



**XAVIER**  
UNIVERSITY

**COLLEGE OF NURSING**

**STUDENT HANDBOOK**

2022-2023 AY

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## Introduction and Handbook Acknowledgement

### Introduction

The Xavier University College of Nursing publishes a Student Handbook. The first section of the handbook covers Xavier University, College of Nursing and clinical student policies and information. The second section of the handbook is specific to either pre-licensure or post-licensure students.

The Pre-Licensure Programs section provides information for the BSN, ABSN, and MIDAS programs. The BSN, ABSN, and MIDAS programs are pre-licensure programs which prepare graduates to take NCLEX-RN upon completion of the program.

The Post-Licensure Programs section includes information for: the Master of Science in Nursing program which includes two tracks (education and forensics); the Family Nurse Practitioner (FNP) program; and the Doctor of Nursing Practice (DNP) program.

The current handbook is posted at <https://www.xavier.edu/college-of-nursing/current-students/>, 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 College of Nursing policies and procedures. Students are expected to be familiar with the content of the College of Nursing handbook and the information in the Xavier University student handbook <https://www.xavier.edu/handbook/>. If any item in the College of Nursing handbook is not clear, it is the student's responsibility to seek clarification.

**Throughout enrollment in the College of Nursing, students are to reference the handbook of the academic year under which they entered the program.** Students will be notified via email of any changes that apply to them after the publication of their handbook. Therefore, it is important that students routinely check their Xavier University email account.

Both students and faculty provide input into the revision process. Students are invited to give suggestions for improving the handbook. Submit ideas in writing to the Dean of the College of Nursing or to the Assistant Dean of Student Affairs.

## Handbook Acknowledgement

Initial each line item below, sign, and submit to the appropriate professor as directed by your program.

\_\_\_\_\_ I have accessed/received and read my nursing student handbook and understand that I am responsible for adhering to all policies therein.

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

\_\_\_\_\_ I agree to permit the College 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 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.

\_\_\_\_\_ I understand that failure to comply with lab policies may result in dismissal from the lab and/or disciplinary action.

\_\_\_\_\_ 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.

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

\_\_\_\_\_ I will **NOT** discuss scenario/simulation 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.

\_\_\_\_\_ **Pre-licensure students only: 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.**

<https://codes.ohio.gov/ohio-revised-code/section-4723.28>

Student Handbook for Academic Year: \_\_\_\_\_ 2022-2023 \_\_\_\_\_

Student Name \_\_\_\_\_ (please print)

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

## Xavier University Information for Students

### University Mission and Student Handbook

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 educating the whole person, promoting the common good, and serving others, the Xavier community challenges and supports all our members as we cultivate lives of reflection, compassion and informed action. *Accepted by the Xavier Board of Trustees 12/1/17*

The University Student handbook can be found at: <https://www.xavier.edu/handbook/aggregate>

### 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 Integrity – Section 2.3.8.1.

<https://www.xavier.edu/handbook/standards/specifically-permitted-and-prohibited-conduct/miscellaneous-policies/academic-honesty>

### 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](http://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](http://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 brand new 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 EMAIL REGULARLY. YOU WILL RECEIVE MANY COMMUNICATIONS FROM YOUR FACULTY AND THE COLLEGE 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](http://www.xavier.edu/registrar) and click the catalog link.

**XU Alert Me:** Your safety is a top priority. Hit the XU Alert Me icon to register for important safety and weather related notifications.

**Parking:** Purchasing a Xavier parking permit is easy at [www.xavier.edu/parking](http://www.xavier.edu/parking).

**Financial aid:** <https://www.xavier.edu/financial-aid/index>

### 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.

### [Overview and General Information \(for all students\)](#)

The College of Nursing at Xavier University has as its goal the preparation of professional nurses educated to meet the health care needs of diverse populations in an ever-changing highly technical health care environment. Graduates are prepared to practice nursing today and to be tomorrow's leaders in holistic healthcare delivery with an educational foundation grounded in Jesuit values. The College of Nursing is proud of the innovative programs developed over the years that creatively address changes in the current health care arena.

Graduates practice nursing throughout the tri-state area and throughout the United States. Our graduates are well-respected in the health care community as knowledgeable, professional, and ethical and prepared to excel in meeting current and future challenges in health care delivery.

### Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice in a Population Health Leadership program, and post-graduate APRN certificate



program at Xavier University College of Nursing are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791

The BSN, MIDAS and ABSN programs are approved by the Ohio Board of Nursing (OBN).

Ohio Board of Nursing  
17 South High Street, Suite 660  
Columbus, OH 43215-3947  
Phone 614 466-3947

The BSN, ABSN, MSN, MIDAS, and FNP programs are endorsed by the American Holistic Nurses Credentialing Corporation (AHNCC). Graduates may sit for the Holistic Nurse Certification (HNC) examination. Only 17 universities in the nation currently have this endorsement.

### CN Mission

Following the precepts put forth in the [Xavier University's mission statement](#) and Jesuit tradition, the Faculty of the College 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 College of Nursing.

### CN Philosophy/Values

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. 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.

College of Nursing 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. 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. 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 skills 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 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. 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. 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

### Organizing Framework for Curricula

The faculty of the College 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 College 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 a 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

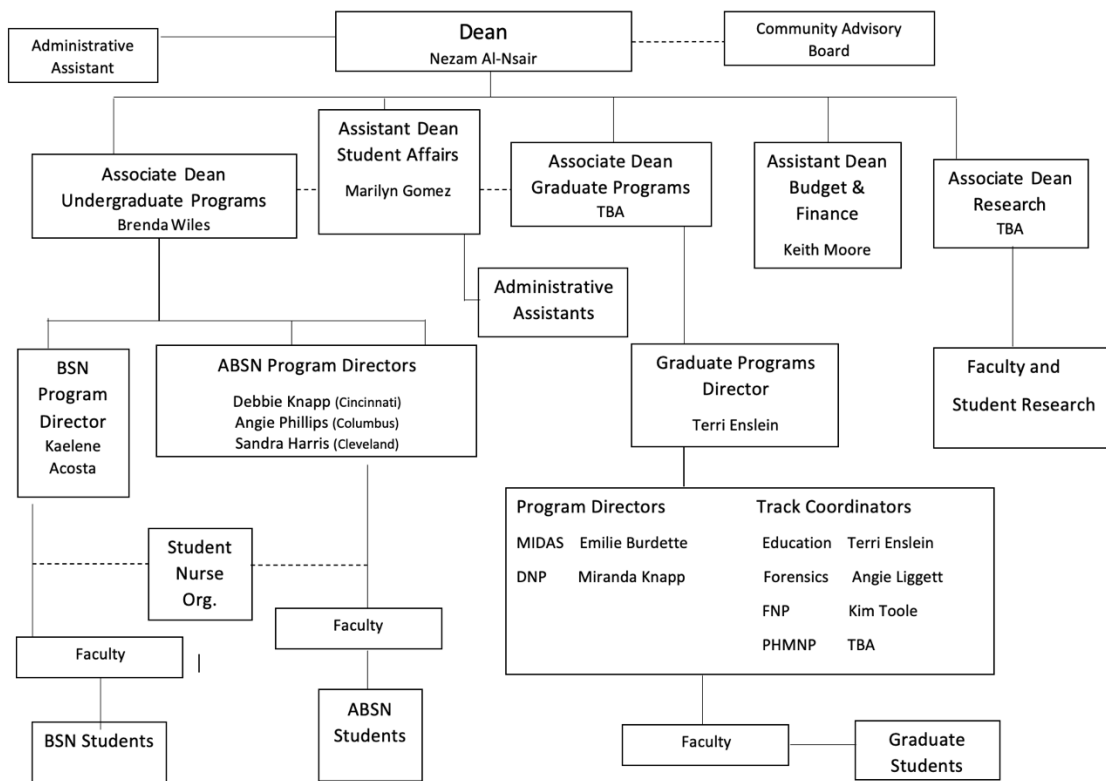
role performance and a level of comfort with the behaviors required. Well-being of interpersonal relationships is indicated by positive interactions with others.

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.

## Academic Year 2022-2023 Administrators and Faculty

<https://www.xavier.edu/college-of-nursing/directory/index>

### Organizational Chart



## Student Expectations

### 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 several 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

AACN's *The Essentials: Core Competencies for Professional Nursing Education* provides the framework for the baccalaureate nursing educational curriculum.

Ohio Board of Nursing Student Conduct Regulations

**From Rule 4723-5-12 Section C effective 2/1/2022:**

(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 section [4723.01](#) 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 students assigned clinical responsibilities.

Authorized By: [4723.07](#)

Amplifies: [4723.06](#)

Five Year Review Date: 10/16/2026

Prior Effective Dates: 2/1/1996, 4/1/1997, 2/1/2002, 2/1/2004, 2/1/2007, 2/1/2008, 2/1/2012, 2/1/2014

Retrieved 7/13/22 from <https://codes.ohio.gov/ohio-administrative-code/rule-4723-5-12>

### Professional Conduct Policy

Students enrolled in a Xavier University (XU) College of nursing (CN) program are expected to adhere to rules of professional conduct established by the Xavier University Standards of Conduct as outlined in the XU Student Handbook (<https://www.xavier.edu/handbook/standards/>), the Ohio Administrative Code, Chapter 4723-5-12-C, and the American Nurse's Association Code of Ethics for Nurses. As stated in the Code 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.

Failure to adhere to the conduct policy may result in disciplinary action. When there are academic, professional, or clinical behavioral concern(s), the faculty member will discuss the concerns with the student and corresponding administrators, reiterate professional expectations, and take appropriate action. This action may include (and may not be limited to): verbal warning (by the faculty, Program Director, Assoc. Dean, or Dean), written warning (by the faculty, Program Director, Assoc. Dean, or Dean), performance probation (by the Assoc. Dean or Dean), and/or performance suspension/termination (by the Dean). In general, when academic, professional, or clinical behavioral concerns arise, a verbal warning will be initiated. If behavioral concern(s) are not resolved with or rise above the level of the verbal warning, the written warning will be initiated. If behavioral concern(s) are not resolved with or rise above the level of the written warning, a performance probation form will be initiated. Students may be immediately terminated or suspended by the Dean of the College of Nursing following academic, professional, or clinical performance probation for continued unsatisfactory behaviors. Performance suspension/termination may also be issued by the Dean of the College of Nursing immediately after a severe breach of professional conduct (no verbal, written, or performance probation required).

### 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 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 or dismissed from the program.

## 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. Online 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 College 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: <https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf>

Please refer also to Xavier University Student Handbook:

Respect for Others 2.2.3

Harassment Policy 2.3.2

Online Communities 2.3.6.3

<https://www.xavier.edu/handbook/standards/policy-of-respect/respect-for-others1>

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/NCSBN\\_SocialMedia.pdf](https://www.ncsbn.org/NCSBN_SocialMedia.pdf)

More information is at American Nurses Association Social Media /Social Networking Principles Toolkit

<https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf>

[DATE: 9/2011](#)



## Academic Integrity

Students are expected to exhibit academic integrity. Information on expectations can be found at: <https://www.xavier.edu/handbook/standards/specifically-permitted-and-prohibited-conduct/miscellaneous-policies/academic-honesty>

## Student Support, Accommodations, and Technical Standards

Xavier University College of Nursing is committed to diversity and to attracting and educating students who will make the population of healthcare professionals' representative of the national population. We provide confidential and specialized disability support and are committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations.

### **Office of Academic Support:**

The [Office of Academic Support](#) offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at 745-3214 or [danielss3@xavier.edu](mailto:danielss3@xavier.edu). The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

### **Accommodations/Students with Disabilities:**

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the [Office of Disability Services](#) at 745-3280 or e-mail [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) to coordinate reasonable accommodations.

### **Student Support:**

Occasionally, students may experience personal problems or difficulties during the term that can be emotionally disturbing and may seriously interfere with learning. If this should happen to you, please discuss this with the instructor to determine what accommodations can be made. Additionally, Xavier University provides supportive services for students. For more information, go to: <http://www.xavier.edu/sss/>

### **Other Support:**

Xavier's Library offers a convenient service of providing direct access to many full text articles online. If an article is not available, the library will request the article through the Interlibrary Loan system, and forward an electronic copy to you via e-mail. Only materials from reputable, professional web sites and journals should be considered.

