

**Colorado State University-Pueblo  
Department of Nursing**



**Graduate Nursing Student Handbook  
Fall, 2016**



DEPARTMENT OF NURSING  
2200 BONFORTE BLVD. PUEBLO COLORADO 81001  
719 549-2871

Dear Students,

Welcome to the graduate nursing program at CSU-Pueblo!

On behalf of the faculty and staff, I would like to welcome you! Congratulations on being accepted into the program! Each of you bring uniqueness to the program and you should build on your strengths and talents in advanced nursing practice as the population ages and health care reforms. Nurse practitioners are playing a vital role in providing affordable and accessible health care especially to vulnerable populations. New nurse educators are replacing the current aging faculty who are ready to retire as well as increasing the number of nurses prepared to enter the workforce.

The graduate nursing curriculum is rigorous and the faculty is highly qualified and experienced. This is a program that will stretch your intellectual and interpersonal abilities. The department faculty members are experienced clinicians and knowledgeable teachers with the single goal of making each of you the best nurse conceivable. They will guide you in your efforts to become a professional nurse and share the tools that will help you reach your fullest potential with the highest standards.

Be mindful that learning is a collaborative effort between you and your professors in a profession that requires lifelong learning.

Our doors are always open to you. We are interested in your concerns, questions, and suggestions. Your success in this program is important to all of us. We look forward to the day when you are hooded and begin your new roles in advanced nursing practice.

Sincerely,

A handwritten signature in black ink, appearing to read "Joe Franta".

Joe Franta, DNP  
Interim Associate Dean of Nursing

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## **Introduction**

The *Graduate Nursing Student Handbook* contains general information and policies/procedures that you will need as you progress through the graduate program. It is to be used as a resource in conjunction with other official documents prepared by Colorado State University-Pueblo. The graduate nursing program expands the knowledge and skills of the baccalaureate-prepared nurse for advanced practice, nursing education, research, and leadership roles.

The Department of Nursing (DON) reserves the right to change, delete, or add information to the handbook without previous notice and at its sole discretion. If unanticipated changes are needed to the policies in this handbook the revised handbook will be posted in each Blackboard course and to the CSU-Pueblo Department of Nursing website. Each enrolled student will be notified via their university email account.

Please review the *Graduate Nursing Student Handbook and complete the Nursing Program Enrollment Agreement Form* (Appendix C). You must submit your signed and dated copy to your Castlebranch account before December 2, 2016.

## GENERAL INFORMATION

### History of the Department of Nursing

The nursing program at Colorado State University-Pueblo was established in 1964 (then Southern Colorado State College) as an associate degree program. The first class graduated two years later. With the graduation of the first class, the program was accredited by the National League for Nursing (NLN).

