17/17

School of Nursing FNP Program
Practicum Experience Policy

Before starting any practicum experience or earning any practicum hours, all students will provide:

1. Written proof of a clean criminal records background check annually.
2. Annual submission of required health documents and any necessary immunizations in order to meet clinical contract guidelines for the health care facility.
    - Requirements include but are not limited to:
        - Proof of updated TB skin testing (TST) or chest x-ray
        - Proof of current CPR certification
        - Required vaccines

The FNP Clinical Coordinator will:

3. Ensure every student has met all requirement for clinical placement (including site-specific training and forms)
4. Assign students each semester to a clinical instructor (adjunct faculty) in a ratio of no more than 1:8 (instructor to students) or approve clinical assignments if students register themselves.
5. Identify or verify and approve each clinical site
6. Review site for prior clinical site contract or appropriate agreement
    - Initiate contract through SON program assistant if needed
    - Add site/preceptor to database including:
        - Preceptor name, title, discipline, and credentials, evidence of licensure/approval/recognition, education, years in role
        - Collect preceptor forms (or resumes/CV per preceptor preference)
        - Site (e.g., pediatrics, family, adult, women's health), types of patients (acute, chronic, in-hospital, etc.), type of clinical supervision
        - Number of students supervised concurrently
    - Communicate with student/preceptor regarding status of contract and start date
7. Send students the Preceptor Welcome materials including:
    - Welcome letter/e-mail
    - Role description and list of preceptor expectations and incentives
    - Course syllabi or course summary with objectives
    - Copy of formative and summative evaluation forms.

The FNP Clinical Instructor will:

8. Provide orientation to students as necessary outlining course objectives and student learning goals.
9. Provide direct or indirect supervision of FNP students.
    - Direct supervision occurs when *NP program faculty* function as on-site clinical preceptor.
    - Indirect supervision has three components:
        - The clinical instructor supplements the clinical preceptor's teaching
        - The clinical instructor acts as a liaison to a community agency
        - The clinical instructor monitors/evaluates the student's progress with preceptor input
10. Monitor regular student evaluation by the preceptor if providing indirect supervision
    - Preceptors need to complete a formative evaluation form for each student at least every two weeks and a summative evaluation form as a final evaluation at the end of the semester
11. Ensure the clinical setting provides the opportunity to meet the student's learning objectives by communication with the preceptor, the student, and by site visit once a semester
12. Ensure the student documents outcomes of the clinical experiences in Typhon including:
        - Student hours
        - Patients seen (de-identified) with diagnoses and brief management plan
13. Monitor student progress in Typhon
14. Monitor and grade all student clinical assignments uploaded on Canvas

15. Provide oversight of the clinical learning environment, which includes, but is not limited to:
    - Contacting the preceptor at the beginning of the semester and at least one additional time, preferably at midterm.
        - Contact can be in person, or by phone, e-mail, skype, or other electronic method
    - Making one site visit (unless site is out-of-town or over 25 miles) for:
        - Direct *clinical observation* of student performance using the Clinical Site and Preceptor Evaluation Form
            - Give completed form to administrative assistant to have filed in student's file.
            - Report any problems to Clinical Coordinator.
        - Evaluation of the clinical site and preceptor using the Clinical Site Visit-Student Evaluation by Faculty
            - Site will be evaluated at least annually for:
                - Adequacy of experiences
                - Patient type and mix
                - Preceptor/student interactions to ensure that students engage in experiences sufficient to meet the FNP role and competencies
                - Site evaluation forms will be filed in FNP file cabinet
                - Report any problems to Clinical Coordinator
    - If it is not feasible to provide direct clinical observation of the student or clinical site *Clinical observation* may be accomplished using direct and/or indirect evaluation methods such as student-faculty conferences, computer simulation, clinical simulations, or other appropriate telecommunication technologies.
16. Assist FNP Clinical Coordinator in maintaining Typhon files regarding completing preceptor profiles and clinical sites including: preceptor name, title, discipline, credentials, evidence of licensure/approval/recognition, education, years in role, site, types of patients seen in practice (e.g., pediatrics, family, adult, women's health), and the number of students supervised concurrently.
17. Assist as needed in planning and conducting intensives to augment clinical experiences for students.

Rev 8/30/15kt
Rev 6/16/17
Rev 8/17/17

SCHOOL OF NURSING EVALUATION PROCESSES

Continuous improvement of the graduate program is considered essential in order to keep pace with the expectations of our communities of interest including students, professional organizations, healthcare agencies, and society. Evaluations are considered to be multifaceted and include evaluations by students, faculty, track coordinators, alumni, and employers.

Students

Student feedback is critical to our evaluation process. Faculty members encourage graduate students to provide feedback during the process of each course to facilitate learning. Formal course and faculty evaluations are completed by students at the end of each semester. This provides useful information for individual faculty regarding such items as teaching strategies, textbook usefulness, and the student's perception of goal accomplishment.