### **Writing Support:**

On-campus undergraduate and graduate students are provided with tutoring and writing services free of charge. For more information visit <https://www.xavier.edu/writingcenter/>

## Technical (Non-academic) Standards

The technical standards delineated below must be met with or without accommodation. Students who, after review of the technical standards, determine that they require an accommodation to fully engage in the program, should contact the Xavier University Office of Disability Services to confidentially discuss their accommodation needs. Given the clinical nature of the program, additional time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

- *Observation:* Students should be able to obtain information from demonstrations and experiments in the basic sciences. Students should be able to assess a patient and evaluate findings accurately. These skills require the use of vision, hearing, and touch or the functional equivalent.
- *Communication:* Students should be able to communicate with patients in order to elicit information, to detect changes in mood and activity, and to establish a therapeutic relationship. Students should be able to communicate via English effectively and sensitively with patients and all members of the healthcare team both in person and in writing.
- *Motor:* Students should, after a reasonable period of time, possess the capacity to perform a physical assessment and perform nursing skills. Students should be able to execute some motor movements required to provide general care to patients and provide or direct the provision of emergency treatment of patients. Such actions require some coordination of both gross and fine muscular movements balance and equilibrium.
- *Intellectual, conceptual, integrative, and quantitative abilities:* Students should be able to assimilate detailed and complex information presented in both didactic and clinical coursework, and engage in problem-solving. Candidates are expected to possess the ability to measure, calculate, reason, analyze, synthesize, and transmit information. In addition, students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures and to adapt to different learning environments and modalities.
- *Behavioral and social abilities:* Students should possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibility's attendant to the care of patients, and the development of mature, sensitive, and effective relationships with patients, fellow students, faculty, and staff. Students should be able to tolerate physically taxing workloads and to function effectively under stress. They should be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, professionalism, interest, and motivation are all personal qualities that are expected during the education processes.
- *Ethics and professionalism:* Students should maintain and display ethical and moral behaviors commensurate with the role of a nurse in all interactions with patients, faculty, staff, students, and the public. The student is expected to understand the legal and ethical aspects of the practice of Nursing and function within the law and ethical standards of the nursing profession.

## Communicable Disease Policy & Procedures

**Policy:** Communicable disease

**Policy Statement:** XU CN expects students to exhibit responsible behavior to protect themselves, peers, faculty/staff, and vulnerable patient populations from communicable disease.

**Reason for Policy:** The purpose of this policy is to provide guidelines for students to follow to protect themselves, peers, faculty/staff, and vulnerable patient populations in the clinical setting. Each infectious disease is unique. This policy is not meant to be an exhaustive compendium of all diseases or situations that might possibly threaten public health, but rather is a general guide for assessment and the corresponding necessary steps for nursing students to follow.

## Procedures:

1. Communicable disease transmission and proper use of personal protective equipment (PPE) training will be conducted in students' first semester XU CN lab sessions. Federal, state, university, and clinical facility guidelines will guide this training. Additionally, at the start of each clinical course and ongoing as needed, this training will be reinforced and knowledge specific to that particular clinical experience will be applied.
2. Students are expected to complete the immunization requirements (See immunization policy), adhere to proper handwashing, and applicable PPE and social distancing to decrease the spread of communicable disease in their social, academic, and clinical settings. It is expected that students exhibiting symptoms of communicable disease such as, but not limited to, fever, rash, or cough will **not** attend clinical. When unable to attend clinical, the student should notify their clinical instructor via XU email (and via text or phone as applicable) no later than one hour prior to the start of clinical.
3. COVID-19 specific procedures.
  - a. Adhere to all guidelines/policies set forth by XU located at <https://www.xavier.edu/return-to-campus/>.
  - b. Students are expected to adhere to each facility's COVID-19 and nursing lab policies. A student cannot attend clinical if a student has new onset\* of COVID-19 symptoms detailed on the Center for Disease Control website <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>. Additionally, students cannot attend if quarantined or isolated and must notify the appropriate individuals as noted in <https://www.xavier.edu/return-to-campus/health-wellness-safety/common-questions>. In addition to the instructions provided therein, the student must email a note from the healthcare provider to the clinical course coordinator/lead and applicable program director.
  - c. Whether residing on or off campus, the student should carefully read the COVID-19 support FAQs at <https://www.xavier.edu/return-to-campus/testing-treatment-tracing/covid-support.php> and adhere to the instructions provided therein, as guidelines may change.

\*New onset means that symptoms are unexplained and are not related to seasonal allergies, chronic headaches, etc.

## 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

### 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.

## Simulation and Skills Lab Policy & Procedures

### Introduction

The Nursing Skills & Simulation Laboratory at Xavier University, College of Nursing provides an environment for all 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 progress 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 philosophy of the College of Nursing 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 nearby academic classrooms.
- 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 or designee.
- 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 or designee 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 or a designee.
- F. **DO NOT** move high fidelity simulation manikins without contacting the Laboratory Simulation & Technology Director or specified designee, 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 in the Skills Laboratory. 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:

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 of latex policy:

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 Agencies 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 toed 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 College of Nursing.

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 (HIPAA) / Family Educational Rights and Privacy Act (FERPA).

Clinical Simulation and Skill Lab Policy/ procedures  
Approved 9/1/16; Revised 1/2020; Revised 7/2022

### 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 College 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 via electronic signature. In the event that electronic signatures are not available or an option, the student will sign the first initial and full last name as follows: S. Stevens, XUSN (Xavier University Student Nurse).

#### Classroom and Practicum Attendance

**Policy Statement:** The College of Nursing faculty expects students will recognize that they have entered a profession in which commitment to full participation in class & practicum experiences is an essential component of their education. Therefore, regular attendance in class and practicum experiences is mandatory.

**Reason for Policy:** The purpose of this policy is to provide guidelines for students to follow regarding class and practicum attendance. Missed hours can prevent adequate development and assessment of the required knowledge, skills, attitudes and clinical judgment. Absence from practicum experiences jeopardizes the student's ability to successfully meet the required course outcomes and competencies.

#### **Procedure:**

##### Classroom or Online Didactic Attendance

1. Expectations, including professional behavior and attendance policies, are stated in the course syllabus and covered by the instructor at the beginning of each course. Many courses require discussions or discussion boards, debates, case studies and group projects. Attendance and participation is essential for these shared learning experiences to be effective.
2. Some web-enhanced 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.

##### Practicum Attendance

1. Students are required to attend and be actively engaged in each assigned practicum experience. Practicum attendance is **mandatory**. Absence is only permissible in extenuating situations as determined by the course lead/coordinator. Absences not due to extenuating circumstances are unexcused absences. Unexcused absences will result in a five percent reduction to the final course grade for each clinical day missed.
2. Absences may impact the student's ability to meet course objectives and may result in course failure. The criteria for successful completion of a course is based on the student's ability to meet the course objectives. 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. Refer to specific course syllabi for further stipulations.

3. In the event that an unplanned absence is necessary, the student should observe the following procedure:
  - a. The clinical agency and/or the instructor should be notified as soon as possible but absolutely no later than one hour prior to the scheduled practicum. Students should refer to their course syllabi for any specific instructions.
  - b. Should a student anticipate the necessity to be absent from a future practicum experience due to extenuating circumstances, arrangements for the absence and its reconciliation should be planned with the course lead/coordinator as far in advance as possible. Requests for arrangements must be realistic and acceptable for both the clinical agency and the instructor. Students should refer to their course syllabi for any specific instructions.
4. Punctuality is expected and reflects professional behavior. Expected arrival times will be communicated in the syllabus. Students arriving more than 15 minutes late will be sent home from clinical and the absence will be considered unexcused unless the clinical instructor was notified of an extenuating circumstance in advance. Students are expected to arrive on time for practicum experiences and stay for the entire time allotted for that experience. Important information affecting patient care is communicated to students at the start of practicum experiences. Therefore, tardiness for practicum experiences jeopardizes the student's ability to give safe nursing care.

**Defining terms:**

Practicum is defined as any clinical or laboratory experience.

Clinical experience (Taken directly from <https://codes.ohio.gov/oac/4723-5-01>): "an activity planned to meet course objectives or outcomes and to provide a nursing student with the opportunity to practice cognitive, psychomotor, and affective skills in the supervised delivery of nursing care to an individual or group of individuals who require nursing care".

Laboratory experience (Taken directly from <https://codes.ohio.gov/oac/4723-5-01>): "an activity planned to meet course objectives or outcomes and to provide a nursing student with the opportunity to practice cognitive, psychomotor, and affective skills in the performance of nursing activities or tasks in a simulated clinical environment, which may include the opportunity to practice nursing skills through the reproduction of life-like health care experiences using computerized models and simulator programs".

**Substance Abuse**

The College 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 College 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

## Opportunities for Leadership and Service

### Student Representation

Student representation and participation in College of Nursing and University affairs is an important student right. Students should have an important impact upon the activity within the College 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.

At the beginning of each academic year, student volunteers (a minimum of one graduate and one undergraduate student) are asked to serve on the Curriculum, Assessment, and Diversity and Inclusion Committees. 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.

### Student Organizations

Graduate Student Organization

<https://www.xavier.edu/graduate-student-association/index>

Student Nurses Organization (SNO)

Information can be found at <https://www.xavier.edu/nursing/>.

The BSN faculty advisor is Diana Rickmon [rickmond@xavier.edu](mailto:rickmond@xavier.edu)

The ABSN faculty advisors are noted below.

Cincinnati: Shelly Hurles [hurless@xavier.edu](mailto:hurless@xavier.edu)

Columbus: Janelle Nutter [nutterj2@xavier.edu](mailto:nutterj2@xavier.edu)

Cleveland: Helen Tagliaferro [tagliaferroh@xavier.edu](mailto:tagliaferroh@xavier.edu)

## Registration and Academic Advising

Nursing students are responsible for following University and College of Nursing registration policies and procedures. The Office of the Registrar link provides important information on processes, procedures such as requesting a transcript. Be sure to view:

<https://www.xavier.edu/registrar/index>

Four-year BSN students: Students are informed of their nursing faculty advisor when they matriculate to Xavier and are required to schedule an advising appointment with their advisor each semester. Students are required to obtain an advisor's signature to register for classes, and also to drop and/or add classes throughout the year. The College of Nursing is not responsible for any student's selection of courses without the approval of the advisor or the Assistant Dean of Student Affairs. Students are permitted to register one week in advance of University registration dates. The College of Nursing notifies all students via email of the nursing priority registration dates each semester.

ABSN students: self-register at the end of each term.

**Graduate students:** 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. They are encouraged to meet with their advisor each semester prior to registration\*. 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. Students self-register.

Graduate Academic Advisors:

Program	Advisor
MIDAS	Dr. Emilie Burdette <a href="mailto:burdetteeg@xavier.edu">burdetteeg@xavier.edu</a>
MSN - Education	Dr. Terri Enslein <a href="mailto:ensleint@xavier.edu">ensleint@xavier.edu</a>
MSN- FNP	Dr. Kimberly Toole <a href="mailto:toolek@xavier.edu">toolek@xavier.edu</a>
MSN - Forensics	Dr. Angie Liggett <a href="mailto:liggetta@xavier.edu">liggetta@xavier.edu</a>
DNP	Dr. Miranda Knapp <a href="mailto:knappm3@xavier.edu">knappm3@xavier.edu</a>

\*FNP: Students must meet (or contact) their advisor at least once a semester to discuss program progress.

### Pre- and 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.

### Grading Scales

For consistency in grading in the College of Nursing, the faculty has approved a standardized grading scale. This scale does not conflict with XU policy found in the University catalogue, but rather adds clarity.

### Undergraduate (BSN):

GRADING SCALE: (You must obtain a C or greater for a passing grade in nursing courses; a C- is not a passing grade in nursing courses.)

94 – 100	A
90 – 93	A-
87 – 89	B+
84-86	B
80-83	B-
77-79	C+
75-76	C
70-74	C-
67-69	D+
64-66	D
Below 64	F

\*No grade will be rounded up, including the final course grade.

Undergraduate (ABSN):

**Grading Scale:** (You must obtain a C or greater for a passing grade in nursing courses; a C- is not a passing grade in nursing courses.)

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 75.0%
C-	< 75.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
F	< 64.0 %	to 0%

\* No grade will be rounded up, including the final course grade.

Graduate (MSN [MIDAS, education, forensics, FNP], & DNP):

94-100 A  
90-93 A-  
87-89 B+  
84-86 B  
81-83 B-  
78-80 C+  
75-77 C  
< 75 is an F

\* No grade will be rounded up, including the final course grade.

Information about the XU Graduate Student Grading Scale can be found in the Graduate Program Handbook through the following link:

<https://www.xavier.edu/graduateschool/grad-handbook>

Progression

ABSN/BSN

**NOTE:** A grade of C carries 2.00 quality points. A grade of C- (1.67 quality points) does not fulfill requirements (see below).

1. All BSN (four-year and ABSN) students must achieve a minimum grade of C in all nursing (Nurs) courses. Nursing course syllabi outline specific course requirements necessary to achieve a C or higher.



2. Freshmen in the four-year BSN must achieve a minimum 2.70 cumulative grade point average (GPA) to progress to sophomore level nursing courses (200 level). Sophomores, junior and senior level students must maintain a 2.70 cumulative grade point average throughout the program. If a student's cumulative GPA drops below 2.70, that student will have one probationary period of two semesters to raise the cumulative grade point average. If the GPA drops below 2.70 after the one probationary period, the student may not continue in the program. If a student uses the summer to raise the cumulative grade point average, summer semester will be considered as one of the two semesters. NOTE: There will be no rounding of the cumulative GPA and courses taken at other institutions will not raise the student's GPA.