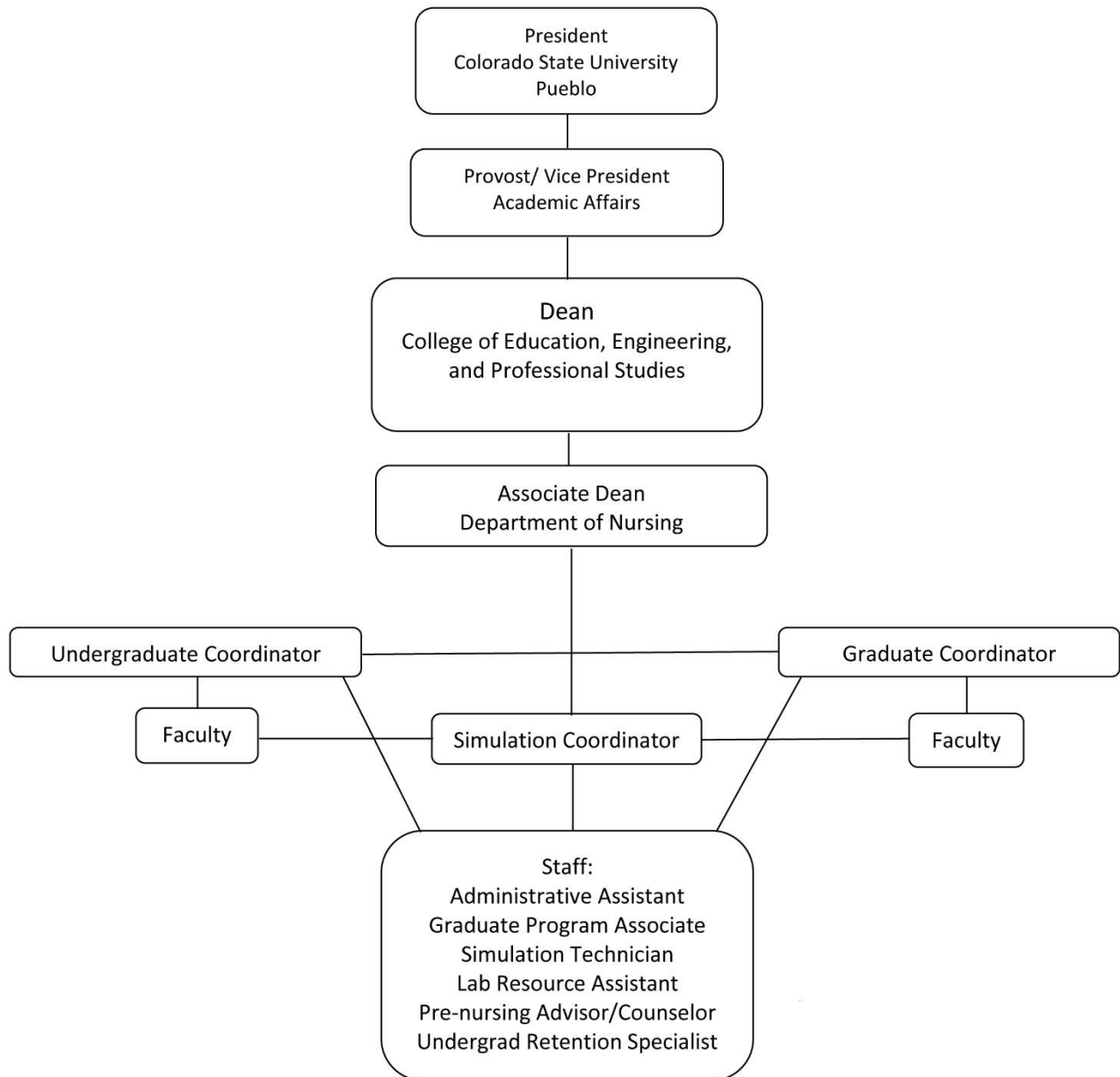
In 1974, the nursing faculty recognized the need for a baccalaureate program in nursing. The Department of Nursing received authorization for an upper division degree-completion baccalaureate program for registered nurses. In 1975, the state legislature granted the college university status and the college name was changed to the University of Southern Colorado. The first graduates from the degree-completion program were awarded baccalaureate degrees in May of 1977. NLN granted initial accreditation to the degree-completion program in 1981. In 2003 the university became Colorado State University – Pueblo. The National League for Nursing Accrediting Commission (NLNAC) received continued accreditation in 2011.

In 2003, the Colorado State University System confirmed approval of the Master of Science with a major in Nursing (MS) at Colorado State University – Pueblo. The graduate nursing program was initially accredited in 2006 by the National League for Nursing Accrediting Commission (NLNAC) and reaccredited 2011. The following program emphasis areas are offered:

- ❖ Adult/Gerontology Acute Care Nurse Practitioner
- ❖ Adult/Gerontology Acute Care / Family Nurse Practitioner
- ❖ Psychiatric-Mental Health Nurse Practitioner
- ❖ Nurse Educator

The CSU-Pueblo Department of Nursing graduate program is approved by Colorado Board of Nursing, 1560 Broadway, Suite 1350, Denver, CO 80202 and accredited by Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. The phone number is (404) 975-5000 and internet address is [www.acenursing.org](http://www.acenursing.org).