Student satisfaction/formal complaints are also viewed as part of the process of ongoing improvement. At different times during your course of study the Director of the School of Nursing or the Academic Program Director may request information via a survey or other means of communication. An informal "Dialogue with the Director" is held twice a year – once in the fall and once in the spring. This is an excellent opportunity for students to provide feedback on programs and other issues. However, one of the most important and effective methods of feedback available to you is communication with your advisor. Please contact your advisor with any questions or problems you may be experiencing; they will be able to direct you to appropriate resources.

During the final semester in the graduate program, students schedule an exit interview with the Director of the School of Nursing allowing students the opportunity to share their opinions regarding the program. The School of Nursing also follows alumni with a written survey for graduate perceptions and input.

HESI Examinations (MIDAS Students)

MIDAS students also participate in a rigorous evaluation process in preparation for the National Council Licensure Examination (NCLEX-RN).

Throughout the MIDAS program students will be required to take Health Education Systems, Inc. (HESI) examinations. These are computerized tests that will be administered as part of courses throughout the curriculum. Appropriate course syllabi provide information regarding how HESI exams are incorporated into selected courses. HESI examination results provide students and faculty with information regarding a student's progression and knowledge of information essential to the practice of professional nursing. For students who do not achieve a minimum score of 900, remediation will be required.

Faculty

Each course syllabus includes course objectives, assignments to meet those objectives, and criteria for student evaluation.

Individual achievements are reflected by the grades students achieve and course achievements are measured by the aggregate means of the individual achievement scores. The Scholarly Project, NURS 797, is a capstone course for traditional MSN students, which provides a method to evaluate the individual student's achievements in the program in the areas of critical thinking, oral and written communication and professional behavior. See the Appendix for Nurs 797 guidelines. MIDAS students and students enrolled in the MSN Clinical Nurse Leader track complete the scholarly project in Nurs 855 Leadership for Quality.

Curriculum Committee

In keeping with the organizational theme of transition, curricula are maintained or revised following the on-going systematic evaluation plan. The curriculum committee aggressively reviews the curriculum and program policies using input from a variety of sources, including student and faculty evaluations, to determine if the program objectives and expected results are attained. Changes are recommended to the School of Nursing Curriculum committee for approval.

Additional Communities of Interest

Surveys, advisory committees and partnering hospital feedback, and other data sources are used to collect information about community needs, alumni perceptions, employer satisfaction and demonstrated achievements of graduates. Following completion of the program, graduation rates, employment in leadership roles, and professional contributions through service activities are utilized to determine the effectiveness of the program in fulfilling its mission through alumni performance. This information provides the program with evidence of program effectiveness and also alerts us to areas that we should consider for implementing improvement strategies.

School of Nursing evaluation processes
Revised August 2011; July 2013 (855); 8/20/14

GRADUATE ACADEMIC ADVISING AND REGISTRATION

Academic Advising

Upon admission, graduate students are assigned to an advisor based upon the selected area of study. Once the student is enrolled, the advisor will meet with the student to discuss sequencing of courses, registration, and discussion regarding practicum experiences and the scholarly project.

While an advisor's signature is not required to register for or withdraw from classes, it is the student's responsibility to meet with the advisor to ensure the appropriate selection of classes to fulfill degree requirements.

Registration

Nursing students are responsible for following University and School of Nursing registration policies and procedures. Graduate students are provided upon admission with a curriculum plan outlining courses required for their program of study.

The School of Nursing notifies all students via email of the preregistration dates each semester. It is the student's responsibility to contact the advisor and to be informed regarding the specific degree requirements. Graduate students register themselves on line via the Student Hub.

The Office of the Registrar link provides important information on processes, procedures such as requesting a transcript. Be sure to view: www.xavier.edu/registrar

Withdrawing from a Course

Following the 7th calendar day of the semester all course removals will become a permanent fixture of an academic record and will be displayed as a "W" grade on a transcript. A grade of "W" does not affect a student's GPA. Online changes to a student's schedule is disabled at the start of the Withdrawal period.

Students who wish to withdraw from a class must complete a drop form (www.xavier.edu/registrar/forms) and submit directly to the Office of the Registrar at XUReg@xavier.edu. Check your Student Tab, current registration to ensure the withdrawal has been processed. An advisor's signature is not required for graduate students.

It is important that students understand the refund policy when withdrawing from a class. Be sure to view the Bursar's link: www.xavier.edu/bursar
Registered nurses enrolled in the MSN program who wish to change their area of study are required to complete a "Change of Track" form. This form should be submitted to the Academic Program Director. A new advisor will be assigned based upon the student's selected track.

Notes:

The Family Nurse Practitioner track requires separate application materials. See the Academic Program Director for further information.