ABSN students must achieve a minimum 2.70 cumulative grade point average (GPA) to progress in the program. If a student's cumulative grade point average drops below 2.70, that student will have one probationary period of two terms to raise the cumulative grade point average. If the GPA drops below 2.70 after the one probationary period, the student may not continue in the program. NOTE: There will be no rounding of the cumulative GPA.

3. Four-year BSN students: a minimum grade of C must be earned for all prerequisites of a nursing course prior to enrolling in the nursing course. **A grade of C- will not fulfill the requirement.** These courses include a math elective, statistics (MATH 116 or MATH 156, BIOL 140, BIOL 141, BIOL 142, BIOL 143, BIOL 200, BIOL 201, CHEM 150, CHEM 151, PSYC 277, and SOCI 101 or SOCW 167. See the prerequisite summary table in this handbook. Of these listed prerequisite courses, a course previously taken for credit may be repeated up to one additional time, including any withdrawals. This includes courses repeated off-campus. If a course is taken twice without success, the student may not continue in the program.
4. All BSN (four-year and ABSN) A grade of S for a course taken as Satisfactory/Unsatisfactory will not count toward requirements for the program.
5. All BSN (four-year and ABSN): Nursing (NURS) courses with grades less than C must be repeated.
6. All BSN (four-year and ABSN) Students who achieve grades of less than a C in two nursing (Nurs) courses (the same course or different courses) may not continue in the nursing program.
7. All BSN (four-year and ABSN) A student may not withdraw failing more than once from the same nursing course.
8. All BSN (four-year and ABSN) If a student withdraws from either a theory or a clinical course, the student must withdraw from the co-requisite course.
9. A four-year BSN student may not withdraw from more than two nursing courses at the sophomore level or above while enrolled in the program. An ABSN student may not withdraw from more than two nursing courses while enrolled in the program.
10. The BSN program (four-year BSN and ABSN) 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\*\*.
11. A four-year BSN student who is absent from the nursing clinical/practicum courses for more than two semesters (one calendar year) or an ABSN student who is out >one semester must reapply to the APG subcommittee of the Curriculum Committee in order to be considered to be reinstated\*\*. See "Readmission Policy" for the procedure to follow.

12. Upon graduation, all BSN students will be eligible to sit for the National Council Licensure Examination—RN (NCLEX-RN).

*\*Faculty reserves the right to change the curriculum if deemed necessary for the progressive development of the program.*

*\*\* The student will be notified in writing of the APG subcommittee's decision. This decision is final, with no opportunity for appeal/petition*

*For further information on grading policies, consult the University catalog.*

*Revised by School of Nursing Curriculum Committee 10/19/2017; Updated 7/2022*

#### MSN (MIDAS, Education, Forensics, FNP) and DNP

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 a 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.

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

#### Additional Progression Policies Specific to the MIDAS Program

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. Upon graduation, MIDAS students will be eligible to sit for the National Council Licensure Examination – RN (NCLEX-RN).

#### Additional Progression Policies Specific to FNP Program

There are certain pre-requisite courses and conditions for students to meet in order to progress in the Family Nurse Practitioner (FNP) program. 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.

- Students may only fail and retake one didactic or practicum FNP course in order to progress in the FNP Program.
- Students must have evidence of having taken and passed the 3 P's (*advanced* pathophysiology, advanced pharmacology, and advanced physical/health assessment) with a grade of **B** or better, prior to taking FNP courses Nurs 770, Nurs 771, Nurs 772, Nurs 773, Nurs 774, Nurs 775, Nurs 776, Nurs 787, and Nurs 789.
- Postgraduate students admitted for fall semester that need the 3 P's may take the 3 P's fall, spring and summer (or spring and summer) semesters before entering practicum in fall semester, noting **advanced pathophysiology is a pre-requisite for advanced health assessment and advanced clinical pharmacology.**
- Students must take 770 or equivalent before taking any FNP didactic or practicum course (Nurs 771, Nurs 772, Nurs 773, Nurs 774, Nurs 775, Nurs 776, Nurs 787, and Nurs 789).  
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.
- Students must take all FNP practicum courses concurrently or subsequent to the corresponding FNP didactic course.
  - All practicum sites and preceptors must be approved by the FNP Practicum Coordinator and/or Program Director 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.
  - 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 a didactic course, the student must withdraw from the practicum at the same time.
- Students must pass Nurs 772, Nurs 774, Nurs 776 and the corresponding practicum courses before taking Nurs 797 if an MSN student.
- Nurs 771 requires a minimum 60 hours of women's health or reproductive health clinical experience. The other 60 hours in 771 may be relevant family Nurse practitioner experience.
- 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 787, and Nurs 789.
- 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.
- Students may withdraw for personal reasons and resume courses with permission of the advisor or program director.

- Students must maintain a 3.0 GPA overall.
- NURS 797 must be taken at the end of the FNP program
- Students may only fail and retake one MSN core course or one FNP course to progress in the FNP Program. Failure of more than one course will result in automatic dismissal from the FNP Program.

#### Additional Progression Policies Specific to DNP Program

##### **Progression during the program of study**

If a student wishes to complete the DNP program in eight semesters, the student will complete the coursework by following the two course per semester sequence during the first five semesters of the program. Students who wish to move through the program at a slower pace will work with the DNP Program Director to determine their course progression. Courses with prerequisites must be completed in the required order. DNP foundational courses (900, 902, 903, 904, 905, 906, 907, 908, & 910) must be completed prior to the DNP project immersion courses (911, 915 & 917).

Students must maintain a minimum of a 3.0 DNP GPA to achieve satisfactory progress throughout the curriculum. One “C” grade is allowed providing the GPA remains at 3.0 or higher. A second “C” grade will lead to program dismissal. Additionally, one “F” grade will lead to program dismissal. The student may petition the Admission, Progression, and Graduation (APG) Committee for readmission approval.

##### **Progression during the Final Immersion and DNP Project Courses**

The majority of immersion hours for the DNP project will be completed in the DNP project courses (NURS 911, 915, and 917) with the possibility of an extension course (NURS 919) if additional time is needed. NURS 919 is an option after NURS 911 and 917. It is not an option after 915.

#### Leave of Absence

##### BSN/ABSN

1. Students are expected to pursue their studies according to the designed curriculum whether they have elected to enroll as a full-time or part-time student. When a student finds it necessary to interrupt their course of study before completion of the program, the student must submit written notification to the Assistant Dean of Student Affairs (four-year BSN) or the applicable ABSN program director (ABSN). This statement should include the semester(s) in which the student plans to be absent and the semester in which the student expects to enroll again. The student must meet with the Assistant Dean of Student Affairs (four-year BSN) or the applicable ABSN program director (ABSN) to discuss plans for return. Readmission to the program is contingent upon space availability and being in good standing, as exemplified by a cumulative grade point average of 2.70 or greater.
2. Students should see the Progression Policies, #11 statement for further directions.

##### MSN (MIDAS, Education, Forensics, FNP) and DNP

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 Assistant Dean of Student Affairs. This statement should include the semester(s) in which the student plans to be absent and the semester in which the student expects to enroll again. The student must meet with the Assistant Dean of Student Affairs to discuss plans for return. 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.

### Incomplete Work

If a student experiences extenuating circumstances and is not able to complete all requirements for a course, the student may ask their instructor for an “incomplete” and an extension of time to complete the work. It is the responsibility of the student to request this extension prior to the end of the semester. The student and instructor will meet to develop a plan and timeline for completing the course requirements. The plan will be recorded and signed by both parties.

Details regarding incomplete work for both undergraduate and graduate programs can be accessed from the Xavier University Office of the Registrar site. Please use the following link and scroll down to the appropriate section to access this information: <https://www.xavier.edu/registrar/faculty-staff/grading-scales>

Information about the XU Graduate Student Incomplete Graduate Student Course Work can be found in the Graduate Program Handbook through the following link:

<https://www.xavier.edu/graduateschool/grad-handbook>

### Withdrawal from a Course

It is important for students (undergraduate, graduate, full-time and part-time) to understand the impact when a decision is made to withdraw from a course. The student should consider the academic (progression and expected graduation) and the financial (refund, scholarships, financial aid) impact before withdrawing from a course.

Students are responsible for understanding withdrawal deadlines. This information is available on the Registrar’s website - Academic Calendar.

<https://www.xavier.edu/registrar/calendars/2022-2023-academic-calendar>

Students are responsible for understanding the variance in refund amount depending upon the date of withdrawal. **Full-term course refunds differ from half term refunds (including summer courses).** Students should view the Refunds and Tuition Credit information available on the Office of the Bursar site at: <https://www.xavier.edu/bursar/>

Four-year BSN students are required to discuss their plan to withdraw with their College of Nursing advisor.

### Withdrawal from a Program

#### BSN/ABS

If the student decides to withdraw from the nursing program, the decision to withdraw must be submitted in writing to the Assistant Dean of Student Affairs (four-year BSN) or the applicable ABSN program director (ABS). Students who plan to withdraw from the University are required to complete an official withdrawal form provided by the College of Nursing. The Assistant Dean of Student Affairs will provide the form.

ABS students are required to discuss their plan to withdraw with their Course Lead and Academic Success Coach prior to dropping/withdrawing from a course.

### MSN (MIDAS, Education, Forensics, FNP) and DNP

If the student decides to withdraw from the College of Nursing, the decision to withdraw must be submitted in writing to the Assistant Dean of Student Affairs so that the student's record may be closed.

MSN and DNP students are highly encouraged to discuss with their faculty advisor. Some graduate courses are only offered one time per calendar year.

### Readmission

#### BSN/ABSN

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. A Reactivation Form is required to be submitted to the College of Nursing Assistant Dean (four-year BSN) or the applicable ABSN program director (ABSN) and can be found at: [www.xavier.edu/registrar/forms](http://www.xavier.edu/registrar/forms).
2. Apply for readmission to the undergraduate program by petitioning the Admission, Progression, and Graduation (APG) subcommittee of the Curriculum Committee. 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 Assistant Dean of Student Affairs (four-year BSN) or the applicable ABSN program director (ABSN). The appropriate administrator stated above will present the letter to the APG subcommittee for review. The student will be notified in writing of the APG subcommittee's decision. *This decision is final, with no opportunity for appeal/petition*
3. Have a minimum cumulative GPA of 2.70 at the end of the semester prior to re-entry date.
4. Readmission is contingent upon space availability.
5. Readmitted students must meet curriculum requirements effective at the time of readmission.

#### MSN (MIDAS, Education, Forensics, FNP) and DNP

A student who does not complete the nursing program for nursing 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 Assistant Dean of Student Affairs. 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 Assistant Dean of Student Affairs. The Assistant Dean of Student Affairs 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 or greater at the end of the semester prior to the re-entry date.
4. Readmission is contingent upon space availability.
5. Readmitted students must meet curriculum requirements effective at the time of readmission.

## Grade Grievance Procedure

Students may appeal final course grade if they believe that the final grade given was unfair. The student must be able to provide 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.

<https://catalog.xavier.edu/content.php?catoid=38&navoid=2609#grade-grievance-procedure>

## Graduation

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, graduation fees, and graduation information is at <https://www.xavier.edu/registrar/index>

## Graduation Requirements

### BSN:

1. Satisfactory completion of all courses required for the Bachelor of Science in Nursing program.
2. Cumulative grade point average of 2.70.
3. Minimum grade of C in all nursing theory and practicum courses.  
**A grade of C- does not fulfill the requirement.**
4. Minimum grade of C in all biology, chemistry, math, psychology and Soci 101 or Socw 167 courses.  
**A grade of C- does not fulfill the requirement.**
5. Students must complete all degree requirements of Xavier University and the Bachelor of Science in Nursing program requirements to be eligible to graduate.

Undergraduate program curricular policies  
Approved 5/11/06, Revised 8/8/06, 7/30/14;  
Rev. 7/27/17, Rev. 4/17/18

### ABSN:

1. Satisfactory completion of all courses required for the Accelerated Bachelor of Science in Nursing program.
2. Cumulative grade point average of 2.70 or greater.
3. Minimum grade of C in all nursing theory and practicum courses.  
**A grade of C- does not fulfill the requirement.**
4. Students must complete all degree requirements of Xavier University and the Accelerated Bachelor of Science in Nursing program requirements to be eligible to graduate.

### MIDAS:

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).

MSN (Education, Forensics, FNP) and DNP:

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.)

## Pre-Licensure Programs (BSN, ABSN, MIDAS)

### Expenses/Fees

Students should anticipate expenses listed below in addition to tuition, books, other university fees, and living expenses. Please note that these funds are non-refundable.

**Four-year BSN Course Fees:**

BCI/FBI background check: \$62.50, annually\*\*

(\*\* if a student does not complete the BCI fingerprinting and background check with the XUPD by the provided due date the student will incur an additional out-of-pocket \$62.50 fee)

Drug screen: \$37.00, annually

CastleBranch documentation/account: \$43.00, one-time

Fraud, Abuse, Sexual Offender Scan: \$17.00, annually

E-learning (HIPPA and fire safety): \$40.00, one-time

Badge: \$10.00, one-time

Sophomore simulation and lab fees: \$128.00

Junior simulation and lab fees: \$182.50

Senior simulation and lab fees: \$62.50

University Liability Insurance: \$18.00 per semester when enrolled in practicum courses

Assessment Technology Institute (ATI): \$677.50, annually

**ABSN expenses/fees:**

Out-of-pocket fees:



Castle Branch houses your clinical compliance documents. There is a one-time total charge of \$195 which covers all the required items. Please visit [Castle Branch](#) and select the appropriate package code. Create your Castle Branch account using your Xavier Email address. **If you live in the state of Ohio use code XA02fa. If you live in a different state, select code XA02outofstatefa. Fees may vary for out of state students, and may include additional out of pocket charges for certain services.**

BCI/FBI background check: \$94, annually

Drug screen: \$37.00, annually

ACEMAPP fee (tracker required by clinical facilities in Columbus and Cleveland): \$50.00, annually

Course fees:

University Liability Insurance: \$18.00 per semester when enrolled in practicum courses

Assessment Technology Institute (ATI): \$452.50, in the following courses: NURS 200, 300, 352, and 480

**MIDAS course fees:**

BCI/FBI background check: \$62.50, annually

Drug screen: \$37.00, annually

CastleBranch documentation/account: \$43.00, one-time

Fraud, Abuse, Sexual Offender Scan: \$17.00, annually

E-learning (HIPPA and fire safety): \$40.00, one-time

Badge: \$10.00

Sophomore simulation and lab fees: \$128.00

Junior simulation and lab fees: \$182.50

Senior simulation and lab fees: \$62.50

University Liability Insurance: \$18.00 per semester when enrolled in practicum courses

Health Education Systems Incorporated (HESI) standardized testing fee: \$106.63

In addition to the items listed above, students will also incur the following out-of-pocket expenses:

- uniforms, blood pressure cuff, stethoscope, watch and penlight.
- Transportation to and from clinical sites and parking fees if charged by site.
- Cardiopulmonary Resuscitation (CPR) certification
- Graduation expenses: XU graduation fee, graduation apparel (if attending the May commencement ceremony)
- Four-year BSN class photo—required
- Licensure for four-year BSN, ABSN, and MIDAS student: Pearson VUE testing registration fee and board of nursing application fee. Photo required for NCLEX-RN application (depending on state). Fee for Clinical Nurse Leader certification exam (optional; MIDAS students only).
- License fee for FNP

Testing

Assessment Technical Institute (ATI) Policy

Throughout the undergraduate program four-year BSN and ABSN students will be required to take Assessment Technical Institute (ATI) examinations. These are computerized tests that will be administered as part of courses throughout the curriculum. Appropriate course syllabi provide information regarding how ATI exams are incorporated into selected courses. ATI 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 remediation will be required.

#### Safe Administration of Medication (SAM) Policy

Proctored assessments will be administered in selected clinical courses throughout the four-year BSN and ABSN undergraduate programs, as well as the graduate MIDAS program to ensure that students have the appropriate knowledge of medications, calculations, indications, effects, side/adverse effects, and nursing implications of medications. Tests will be graduated and specialized as appropriate to the students' courses and levels. Proctored assessment grades will be worth 10% of the respective clinical course grade. The initial grade on the proctored assessment will be entered as the actual grade. Students who score less than 90% are required to complete mandatory remediation in the appropriate time-frame. Proof of remediation must be provided to the clinical instructor prior to passing any medications. Students must re-take the proctored assessment prior to completion of the clinical course. Failure to achieve the 90% score after a total of two attempts, or failure to complete remediation, will result in a grade of 0%, which is an automatic deduction of 10% from the overall clinical course grade. Appropriate course syllabi provide information regarding how SAM proctored assessments are incorporated into selected courses.

#### HESI

MIDAS students 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.

#### Uniform Policy

Policy statement: All pre-licensure students (four-year BSN and ABSN and MSN MIDAS) must meet the requirements of the uniform policy listed below while at clinical sites for practicum courses and at other times as specified by their faculty.

#### **REQUIRED UNIFORM:**

- The navy uniform pants and tops and the white warm-up or jacket must be purchased from the XU bookstore.
  - White warm-up cardigan or jacket with "Xavier University/College of Nursing" embroidery.

- Short sleeve navy scrub top worn over a short sleeve white crew neck T-shirt. “Xavier University/College 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. ABSN Columbus Campus Students will wear a white Xavier University /College of Nursing scrub top to reflect compliance with the community standard of only registered nurse uniform of navy scrub tops and pants.
- Navy scrub pants. Pants must be hemmed and not touching the ground.
- White or black professional or athletic shoes with closed toe and closed heel which do not allow substances to easily penetrate them. (Shoes with mesh or 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 XU student nurse identification badge should be visible at eye level at all times unless otherwise specified by the clinical instructor.
- Hair should be kept off the collar and away from the face. Beards should be clipped and neat. A hair band or clasp must be plain and black, brown or match the hair color. Head coverings may only be worn for medical, religious, or cultural reasons. No unnaturally occurring hair colors including streaks and tips. Examples of unacceptable hair colors include but are not limited to blue, purple, and pink.
- Nails: Fingernails must not extend beyond the tip of the finger. Nails must be trimmed and clean. Only clear nail polish is permitted. No artificial or synthetic nails including but not limited to gels, acrylic or shellac.
- No jewelry other than watch and wedding band should be worn with uniforms. Only one stud earring in each ear. 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 and perfume or cologne are not permitted.

**Reason for policy:** Uniforms are required in healthcare facilities and in some community nursing settings. The uniform provides consistency and reflects professionalism. Clinical sites periodically make uniform policy changes. Every effort is made to incorporate these changes into the XU CN uniform policy so that students are compliant at all sites at which they may participate in practicum experiences.

**Procedure:**

- a. Students not compliant with the uniform policy at the time the practicum experience is scheduled to begin will not be able to participate in the practicum experience. Non-compliance will result in an unexcused absence and zero points for that day.
- b. Students not in compliance may receive a verbal or written warning (see professional conduct policy).
- c. Students’ failure to comply may result in failure to meet the objectives of the course.

Practicum Requirements (Requirements for Clinical)

**Policy:** Practicum Requirements

**Policy Statement:** All Xavier University College of Nursing students are required to be in full compliance with the College’s practicum requirements while enrolled in the nursing program.

**Reason for Policy:** Xavier University upholds and values high quality and safe health care delivery. Included in this value is the health of students who interact with patients and families across health care settings.

**Procedure:**

- ***Students are to submit the following documentation requirements to the affiliated document management site by the due date indicated annually in order to continue within the program.***
  - Students are responsible for keeping track of their compliance records and ensuring all information is up to date and correct. Updated documents must be submitted in a timely fashion before they expire. Failure to complete and submit the practicum requirements in a timely manner before they expire may result in unsuccessful completion of the program and/or disciplinary action at the college and/or university level.
1. **Proof of a Physical Examination:** Students are required to provide proof from a health care provider 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 College if there is a change in health status that may affect their participation in practicum.
  2. **An IMMUNIZATION RECORD:** Students are required to provide proof of immunity either by vaccination or positive serology (lab report required) for the following:
    - a. **Measles, mumps, rubella-** 2 doses of MMR vaccine after age 12 months. If you cannot provide documentation of previous vaccination, then a blood test (titer) must be completed to confirm immunity. No declination to this immunization requirement will be accepted.
    - b. **Tetanus, diphtheria, pertussis (TDap Adacel vaccine):** Evidence of receiving the **primary series** of vaccinations against Tetanus, Diphtheria, and Pertussis.
      - Tetanus, Diphtheria, Pertussis (Tdap/Adacel vaccine) 1 dose and then every five or ten years as required by current recommendations.
    - c. **Hepatitis B** 3 doses with serology test after 3rd dose.  
NOTE: Hepatitis B series requires 5-6 months to complete. Start ASAP if you have not had it. You must receive two doses prior to entering the practicum setting.
    - d. **Varicella (chicken pox)** 2 doses (VZV) or history of Chickenpox that was documented by a physician. If you are not sure or cannot produce evidence of previous vaccination or physician documented disease, you will need to have blood test done to measure your serology. No declination in this immunization requirement will be accepted.
    - e. **FLU VACCINE** Documentation of annual flu vaccination (Must be completed by October 15<sup>th</sup> of every calendar year)
    - f. **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 or blood test is required if you have a positive skin test. The TB blood test, approved by the Center for Disease Control (CDC), is an accepted alternative form of tuberculin screening.

- g. **COVID-19.** Students are required to be fully vaccinated for Covid-19 (ONE Johnson and Johnson vaccination OR TWO Moderna or Pfizer immunizations). Boosters are currently optional, but that may change at any time based on public health recommendations.
3. **Proof of 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](http://www.heart.org))
4. **Proof of health insurance coverage:** Students attending a clinical site must maintain current health care insurance coverage.
5. **Results of a 10 panel drug screen:** The College of Nursing supports the XU Student Handbook's Statement on Xavier Students Rights, Freedoms and Responsibilities, Alcohol Policy and Drugs. See <https://www.xavier.edu/handbook/student-issues/statement-on-student-rights> and <https://www.xavier.edu/handbook/alcohol-and-other-drugs/index> Additionally, students attending a clinical site must have an annual 10 panel urine drug screen **prior to** entering the clinical setting. Substances tested will include but not limited to:
- Amphetamines
  - Barbiturate
  - Benzodiazepines
  - Cannabinoids
  - Cocaine
  - Methadone
  - Methaqualone
  - Opiates
  - Phencyclidine
  - Propoxyphene
- a. Students who do not complete the drug screen will not be allowed to attend clinical, which may result in failure to meet course objectives.
- b. A student who is deemed to have a positive urine drug screen may not participate in any clinical experience, until cleared by the Medical Review Officer (MRO). A positive result will be assessed by an MRO through a telephone interview; the MRO will also assess the validity of prescriptions that may cause a positive result. Failure to complete the interview may result in the student being held from clinical until the interview is completed in its entirety. A student who has positive urine drug screen not cleared by the MRO will be required to meet with the dean, program director, or authorized personnel and may be dismissed from the program and/or university.
- c. **Medical Marijuana-** The federal government does not recognize marijuana as an approved medicine. Therefore, physicians cannot legally prescribe it as a medicine. Ohio, as with other states, have legalized medical marijuana despite the federal stand. Due to the federal stand, patients must have a recommendation from a certified physician vs. a traditional prescription that is taken to a pharmacy. Our clinical facilities also do not recognize medical marijuana as a valid prescription, therefore you may not use marijuana, or test positive for marijuana, at any time while attending any clinical experience for the length of the clinical experience.

- d. Students may be subjected to random drug screening at the discretion of the College of Nursing and/or university at the student's expense.

**Defining Terms:**

Medical Review Officer (MRO) - is a licensed medical doctor who has special training in **substance abuse** testing.

A **positive** result means the presence of certain illegal drugs and prescription medications deemed by the MRO. A positive result with comments means that the MRO has reviewed the results with the client and has deemed the test positive with an accepted reason (i.e. prescription from an authorized prescribing agent)

A **negative** result means there is not a presence of the illegal substance(s) found in the client's urine.

6. **BCI fingerprinting, background checks, and SACWIS:**

- a. For MIDAS and the BSN traditional programs BCI fingerprinting and background check must be completed by the Xavier University Police Department by the due date indicated annually by the Xavier University College of Nursing. \*\*For BSN students, if a student does not complete the BCI fingerprinting and background check with the XUPD by the provided due date the student will incur an additional out-of-pocket \$62.50 fee.
- b. For the ABSN program BCI fingerprinting and background check must be completed by the designated agency(s) by the due date indicated annually by the Xavier University College of Nursing.
- c. Students will now have to complete the Statewide Automated Child Welfare Information System (SACWIS) or equivalent registry checks for each state of residence within the past **5 years prior to having a clinical experience at a children's mental health facility**. All students need to complete the registry check for Ohio.
  - If you have lived outside the state of Ohio, you will also need to submit results from **each state** of residence (within the past 5 years).

**Students HAVE TO perform the registry checks for themselves.**

**Go to the following link for the states to complete the Child Abuse Registry form:** <http://centerforchildwelfare.fmhi.usf.edu/ChildProtective/AdamWalsh.pdf>

\*If the link is not working, please copy and paste the link into the URL to be sent directly to the site.