Students who wish to pursue the dual MSN/MEd or the dual MSN/MSCJ may be required to take either the GRE or the Miller's Analogies Test (MAT). Further information is available for the MEd at: http://www.xavier.edu/master-of-education-in-educational-administration/#process or for MS in Criminal Justice at: http://online.xavier.edu/online-masters-criminal-justice/admissions/

Students who wish to pursue the dual MSN/MBA, may be required to take the Graduate Management Admission Test (GMAT). Further information is available at: http://www.xavier.edu/master-of-business-administration/GMAT-Waiver-Policy.cfm Xavier University offers a GMAT workshop several times each year. For further information on the GMAT workshops, contact The Williams College of Business.

Advising and registration
7/2012 ;7/27/13; 7/18/14; 8/8/14; 8/3/16

SCHOOL OF NURSING
Graduate Advisors

Dr. Debra Van Kuiken, PhD, RN, AHN-BC,
Associate Director for Graduate Degree programs (513) 745- 3042 vankuikend@xavier.edu

Dr. Linda Moore, PhD, RN, CNS, CNL, Associate Director for the MIDAS program

Dr. Susan Allen, Associate Director for Doctor of Nursing Practice in Population Health Leadership

TRACK/PROGRAM	FACULTY ADVISOR
Administration & MSN/MBA dual degree & Health Care Law	Prof. Marie Reynolds 131A Cohen, (513) 745-1902 Reynoldsm@xavier.edu
Clinical Nurse Leader & CNL Post-Master's Certificate	Prof. Barbara Harland 130A Cohen, (513) 745-3045 Harlandbs@xavier.edu
Education & MSN/MEd Dual Degree	Prof. Linda Bova 188c Cohen, (513) 745-3844 Boval@xavier.edu
Family Nurse Practitioner & FNP Post-Master's Certificate	Dr. Kimberly Toole, Director FNP Program 105 Cohen, (513) 745-3095 Toolek@xavier.edu
RN to MSN/Forensics MSN/MSCJ Dual Degree	Prof. Amy McQuattie 188d Cohen, (513) 745-3859 Mcquattiea@xavier.edu Dr. Kelly Bohnhoff 127 Cohen (513) 745-1019 Bohnhoffk@xavier.edu
General Studies/Undecided	Prof. Megan Meyer 186 Cohen, (513) 745-3040 Bushmanm@xavier.edu
Informatics	Dr. Sara Rosenthal 188c Cohen, (513) 745-3816 Rosenthals1@xavier.edu
MIDAS	Dr. Linda Moore 130B Cohen, (513) 745-1008 moore@xavier.edu
Video Conference Coordinator for all partner sites	Prof. Megan Meyer 186 Cohen, (513) 745-3040 & Prof. Robin Saxon 186 Cohen, (513) 745-3897

Graduate advisor list 7/26/16; rev. 12/13/16; rev. 1/10/17; 8/4/17; 8/15/17

OPPORTUNITIES FOR LEADERSHIP AND SERVICE

Student Representation

Student representation and participation in School of Nursing and University affairs is an important student right. Students should have an important impact upon the activity within the School of Nursing. Students have an opportunity to voice their thoughts on all aspects of the program including the curriculum, student-faculty relationships, instructional resources, and other components of their educational program.

School of Nursing Curriculum Committee

At the beginning of each academic year, two student volunteers from the graduate program are asked to serve on the Curriculum Committee. Student participation provides the opportunity to be involved in the ongoing activities of program development, implementation, and evaluation as well as to learn about new ideas under consideration by the faculty.

Xavier University Graduate Student Association (GSA)

The mission of the Graduate Student Association is to:

1. Represent the students of the various graduate programs in relation to any office or organization within or outside the University.
2. Disseminate information to the graduate student community.
3. Provide support not available elsewhere to enhance the educational and professional development of its members.
4. Improve the quality of life for graduate students at Xavier University.

Full- and part-time graduate students are automatically members of the GSA. Two nursing graduate students are asked to serve as representatives for nursing. One student typically attends all meetings; the other serves as an alternate representative if the first student cannot attend a meeting.

The General Assembly meets once a month during the academic year in order to conduct business of the GSA. Each program representative has one vote in the General Assembly. When the program's representative cannot attend a meeting, the alternate will carry the vote for the School of Nursing for the meeting. All GSA members are invited to attend the General Assembly meetings. The GSA needs the help of all graduate students to continue to improve community life on campus for graduate students.

Student Recruitment

Students are the best recruiters for our programs. Your referrals to colleagues or relatives are important to the growth of the School of Nursing. Likewise, attendance at campus recruitment programs such as nursing information sessions or the annual Graduate Student Expo will help us achieve our enrollment goals. We hope you will be willing to assist us in our recruitment efforts. Contact the Academic Program Director to volunteer.

Opportunities for Leadership and Service
8/2014