State's guidelines may vary and **some states may have fees** attached that you will be required to pay; **reports can take up to 6 weeks to be received.**

**The results will be returned to YOU via e-mail.**

7. **Assumption of Risk and Release document:** Students who participate in practicum courses are required to sign and submit the Xavier University College of Nursing Assumption of Risk and Release for Professional Field Experiences document
8. **Release of Records Authorization OSHA & HIPAA** online courses document: Students who participate in practicum courses are required to sign and submit the Release of Records Authorization OSHA & HIPAA online courses form.
9. **Fire Safety Training Verification:** Students who participate in practicum courses are required to sign and submit the Fire Safety Training Verification document.

## 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 semester will be charged to the student's Bursar bill to cover this expense.

## BSN

### BSN Program Learning Outcomes and Objectives

1. Demonstrate scholarship through critical thinking vital to professional judgement and ethical/moral decision making.
  - Use critical thinking and decision making while facilitating clients' transitions.
  - Incorporate legal, moral, and ethical knowledge and theory in decision making appropriate to the practice of nursing
  - Synthesize theoretical and empirical knowledge derived from theology and philosophy, the humanities, and the natural and behavioral sciences in the practice of nursing.
  - Evaluate research for applicability of findings to nursing actions.
2. Exemplify service by valuing the dignity and worth of each person while providing thoughtful, compassionate and competent professional care to clients in transition.
  - Assess health status and health potential of individuals, families, and communities.
  - Demonstrate responsible action while caring for a variety of clients who represent all ages and diversity in cultural, social and spiritual backgrounds.
  - Demonstrate ability to identify needs, prioritize needs and allocate resources appropriate to individuals, families and communities.
  - Value self as a unique person with the self-awareness essential to the formation of helping relationships.
  - Demonstrate the ability to establish and maintain therapeutic relationships.
  - Practice within the legal definition of registered nurse practice acts and adhere to the American Nurses Association Code for Nurses and the standards of nursing practice.
3. Demonstrate leadership by coordinating, delegating, collaborating and maintaining collegial relationships with other members of the interdisciplinary health care team to promote the health and welfare of clients.
  - Evaluate the quality and effectiveness of nursing practice.
  - Participate in the evaluation of the efficacy of technology and other therapeutic interventions.
  - Participate in establishing and implementing professional standards.
  - Analyze factors related to safety, effectiveness, and efficiency in planning and delivering client care.
  - Serve as advocate of client needs and rights.
  - Participate in identifying needed change to improve delivery of care within various health care systems.

- Promote consumer awareness of nursing's contribution to health care through involvement in consumer groups.
4. Value personal and professional growth through involvement in professional activities and by assuming responsibility for professional competence and continuing education.
- Assume responsibility and accountability for one's own decisions and actions in the practice of nursing.
  - Assume responsibility for continued personal and professional growth.
  - Articulate a personal philosophy of nursing.

Sample Curriculum Plan: BSN

Sem Enr	Freshman Year (Fall)	Cr.	Grade	x= TR	Sem Enr	Freshman Year (Spring)	Cr.	Grade	x= TR
	<b>BIOL 140 Human Anat. &amp; Physiology I</b> <sup>1</sup>	3				<b>BIOL 142 Human Anat. &amp; Physiology II</b> <sup>1</sup>	3		
	<b>BIOL 141 Human Anatomy and Physiol. I Lab</b> <sup>1</sup>	1				<b>BIOL 143 Human Anatomy and Physiol. II Lab</b> <sup>1</sup>	1		
	Second Language I <sup>5</sup> <small>see page 2</small>	3				Second Language II <sup>5</sup> <small>see page 2</small>	3		
	<b>SOCI 101 Intro to Soc. OR SOCW 167 Survey of SW</b> <sup>2</sup>	3				<b>Math Elective (Required for nursing)</b> <sup>2</sup>	3		
	CORE 100 First Yr Sem OR THEO 111 Theo. Found <sup>2</sup>	3				CORE 100 1st Yr Sem OR THEO 111 Theo. Found <sup>2</sup>	3		
	CORE 101 First Yr. Co-Curricular Program I <sup>1</sup>	0				CORE 102 First Yr. Co-Curricular Program II <sup>1</sup>	0		
	NURS 130 Ways of Knowing (Oral Comm. Flag)	3				NURS 132 Health and Culture (Diversity Flag)	3		
	<b>Total</b>	<b>16</b>				<b>Total</b>	<b>16</b>		
	<b>Sophomore Year (Fall)</b>	<b>Cr.</b>				<b>Sophomore Year (Spring)</b>	<b>Cr.</b>		
	<b>CHEM 150 Physiological Chemistry (Quant Flag)</b> <sup>1</sup>	3				NURS 364 Pathophysiology	3		
	<b>CHEM 151 Physiological Chemistry Lab (Qt. Flag)</b> <sup>1</sup>	1				<b>BIOL 200 Microbiology</b> <sup>1</sup>	3		
	ENGL 101 Composition or ENGL 115 Rhetoric	3				<b>BIOL 201 Microbiology Lab</b> <sup>1</sup>	1		
	PHIL 100 Ethics as Intro. to Philosophy	3				Historical Perspectives Elective	3		
	NURS 224 Nursing Therapeutics I	4				NURS 230 Nursing Therapeutics II	4		
	NURS 225 Nursing Therapeutics I Practicum	2				NURS 231 Nursing Therapeutics II Practicum	2		
	<b>Total</b>	<b>16</b>				<b>Total</b>	<b>16</b>		
	<b>Junior Year (Fall)</b>	<b>Cr.</b>				<b>Junior Year (Spring)</b>	<b>Cr.</b>		
	Theological Perspectives Elective <sup>3</sup> <small>see page 2</small>	3				PHIL 200 - Philosophical Perspectives	3		
	Engl/Clas/Span/Fren 205 Lit. & Moral Imagination	3				<b>PSYC 277 - Psychological Disorders</b>	3		
	<b>Math Perspectives: MATH 116 or 156 (Statistics)</b>	3				NURS 370 Research (Prereq:stats)(Writing Flag)	3		
	NURS 360 Adult in Transitions	4				NURS 382 Health Transitions in Children and Families	3		
	NURS 361 Adult in Transitions Practicum	4				NURS 381 Health Transitions in Child/Families Practicum	1		
						NURS 384 Childbearing Health Transitions	3		
						NURS 383 Childbearing Health Transitions Practicum	1		
	<b>Total</b>	<b>17</b>				<b>Total</b>	<b>17</b>		
	<b>Senior Year (Fall)</b>	<b>Cr.</b>				<b>Senior Year (Spring)</b>	<b>Cr.</b>		
	Humanities Elective <sup>4</sup>	3				<i>ERS Flag must be fulfilled</i>			
	Nursing Elective	1				NURS 472 Care of the Complex Client	4		
	NURS 452 Mental Health Nursing	3				NURS 473 Care of Complex Client Practicum	4		
	NURS 451 Mental Health Nursing Practicum	1				NURS 498 Senior Seminar	3		
	NURS 470 Community Health Nursing	3				Creative Perspectives Elective	3		
	NURS 471 Community Health Nursing Practicum	3				Core 499 - Core Capstone	0		
	<b>Total</b>	<b>14</b>				<b><sup>5</sup> Total (126/129 for program)</b>	<b>14</b>		



<sup>5</sup> <b>Total semester hours: 126 / 129</b>
Each practicum credit is equal to three (3) clock hours per week.
A minimum of 120 credits hours is required to receive a bachelor degree from Xavier.
All students must satisfy 5 flags in addition to the University core curriculum.
The 5 flags include: Diversity (N132 fulfill), Oral Communication (N130), Writing (N370), Quantitative Reasoning (Chem 150, 151)
E/RS elective flag: student must select a core course that fulfills the E/RS Elective Flag requirement.
<b>Core courses in bold are pre-requisites to the following semester or the following year</b>
A minimum grade of "C" is required in all nursing courses and in science, math and social sciences courses.
A cumulative GPA of 2.70 is required to progress to sophomore level and must be maintained throughout the program.
<sup>1</sup> These core courses must be taken in the semester indicated.
<sup>2</sup> These core courses must be taken in freshman year.
<sup>3</sup> <b>Nursing students should choose a course that also fulfills the E/RS flag. If not, a separate course must be completed to fulfill E/RS flag.</b>
<sup>4</sup> Humanities Elective may be satisfied by 1 course from the following: All Classics except 205; ENGL 121+ except 205; FREN 300+, GERM 300+, HIST 200+, PHIL 300+, or THEO 300+.
Note: Humanities Elective may not double-count as an E/RS flag (though may be an E/RS flagged course).
No Theology course may double-count for both Theological Perspectives & Humanities Elective.
<sup>5</sup> <b>University language requirement is as follows: Students are required to reach the intermediate level of language (201 level). Incoming students take a language placement test based on language completed in high school. Students who test at the 101 level OR students who test higher on placement test but choose to pursue a new language will be required to complete three semesters of the language: 101 + 102 + 201. Thus, total credits for the BSN will be 129 vs 126.</b>
Core courses that can be moved to a different semester include History, Engl/Clas/Span/Fren 205, Phil 200, Humanities, Creative Perspectives.
Sophomore level students should avoid taking Theological Perspectives Elective as juniors or seniors have priority.
<b>Juniors take statistics in fall. Statistics is a pre-req for Nurs 370 (taught in fall and spring of junior year).</b>
<b>Juniors take Psyc 277 in either fall OR spring of junior year.</b>
Students who test out of language must choose electives to cover the hours waived.
<b>Students are assigned to practicum (clinical courses) by the College of Nursing.</b>
Junior Year: Nurs 360/361 & 382/381/384/383 are offered both semesters.
Senior Year: Nurs 452/451/470/471 & 472/473 are offered both semesters
Nursing elective is offered both fall and spring senior year.
Core 499 is a University requirement. Students register in their last semester of the program.
7/8/22

## Transfer Credits

Evaluation of transfer credit to satisfy core and nursing courses required for the nursing program is initiated by the student. Students must verify that all credits have been granted. It is the student's responsibility to seek assistance with the process from the Office of the Registrar and the Assistant Dean of Student Affairs in the College of Nursing. It is also the student's responsibility to request a final, official transcript to be sent to the Office of the Registrar for all transfer work completed.

## Change of Major – Four Year BSN Students

Students requesting a change in their major out of nursing should follow the steps below:

Notify the current nursing faculty advisor. Notify the Assistant Dean of Student Affairs, of the decision to leave nursing. The Assistant Dean of Student Affairs will provide information regarding the next steps for changing the major which includes consultation with an advisor in the new area selected. The change of major process is electronic and will be initiated by an advisor in the new program of study.

## Off-Campus Courses – Four Year BSN Students

Students who plan to take courses at another accredited college/university are required to receive written prior approval from the University. If this procedure is not followed, there is no guarantee that the off-campus course will be approved. A minimum grade of C is required to transfer courses to Xavier.

A student may transfer no more than 15 hours from another college or university after matriculation to Xavier. All students must complete their last 30 semester hours at Xavier.

Off-campus permission requires a catalog course description of the desired course. In some cases, a course syllabus may be required before permission will be granted.

Four-year BSN students follow the process listed below for receiving permission to take non-nursing courses off campus.

Obtain an off-campus permission form from the Office of the Registrar or download off the Registrar's website at [www.xavier.edu/registrar/forms](http://www.xavier.edu/registrar/forms). Provide the appropriate department chair with a printed copy of the course description. Students are responsible for informing the department chair if the desired course is an online course. Students are also responsible for verifying the calendar of the college/university – semester or quarter system.

The department chair (ie Biology, Math, English, etc.) will place his/her initials in the column provided on the off-campus permission form.

**The Assistant Dean of Student Affairs, not the nursing faculty advisor, signs all off-campus forms for four-year BSN students.** NOTE: all science courses must be taken at a four-year college/university. **No science courses will be approved for two-year (community colleges) schools.**

Submit the completed form to the Office of the Registrar.

Example: A sophomore plans to take statistics in summer prior to junior year at Cleveland State University. The student should download a course description and consult with the chair of the Math department for initial approval. View the XU on line directory for a listing of department chairs and contact information.

## ABSN

### ABSN Program Learning Outcomes and Objectives

1. Demonstrate scholarship through critical thinking vital to professional judgement and ethical/moral decision making.
  - Use critical thinking and decision making while facilitating clients' transitions.
  - Incorporate legal, moral, and ethical knowledge and theory in decision making appropriate to the practice of nursing
  - Synthesize theoretical and empirical knowledge derived from theology and philosophy, the humanities, and the natural and behavioral sciences in the practice of nursing.
  - Evaluate research for applicability of findings to nursing actions.
2. Exemplify service by valuing the dignity and worth of each person while providing thoughtful, compassionate and competent professional care to clients in transition.
  - Assess health status and health potential of individuals, families, and communities.
  - Demonstrate responsible action while caring for a variety of clients who represent all ages and diversity in cultural, social and spiritual backgrounds.
  - Demonstrate ability to identify needs, prioritize needs and allocate resources appropriate to individuals, families and communities.
  - Value self as a unique person with the self-awareness essential to the formation of helping relationships.
  - Demonstrate the ability to establish and maintain therapeutic relationships.
  - Practice within the legal definition of registered nurse practice acts and adhere to the American Nurses Association Code for Nurses and the standards of nursing practice.

3. Demonstrate leadership by coordinating, delegating, collaborating and maintaining collegial relationships with other members of the interdisciplinary health care team to promote the health and welfare of clients.
  - Evaluate the quality and effectiveness of nursing practice.
  - Participate in the evaluation of the efficacy of technology and other therapeutic interventions.
  - Participate in establishing and implementing professional standards.
  - Analyze factors related to safety, effectiveness, and efficiency in planning and delivering client care.
  - Serve as advocate of client needs and rights.
  - Participate in identifying needed change to improve delivery of care within various health care systems.
  - Promote consumer awareness of nursing's contribution to health care through involvement in consumer groups.
  
4. Value personal and professional growth through involvement in professional activities and by assuming responsibility for professional competence and continuing education.
  - Assume responsibility and accountability for one's own decisions and actions in the practice of nursing.
  - Assume responsibility for continued personal and professional growth.
  - Articulate a personal philosophy of nursing.

Sample Curriculum Plan: ABSN

<b>Semester 1</b>			
<b>Term 1</b>	<b>Credits</b>	<b>Term 2</b>	<b>Credits</b>
100-Survey of Professional Nursing	2	110-Health, Culture, & Diversity	3
200-Foundations of Nursing Practice I	3	202-Foundations of Nursing Practice II	3
201-Foundations of Nursing Practice I Practicum	2	203-Foundations of Nursing Practice II Practicum	2
<b>Total for Term 1</b>	<b>7</b>	<b>Total for Term 2</b>	<b>8</b>
		<b>Total for Semester 1</b>	<b>15</b>
<b>Semester 2</b>			
<b>Term 3</b>	<b>Credits</b>	<b>Term 4</b>	<b>Credits</b>
260-Pathophysiology I	2	261-Pathophysiology II	2
270-Pharmacology I	1	271-Pharmacology II	1
300-Nursing Concepts in Mental Health I	2	302-Nursing Concepts in Mental Health II	2
301-Nursing Concepts in Mental Health I Practicum	1	303-Nursing Concepts in Mental Health II Practicum	1
		330-Nursing Care of the Adult I	2
		351-Nursing Care of the Adult I Practicum	1
<b>Total for Term 3</b>	<b>6</b>	<b>Total for Term 4</b>	<b>9</b>
		<b>Total for Semester 2</b>	<b>15</b>
<b>Semester 3</b>			
<b>Term 5</b>	<b>Credits</b>	<b>Term 6</b>	<b>Credits</b>
352-Nursing Care of the Adult II	2	354-Nursing Care of the Adult III	2
353-Nursing Care of the Adult II Practicum	2	355-Nursing Care of the Adult III Practicum	2

340-Obstetric/Women's Health	2	342-Pediatric Nursing	2
341-Obstetric/Women's Health Practicum	1	343-Pediatric Nursing Practicum	1
330-Nursing Research	3		
<b>Total for Term 5</b>	<b>10</b>	<b>Total for Term 6</b>	<b>7</b>
		<b>Total for Semester 3</b>	<b>17</b>
<b>Semester 4</b>			
<b>Term 7</b>	<b>Credits</b>	<b>Term 8</b>	<b>Credits</b>
480-Nursing Care of Complex Clients I	2	482-Nursing Care of Complex Clients II	2
481-Nursing Care of Complex Clients I Practicum	2	483-Nursing Care of Complex Clients II Practicum	2
430-Nursing Concepts in Community Health I	2	432-Nursing Concepts in Community Health II	2
431-Nursing Concepts in Community Health I Practicum	1	433-Nursing Concepts in Community Health II Practicum	1
		499-Transition to Professional Nursing	2
<b>Total for Term 7</b>	<b>7</b>	<b>Total for Term 8</b>	<b>9</b>
		<b>Grand Total</b>	<b>63</b>

## MIDAS

### MSN Program Learning Outcomes

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.

### MIDAS Overview

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 College 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 26 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 1,080 contact hours in clinical and laboratory settings. 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, and a leadership course that incorporates the capstone scholarly project with practicum experience emphasizing the CNL role are included in the summer and second year of the MIDAS program. The sequencing of the program's 26 courses and their credit hours follows.

#### MIDAS Specific Additional Program Learning Outcomes

#### MIDAS Program Objectives

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.

#### 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
<b>Total.....</b>	<b>18 semester hours</b>

##### **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
<b>Total.....</b>	<b>15 semester hours</b>

##### **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
<b>Total.....</b>	<b>16 semester hours</b>

**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
<b>Total.....</b>	<b>15 semester hours</b>

**Fifth Semester (Spring)**

NURS 850 Nursing Perspectives IV.....	3 semester hours
NURS 500 Health Care Ethics for Nursing Leaders.....	3 semester hours
NURS 854 Advanced Informatics.....	3 semester hours
NURS 857 Leadership Practicum & Scholarly Project.....	6 semester hours
<b>Total.....</b>	<b>15 semester hours</b>

**TOTAL FOR PROGRAM 79 semester hours**

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

Post-Licensure Programs (MSN, FNP, DNP)

Expenses/Fees

Students enrolled should anticipate the out-of-pocket expenses listed below in addition to tuition, books, university 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 Castlebranch required by hospitals or other facilities: MSN, FNP/FNP post-master’s, and DNP students
- Typhon course fee for FNP/FNP post-master’s students
- Badge fee: FNP/ FNP post-master’s - in NURS 776
- BCI/FBI criminal background checks: all MSN and DNP students will be required to submit the health requirements, and Federal Criminal Background Check and Fingerprints.
- Many of the programs in the College of Nursing require BCI/FBI criminal background checks and/or drug screens because of university program, accreditation, clinical, immersion, and/or professional mandates. Requirements vary from program to program. Failure to satisfy the requirements can result in dismissal from the program, withdrawal from field, clinical or immersion placements, delayed program progression, or diminished employment opportunities. All students attending an immersion or clinical site must have an annual ten panel drug screen and BCI fingerprinting and background check prior to entering the immersion or clinical setting. See the Castle Branch and specific course information for instructions on completion. A student who is

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

The following fee is attached to each practicum (clinical/immersion) course in which the student is enrolled:

- University liability insurance coverage fees (approximately \$18 per semester for each clinical course)

#### 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.

#### MSN Programs (Education, Forensics, FNP)

##### MSN Program Learning Outcomes

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.



## Education Track

### Education Track Overview

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, a Post Master's Certificate option exists for those already possessing at least one graduate degree in nursing. Nurses who choose the Post-Master's Certificate in Education are provided with advanced level preparation in the principles of education. At the completion of this program nurses are prepared to use their advanced knowledge and clinical experience to assume professional leadership roles that encompass all educational settings as nurse educators, consultants, staff educators, clinical nursing faculty, and continuing education providers.

### Education Track Additional Learning Outcomes

#### Education -Specific Outcomes

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.

### Curriculum

Xavier's online MSN program consists of 37 credit hours. These required 37 hours include 20 credit hours of core courses, 11 credit hours specific to the education track, and 6 credit hours of synthesis and application courses (including 2 practicum courses and a scholarly project\*).

Core:	Education Track:	Synthesis:
NURS 500 (3 cr.)	NURS 580 (3 cr.)	NURS 703 (2 cr.)
NURS 501 (3 cr.)	NURS 660 (3 cr.)	NURS 705 (2 cr.)
NURS 502 (3 cr.)	NURS 664 (2 cr.)	NURS 797 (2 cr.)
NURS 505 (3 cr.)	NURS 670 (3 cr.)	
NURS 690 (3 cr.)		
NURS 754 (3 cr.)		
NURS 864 (3 cr.)		

### *Scholarly Project*

The education proposal scholarly project is a part of the NURS 797 course. This 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. 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.

It is the responsibility of the student to meet with the track coordinator for approval of the scholarly project plan.

### Post Master's Curriculum

Xavier's Post Master's Certificate Program in nursing education consists of 12 credit hours over 5 courses. (10 credit hours theory/2 credit hours practicum)

- **NURS 660: Development of the Adult Learner in Healthcare (3)**  
Pre-requisite to NURS 668, 670, & 701
- **NURS 664: Teaching Strategies (2)**  
Pre-requisite to NURS 668, 670, & 701
- **NURS 670: Curriculum Assessment, Planning, Development, and Evaluation (3)**
- **NURS 668: Current Trends in Nursing Education (2)**  
Pre-requisite to NURS 701
- **NURS 701: Educational Nursing Practicum (2)**

### Forensics Track

#### Forensics Overview

Students who choose the forensic nursing track are provided with advanced study of forensic nursing practice. According to the International Association of Forensic Nurses (IAFN), 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, SANE, Forensic Psychiatric Nurse, Legal Nurse Consultant, Forensic Nursing Death Investigator and/or Nurse Coroner. The course are designed so as to give an in depth application of nursing principles in both criminal and civil investigations and legal matters.

#### Forensics Track Additional Learning Outcomes

##### Forensics -Specific Outcomes

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 Curriculum

### **Forensics Courses (10 semester hours)**

Nurs 648 Foundations of Forensic Nursing (4)  
CJUS 609 Forensic Aspects of Population Health (3)

Nurs 642 Psych/Social/Legal Aspects of Forensics (2)

Nurs 779 Interprofessional Collaboration (1)

### **Synthesis and Application Courses (6 semester hours)**

Practicum courses are 2 credits/or 90 hours per 2 cr. practicum

Nurs 703 Graduate Nurs Practicum I (2)

Nurs 705 Graduate Nurs Practice II (2)

Nurs 797 Scholarly Project (2)

\* Practicums and Scholarly Projects are completed at the end of the track/program.

\*\* The MSN degree in the Forensics track also requires the 21 credit hour MSN core load of courses in addition to the courses listed above.

### Forensics Track Project

A forensics proposal scholarly project involves the identification of a forensic issue or opportunity and the development of a plan; “proposal” 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.

It is the responsibility of the student to meet with the track coordinator for approval of the scholarly project plan. Further information on the scholarly project can be found under “Process for the Scholarly Project” found later in this document.

### Dual Degree

The College of Nursing also offers a dual degree MSN/MS (criminal justice major) degree. Curriculum for this program is integrated with the Department of Criminal Justice. The student receives 2 separate graduate degrees (MSN and MS). Please note: the MSN/MS degrees MUST be completed at the same time.

Students are required to file two separate graduation applications with the Office of the Registrar.

Students enrolled in the dual degree program should be aware that there is a different tuition rate for graduate programs at XU. MSN students are charged tuition based upon the primary degree code (MSN), regardless of courses taken (e.g. MS). Upon completion of the MSN, the student will be charged a tuition rate based upon the MS tuition rate.

### Dual Degree 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)  
CJUS611 Law and Justice in America (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 (7 semester hours)**

CJUS 792 Internship (3)

\*Note: Student must contact Ron Springman (Department of Criminal Justice) for registration in this course.

Nurs 705 Graduate Nursing Practicum II (2)

*(Practicum courses are 2 credits/or 90 practicum hours perpracticum)*

Nurs 797 Scholarly Project (2)

NOTE: Practicums and Scholarly Projects are completed at the end of the track/program.

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

### Family Nurse Practitioner (FNP) MSN Track

#### Intro

The Xavier University Master of Science in Nursing (MSN) Family Nurse Practitioner (FNP) Program provides Nurses with the opportunity to obtain advanced-level preparation in nursing science. Xavier University advanced practice graduates are prepared to deliver intercollaborative population-based health services to patients and families across the lifespan. FNP graduates must consider multiple determinants of health, as well as distribution of health outcomes related to health disparities and health equity to address the needs of patients and families, and to design, establish, and deliver pressing primary care services in response to health care policy changes in the 21st century.

#### Overview

Xavier University prepares baccalaureate and masters prepared registered Nurses in the advanced role of a family Nurse practitioner with a population focus. Through the lens of the Jesuit tradition, the student builds on a previously earned baccalaureate or master's degree to achieve advanced preparation that prepares them to deliver high quality interprofessional, holistic, safe health care services to a diverse population in the least costly environment.

The family nurse practitioner (FNP) will provide 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. Graduates of the FNP Program are eligible to sit for the FNP certification examination administered by either American Association of Nurse Practitioners (AANP) or American Nurses Credentialing Center (ANCC).

Xavier's MSN FNP Program meets the standards and competencies set forth by the *“Essentials of Master's Education in Nursing”* which are core for all master's and advanced practice programs in Nursing and provide the necessary curricular elements and framework regardless of focus, major, or intended practice setting (AACN, 2011). The MSN program at XU, accredited by CCNE, is a minimum of 47 semester credits of which 17 credits are in core courses including Healthcare Ethics, Nursing Theory, Nursing Research, Epidemiology, Informatics, and Healthcare Policy, as well as two credits for the capstone scholarly project. The FNP track includes the above required MSN core courses with content in nursing leadership and management integrated throughout the FNP courses. The FNP Nurse Practitioner core requires an additional 9 credits with the “3P's courses (3 P's)”: advanced pathophysiology, advanced health assessment and advanced clinical pharmacology; the remainder of the program is comprised of 19 FNP credits, of which 5 credits are associated with practicum experiences across the lifespan. The FNP track requires 600 direct care contact hours with these practicum experiences. The total is 47 semester credits for the program. (Please see sequence of courses for FNP.)

The post-graduate program typically consists of 18 FNP credit hours and 600 practicum hours. A gap analysis is completed for each post-graduate student upon program admission to ascertain any missing pre-requisites, most commonly one, two, or three of the 3P's courses.

The FNP course of study follows the *‘Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education’* which can be found at <https://www.ncsbn.org/aprn-consensus.htm> as well as the Primary Care Competencies in Specialty Areas: Adult, Family, Gerontological and Women's Health. (2002). U.S. Department of Health and Human Resources, Health Resources and Services Administration, and Bureau of Health Professions of Division of Nursing which can be found

<https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/imported/PrimaryCareComps02.pdf>

In addition, it meets the *“Criteria for Evaluation of Nurse Practitioner Programs”* which can be found at <https://www.nonpf.org/page/15>

#### FNP Track Additional Learning Outcomes

##### Family Nurse Practitioner (FNP) -Specific Outcomes

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).

#### Post Master's Certificate

##### **Certified Advanced Practice Post-Master's Students: Non FNP Certified Nurse Practitioners (NPs) and Certified Clinical Nurse Specialists (CNSs)**

1. Nurs 770 Primary Care FNP Role may be waived for NPs (or CNSs) returning for an FNP post-graduate certificate that currently practice clinically as an advanced practice nurse but are not nationally certified as an FNP, on an individual basis after assessment of transcripts and past work experience using a gap analysis form.
  2. Consideration will be given to certified NPs by allowing them to challenge selected courses and practicum experiences ensuring didactic and clinical experiences shall be sufficient to allow the student to master the competencies and meet the criteria for national certification as an FNP.
  3. These advanced practice students will complete a sufficient number of direct patient care clinical hours to establish/demonstrate competency in family practice (minimum of 500 hours). The number of hours will be determined by the FNP faculty and will be based on the individual's previous experience.
  4. Consideration will be given to NPs and CNSs expanding into family practice by allowing them to challenge selected courses and experiences; however, didactic and clinical experiences shall be sufficient to allow the student to master the competencies and meet the criteria for national certification as an FNP. The decision to waive a course will be determined by the FNP faculty and will be based on the individual's previous experience.
- It is preferred that courses are no older than five years old unless the APRN is implementing content in current practice.
5. Advanced pharmacology must be taken within five years of certification if the advanced practice Nurse is not licensed to prescribe medications. The course must contain content required by Ohio law.

**NPs returning for a post-graduate certificate need to demonstrate at a minimum the following:**

- Authority to prescribe in Ohio or advanced pharmacology within the last 5 years that includes the additional required content/hours for advanced practice with a minimum of a "B" to receive credit for Nurs 658 Advanced Clinical Pharmacology.
- Approved course of advanced pathophysiology with a minimum of a "B" to receive credit for Nurs 680 Advanced Pathophysiology.
- Approved course of advanced physical/health assessment with a minimum of a "B" to receive credit for NURS 756 Advanced Health Assessment.

**Practicum Experience Requirements and Procedures**

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

- Preceptor agreement and all site-specific paperwork.
- Written proof of a clean criminal background check and drug screen annually.
- Annual submission of required health documents and any necessary immunizations in order to meet clinical contract guidelines for the health care facility. See page 42 of the Handbook for further information.
  - 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
- All sites and preceptors must be pre-approved by the Program or Practicum Coordinator.

- Students are to communicate regularly with assigned Clinical Instructor and Clinical Coordinator, especially regarding any problems with clinical site such as problem with agreement, starting late, or preceptor illness.
- All students must complete required hours each of the last four semesters. If students start late or finish early, they must contact their clinical instructor to plan for paperwork. All students will complete the same number of patient management plans and reflective journal entries no matter how many weeks it takes to complete required practicum hours.
- Students may not complete practicum hours in less than 10 weeks each semester.
- Students also must have the required number of formative evaluations completed by the preceptor each semester.
- Students must spend at least 60 hours with each preceptor unless prior approval is obtained from the Practicum Coordinator.
- Students may earn up to 60 hours additional (above and beyond the required 120 hrs.) in fall, spring, or summer semester to apply to the 240 hours required in the final practicum.
- Students are encouraged to make at least one home visit each semester to a vulnerable family selected by the preceptor or faculty. The preceptor and FNP faculty need to approve all home visits before they are completed.

Each practicum credit hour equates to 8 practicum contact hours (1:8)/week or a total of 120 contact hours per semester. The total number of practicum hours required for the FNP is 600. Up to 16 hours of the 600 hours may be in skills lab. The program is designed so that the didactic and practicum experiences will be sufficient to gain the necessary proficiency in primary care across the lifespan.

- Practicum experiences take place in a variety of settings such as primary care offices, community health centers, outpatient settings, urgent care, emergency departments, and school-based health centers with assigned practicum preceptors in contracted agencies.
- Each practicum instructor has an assigned section of six to eight students.
- The practicum instructor is responsible to provide indirect faculty supervision, which encompasses assisting the student with coordinating the practicum experience, interacting with the preceptor, and evaluating the student and practicum site.
- Practicum experiences for students must be prior approved by the FNP Practicum Coordinator and site facilitator/preceptor.
- Practicum sites will be evaluated on an ongoing basis for adequacy of experiences, patient type and mix, and preceptor/student interactions to ensure that students engage in experiences sufficient to meet the NP role and population-focused competencies.
- Students may complete hours in a specialty practice to augment their skills and knowledge **with prior permission** of the FNP Practicum Coordinator and/or FNP Program Coordinator
  - E.g. The student is taking NURS 787 or 789 Practicum FNP in Practice Immersion Experience and completes 60 hours of the 240 hours in a cardiologist's office or in dermatology
- Preceptors may include certified nurse practitioners and/or physicians practicing in the same or relevant specialty area and have at least one year of practicum practice *in the population-focused* practice area and role prior to providing practicum supervision in area of specialty.
  - In women's health (NURS 771) certified midwives may also serve as preceptors

- Physician Assistants (PAs) may be used as preceptors for up to 60 hours if pre- approved by the Practicum Coordinator and/or Program Coordinator. Additional hours may be approved on an individual basis.
- Over the course of the program the students need to have a majority of practicum experiences with preceptors from the same *population-focused* area of practice in family practice or primary care, with age groups across the lifespan.

## Curriculum

The Family Nurse Practitioner 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. (See standard course sequence in this section).

### FAMILY NURSE PRACTITIONER TRACK CURRICULUM

<b>Nursing Core (17 semester hours)</b>	<b>Nurse Practitioner Core (9 semester hrs.)</b>
17 semester hours of nursing core required for FNP. Students enrolled in the FNP track will fulfill content in Nurs 754 through Nurs 770).	Nurs 658 Advanced Clinical Pharmacology (3)
Nurs 500 Health Care Ethics for Nursing Leaders (3)	Nurs 680 Advanced Pathophysiology Across the Lifespan (3)
Nurs 501 Theoretical Bases for Nursing Practice (3)	Nurs 756 Advanced Health Assessment for RNs (3)
Nurs 502 Nursing Research (3)	<b>FNP Core (19 semester hours)</b>
Nurs 505 Informatics (3)	Nurs 532 Leadership for Advanced Practice Nurses (2)
Nurs 690 Health Care Policy for Nursing Leaders (2)	Nurs 770 Primary Care FNP Role (3)
Nurs 864 Epidemiologic Methods in Health Care Service (3)	Nurs 771 Woman's Health & Family Care Practicum (1)*
	Nurs 772 Woman's Health & 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 787 FNP in Practice Practicum I (1)*



	Nurs 789 FNP in Practice Practicum II (1)*
<b>Synthesis &amp; Application (2 semester hours)</b>	
Nurs 797 Scholarly Project (2)	
<b>TOTAL OF 47 hours</b>	

( )\* indicates the number of didactic credit hours to practicum credit hour.

Each practicum credit hour is 8 clinical contact hours: 1:8.

Nurs 658, 680, and 756 are prerequisites for Nurs 770, Nurs 775/776, Nurs 773/774 and Nurs 771/772

Nurs 770 is a pre/co-requisite for Nurs 775/776, Nurs 773/774 and Nurs 771/772

The total number of practicum hours required for the FNP is 600.

## FAMILY NURSE PRACTITIONER MSN PROGRAM

### FNP FALL SEMESTER ADMISSION SEQUENCE

#### 8 semester sequence

Fall (1)	Spring (2)	Summer (3)
Nurs 680 Adv. Patho for RNs (3)	Nurs 756 Adv. Health Assessment for RNs (3)	Nurs 658 Adv. Clinical Pharmacology (3)
Nurs 501 Theoretical Bases for Nursing Practice (3)	Nurs 502 Nursing Research (3)	Nurs 864 Epidem. Methods (3)
Fall (4)	Spring (5)	Summer (6)
Nurs 770 Primary Care FNP Role (3)	Nurs 773 Pediatric and Adolescent Family Care Practicum (1)	Nurs 771 Woman's Health & Family Care Practicum (1)
Nurs 775 Adult and Geriatric Family Care Practicum (1)	Nurs 774 Pediatric and Adolescent Family Care (3)	Nurs 772 Woman's Health & Family Care (3)
Nurs 776 Adult and Geriatric Family Care (3)	Nurs 500 Health Care Ethics for Nurse Leaders (3)	Nurs 690 Health Care Policy for Nursing Leaders (2)
		Nurs 532 Leadership for Advanced Practice Nurses (2)
Fall (7)	Spring (8)	
Nurs 787 FNP in Practice Practicum (1)	Nurs 789 FNP in Practice Practicum (1)	
Nurs 505 Informatics (3)		

	Nurs 797 Scholarly Project (2)	
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Each practicum credit hour is 8 clinical contact hours: 1:8.

Nurs 658, 680, 756, 501, and 502 are prerequisites for Nurs 770

+Nurs 770 is pre/co-requisite for Nurs 775/776, Nurs 773/774, Nurs 771, 772

The total number of practicum hours required for the FNP is 600 hours.

The Family Nurse Practitioner 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.

**FNP POST MASTER'S FALL SEMESTER ADMISSION**  
**(19 credits hours without 3 P's; 28 credit hours with 3 P's)**

**4 or 7 semester sequence (needs 3 P's)**

<b>Fall (1)</b> <b>Begin Here if Need 3 P's</b>	<b>Spring (2)</b>	<b>Summer (3)</b>
Nurs 680 Adv. Patho for RNs (3)	Nurs 756 Advance Health Assessment (3)	Nurs 658 Adv. Clinical Pharmacology (3)
<b>Fall (4) or Fall (1)</b> <b>Begin Here if Do Not Need 3 P's</b>	<b>Spring (5) or Spring (2)</b>	<b>Summer (6) or Summer (3)</b>
Nurs 770 Primary Care FNP Role (3)  Nurs 775 Adult and Geriatric Family Care Practicum (1)*  Nurs 776 Adult and Geriatric Family Care (3)	Nurs 773 Pediatric and Adolescent Family Care Practicum (1)*  Nurs 774 Pediatric and Adolescent Family Care (3)	Nurs 532 Leadership for Advanced Practice Nurses (2)  Nurs 771 Woman's Health & Family Care Practicum (1)*  Nurs 772 Woman's Health & Family Care (3)
<b>Fall (7) or Fall (4)</b>		
Nurs 777 FNP in Practice Practicum (2)**		

( )\* indicates the number of didactic credit hours to practicum credit hour.  
 Each practicum credit hour is 8 clinical contact hours: 1:8.

Nurs 658, 680, and 756 are prerequisites for Nurs 770

+Nurs 770 is pre/co-requisite for Nurs 775/776, Nurs 773/774, Nurs 771, 772

The total number of practicum hours required for the FNP is 600.

The Family Nurse Practitioner 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.

## Doctor of Nursing Practice (DNP) Program

### Intro and Philosophy

The Xavier University Doctor of Nursing Practice (DNP) program is an online population health post-graduate degree program that prepares nurses as leaders in local, regional, national, or global health settings to address the complexity of health care and health care outcomes in the 21st century. Through the lens of Jesuit tradition and values, students will build on a previously earned master's degree to achieve the highest level of academic preparation in nursing.

The curriculum integrates scientific, philosophical, ethical, and historical perspectives of nursing practice with a global and holistic perspective of health care delivery. Organizational and systems leadership, interprofessional collaboration, population-based innovation, evaluation, health policy and advocacy are examined for the improvement of health outcomes in diverse populations. Intense immersion experiences throughout the curriculum focus on the integration of knowledge gained. A final DNP scholarly project incorporates the design, implementation, and evaluation of delivery methods to improve the health of the nation.

Immersion hours are required as DNP students progress through the program. A total of 1000 hours is needed for graduation, a portion of which may be fulfilled by prior graduate academic experience or advanced certification. Given the program's concentration on health care in a variety of settings, students choose populations and immersion settings of interest to them.

### Program Philosophy

Jesuit tradition and values, population health, holism, ethics, and interprofessional collaboration provide the philosophical basis and guiding principles for this DNP program. Health care reform, the Future of Nursing Report 2020-2030: Charting a Path to Achieve Health Equity, Quality and Safety Education for Nurses (QSEN), AACN Faculty Think Tank Report & Recommendations 2017, the AACN Doctoral of Nursing Practice (DNP) Essentials, 2006, and the AACN Essentials for Advanced-Level Nursing, 2021 further guide the DNP curriculum.

## Doctor of Nursing Practice (DNP) Program Learning Outcomes

### DNP Program Learning Outcomes

1. Integrate the scientific, philosophical, ethical, and historical underpinnings of professional nursing practice from a global and holistic perspective.
2. Provide organizational and systems leadership for quality improvement and systems thinking.
3. Provide leadership in clinical scholarship and analytical methods for the translation of research in evidence-based care.
4. Utilize information systems/technology and patient care technology for the holistic improvement and transformation of health care.
5. Influence health care policy by possessing essential skills in policy and advocacy.
6. Establish interprofessional collaboration for holistically improving patient and population health outcomes.
7. Design, implement, and evaluate health care delivery methods for illness prevention and population health for improving the nation's health.
8. Utilize conceptual and analytical skills to distinguish relationships among practice, organizations, diverse populations, fiscal resources, and policy concerns and to advance nursing practice.

#### Curriculum Sequence

Prerequisite: NURS 864 Epidemiology (3)		
Year 1		
NURS 900 DNP Foundations (3)	NURS 903 Nursing Leadership in Complex Population-Based Healthcare Systems (4)*	NURS 906 Informatics for Advanced Nursing Practice in Complex Health Systems (3)
NURS 904 Application of Advanced Research Methodologies (3)	NURS 902 Advanced Evidence Based Practice (3)	NURS 912 DNP Writing Seminar (1)
Year 2		
NURS 905 Healthcare Finance and Economics for Nurse Leaders (4)*	NURS 910 Scholarship of Advanced Application and Innovation (3)	NURS 911 Immersion and DNP Project I (3)**
NURS 908 Health Care Policy (3)	NURS 907 Evaluation and Analysis of Outcomes in Health Care (4)*	
Year 3		
Fall NURS 915 Immersion and DNP Project II (3) **	NURS 917 Immersion and DNP Project III (3) **	

\* includes 1 credit for immersion hours = 45 contact hours

\*\* Immersion courses to complete the DNP project and hours required for program completion

### The Faculty Mentor and Project Team

The DNP faculty mentor is a doctorally prepared member of the faculty of the XU College of Nursing (XU CN). Students will have the opportunity to meet the graduate program faculty as they move through the DNP program. Completion of the DNP project prospectus is an assignment in the NURS 903 Nursing Leadership in Complex Population-Based Healthcare Systems course. The abstract of this paper will be shared with the faculty, and mentors will be matched with consideration of the student's intended project. Students will be notified of their faculty mentor.

The DNP project team consists of the student, a doctorally prepared faculty mentor, and at least one other member with the skills and expertise needed to ensure success of the project. The nature of the student's proposed work will determine the specific talents required for the project team, and the student will work with their faculty mentor to identify team members. Clinical experts from the DNP project site may be included as team members. The DNP Program Director will provide oversight of all DNP scholarly projects and team members. The maximum number of team members whose primary affiliation is outside the university is limited to two. Only doctorally prepared team members can vote to approve the DNP proposal and final DNP project. The roles and responsibilities of the DNP student and the project team faculty and members are outlined in **Appendix A**.

### DNP Scholarly Project

The final DNP scholarly project demonstrates mastery of the knowledge, competencies, and skills to meet the AACN essentials, and is required for program completion. The student will work under the guidance of his or her mentor to select a population health related phenomenon of interest, problem or issue in which improvements are needed for the DNP project. The guidelines, timeline and milestones for completion of the DNP program, including the scholarly project, are included in **Appendix B**.

### DNP Candidacy

Prior to participating in NURS 915 Immersion and DNP Project II course, the DNP student must achieve candidacy. The student will write a scholarly DNP project proposal under the guidance of their faculty mentor during the NURS 911 Project Immersion I course. Following satisfactory defense and approval of the DNP project proposal and presentation, DNP candidacy is achieved after satisfactory revisions to the proposal document are completed and submitted.

### Immersion Experiences

Immersion experiences provide the student with opportunities to engage in a practice environment to witness, understand, apply and reflect on specific aspects of the AACN essentials. In partnership with the course faculty, students select and are precepted by nursing or interprofessional leaders during their immersions. Goals are established for the immersion experience by the student and shared with the preceptor. The preceptor and student identify the activities, events and people that will assist in meeting these goals during the immersion. Students are required to have 1000 immersion hours to complete the DNP program. The maximum number of hours that can be earned and credited outside of the DNP program is 500 hours.

#### Credited Hours Outside of the DNP Program

- Credited hours (up to 500 hours) for Master's level practicum/immersion hours. The DNP Program Director will determine the number of hours credited based on a review of the student's transcript and hours submitted by the student. Each student will receive written confirmation of their number of credited immersion hours during the first semester of the DNP program.
- Students may request additional credit for up to the 500 hours for an advanced nursing certification that requires a Master's degree. To receive this credit, the student needs to complete the form in **Appendix C**. If the student has an advanced nursing certification when beginning the program, the completed form and documents from the accrediting body that verify their certification should be submitted to the Program Director of the DNP program during fall semester of Year 1. If a student earns an advanced nursing certification during the DNP program, the form and supporting documents should be submitted to the Program Director when the certification is awarded, and no later than 30 days prior to beginning NURS 911 Project Immersion I course.

#### Credited Hours during the DNP Program

- The NURS 903, 905, and 907 courses include immersion hours totaling 135 hours. Students will work with the course faculty to select a preceptor at the immersion site, and complete the required immersion documents.
- Additional immersion hours can be accumulated during the NURS 903, NURS 905, and NURS 907 courses with the approval of the course instructor. These additional immersion hours are above the required immersion hours in NURS 903, NURS 905, and NURS 907 courses. These additional immersion hours will be documented in the immersion journal for the course.
- Students who want to achieve up to 500 hours credited toward the 1000 required immersion hours, can do so by working with their faculty mentor to identify additional immersion experiences that align with meeting the AACN Essentials or the objectives of their DNP project. The student must submit the proposal for the additional credited immersion hours experience described in **Appendix D** to their faculty mentor for approval prior to the additional immersion experience. At the conclusion of this experience, the student must complete and submit the documents

- described in **Appendix E** to the faculty mentor and DNP Program Director for final approval of the actual additional hours that will be credited toward the 1000 required hours.
- NURS 911, NURS 915 and 917 are immersion courses, and the remaining 1000 required immersion hours will be earned during these courses. Students will work with their faculty mentor to determine the location and preceptor/practice mentor for the final immersion experience.

## **Appendix A**

### **DNP Project Team Membership and Responsibilities Guidelines**

DNP Project Team membership includes:

- a. DNP Project Faculty Mentor
- b. Practice mentor/clinical expert from the community where the project will be implemented
- c. Additional interprofessional team members as needed; one member may be from outside the university.

Additional project resource:

- d. DNP Program Director

The responsibilities of project team members and student are outline below.

#### DNP Project Faculty Mentor

- Provides primary guidance and feedback to the student throughout development of the project proposal, including team formation and candidacy.
- Determines readiness for candidacy
- Provides primary guidance and feedback to the student through project completion in consultation with project team
- Sets aside time for office hour appointments with student each semester
- Works with DNP Program Director to assure necessary site agreements are in place prior to student immersion experiences

DNP Project Practice Mentor/Clinical Expert (may be the preceptor or another individual in the field experience)

- Provides feedback on the feasibility of the project proposal for the practice setting
- Guides student during the implementation phase of the project plan
- Participates in the evaluation of student performance in the field experience

#### Interprofessional Team Members

- Roles for additional team members are defined according to the expertise of the individual. The student will work in consultation with his or her Project Mentor to complete a Team Charter that includes a description of interprofessional team member roles. (Examples include content expert, statistician, and/or QI consultant)
- All project team members are invited to participate in the student's candidacy meeting

#### Student Responsibilities

- In consultation with Project Mentor:
  - Selects site for immersion
  - Determines Preceptor or Practice Mentor (if other than preceptor), and interprofessional team to serve on project team
- Completes and submits required documentation for immersion site experiences
- Develops project proposal in consultation with Project Mentor, and other team members as directed by the Project Mentor
- Requests candidacy defense meeting after approval is granted from the Project Mentor
- Leads project meetings with team members in the field
- Has at least two project team meetings with all members
- Completes all course assignments
- Documents and presents DNP project outcomes in consultation with Project Mentor



## Appendix B

### NURS 903: DNP Population Health Project Prospectus Paper Guidelines

The Project Prospectus is submitted for approval during Year 1 of the DNP Program. The prospectus is a description of a practice problem or issue the student intends to address through the completion of a DNP Scholarly Project. The prospectus will describe what is known about the problem and the potential for prevention of the problem through translation of evidence in practice. The Project Prospectus is shared with College of Nursing Faculty for the recruitment of a DNP Project Mentor. Any changes to the intended focus of the DNP Project after a mentor is assigned will require approval of a new Project Prospectus prior to the completion of any additional DNP Scholarly Project Milestones.

The following questions are used to guide development of the DNP Project Prospectus:

- What is the nature of the practice problem or issue?
- Where is the problem occurring?
- Who is being affected?
- When did the problem or issue arise? How has it changed over time?
- Why is the issue important?
- How is the problem or issue currently being addressed in practice?
- What else needs to be done? Why?
- What is the potential impact of prevention for population health?

**DNP Project Milestones**

Milestone	Prior to NURS 911	NURS 911	NURS 915	NURS 917
Prospectus				
Immersion Site Approval				
Chapter 1				
Chapter 2				
Chapter 3				
Proposal Defense				
Candidacy*				
IRB Approval				
Project Implementation				
Chapter 4				
Chapter 5				
Presentation				
College Approval				

\*Candidacy is achieved after satisfactory revisions to the proposal are completed

## Appendix C

### Doctor of Nursing Practice in Population Health Leadership Program Documentation of Advanced Certification

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

1. Provide official documentation of the advanced certification.
2. Provide documentation of the requirements for the advanced certification (i.e. clinical hours, other requirements).

Hours granted for advanced certification toward DNP 1000 immersion hours \_\_\_\_\_

Approved By: \_\_\_\_\_  
Program Director, Doctor of Nursing Practice Program, College of Nursing

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

## Appendix D

### DNP Project Faculty Mentor Approved Additional Credited Immersion Hours

The purpose of this document is to provide a template to request additional credited immersion hours prior to NURS 915 for DNP students who have fewer than 500 immersion hours from their master's program credited toward 1000 DNP immersion hours. Students who have been credited with less than 500 master's credited practicum hours or advanced nursing certification may propose experiences that allow them to achieve up to a total of 500 immersion hours prior to NURS 915 immersion course. A one-page proposed immersion experience will be submitted to the DNP Project Faculty Mentor for approval **two calendar weeks** prior to the experience. Only proposals for 45 hours or above will be considered.

1. The proposal defining the immersion experience will include:
  - i. Immersion site, preceptor's name and preceptor qualifications (attach CV or resume)
  - ii. Learning objectives for immersion
  - iii. AACN essentials that will be met during the immersion
  - iv. Activities: experiences also could include but are not limited to conference attendance, community meetings, shadowing in sites that are external to the primary site of the immersion experience, identifying and consulting with experts in the topic area, coordinating potential immersion experiences in multiple sites, or assuring strong connections in the primary site, to determine data collection sites, etc.
  - v. Number of immersion hours to be accomplished during specific experiences.

**Appendix E**  
**Faculty Mentor Supervised Independent Immersion Hours Experience Report**

Provide documentation that includes the following:

1. Completed DNP Immersion Hours Immersion Journal Spreadsheet with documentation of Immersion hours including the date, number of hours, AACN essentials met, immersion learning activity, and student reflection
2. Description of how each immersion experience objective was met
3. Summary of and reflections about overall immersion experience

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Mentor Approval and Signature: \_\_\_\_\_ Date: \_\_\_\_\_

DNP Program Director Approval and Signature: \_\_\_\_\_ Date: \_\_\_\_\_