**CSU-Pueblo Department of Nursing Organizational Chart  
2016-17**



## **PHILOSOPHY, MISSION, GOALS AND ORGANIZING FRAMEWORK**

**Mission Statement:** “The mission of the Department of Nursing is to prepare graduates for professional positions as safe, competent and caring nurses to meet the healthcare needs of diverse populations.

**Philosophy:** The Colorado State University-Pueblo Department of Nursing shares the mission and philosophy of the University, which focuses on education, scholarly activity, and service. The department’s philosophy is dedicated to the pursuit of higher learning grounded in the arts, sciences, and humanities.

Caring is considered the central concept of the nursing curriculum. The nursing faculty of CSU-Pueblo is committed to modeling caring behavior to students on the belief that when students experience caring, they learn to care for others. Caring has been defined as the “essence of nursing” (Leininger, 1988), a process, and a behavior that can be taught and learned. Caring requires the “offering of self” (Scotto, 2003); intellectually, physically, psychologically, and spiritually.

The faculty ascribes to the core competencies for nurse practitioners and nursing education identified by the National Organization of Nurse Practitioners (NONPF), National League of Nursing (NLN), Institute of Medicine (IOM) and the Quality and Safety Education for Nurses (QSEN) project. Nursing is the synthesis of science and art, which addresses health promotion and maintenance across the lifespan and fosters the development of the nurse’s professional identity, integrity, and leadership. The practice of patient-centered care includes respect for individual dignity and consideration of cultural and ethical beliefs and values. The nurse advocates for patients and families in ways that promote mutual respect and self-management.

Nursing care is provided in collaboration with the patient, the family and members of the health care team. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety and improve patient outcomes. Nursing judgment is integral to making competent decisions related to the provision of safe and effective nursing care. Effective communication skills using both technological and human means is essential to nursing care.

The American Association of College of Nursing (AACN) Master’s Essentials provide the curricular content and foundation for graduate nursing student learning outcomes at a master’s level of education. Education is an interactive experiential process that occurs between teacher, learner, and the environment with an emphasis on student centered learning. A variety of educational experiences is essential and allows the learner to integrate knowledge, skills, and attitudes. The faculty is responsible for facilitating, maintaining, and evaluating the learning process. Learners are expected to be self-directed, active inquirers, responsible for their own learning, and evaluation of educational experiences. Learners move from relative dependence to greater independence in preparation for assuming the professional role and promoting growth as a life-long learner.



## GRADUATE OUTCOMES

### Program Outcomes:

1. Eighty percent of graduates will:
  - Complete the program within one and one-half times the length of the program.
  - Express satisfaction with the program.
  - Pass national certification exam the first time.
  - Be employed in role related professional practice within six months to one year.

Specific student outcomes for each emphasis track are based on national competency expectations.

### Nurse Practitioner Student Learning Outcomes

At the completion of the program, graduates will be able to:

1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice.
2. Utilize interprofessional collaboration to provide safe, quality patient-centered care.
3. Lead quality improvement initiatives that affect delivery of advanced nursing practice and health care services.

### Nurse Educator Student Learning Outcomes

At the completion of this program, graduates will be able to:

1. Implement evidence-based teaching techniques and scholarly inquiry in educational settings with diverse learners
2. Participate in curriculum design and evaluation of outcomes
3. Participate in interdisciplinary efforts to address educational needs in local, regional, state, national and international forums
4. Assume a leadership role in shaping and implementing change

## REFERENCES

- American Association of Colleges of Nursing (AACN). *The essentials of master's education in nursing* (2011, March 21). Washington, DC: Author
- Leininger, M. (1988). Leininger's theory of nursing: Cultural care diversity and universality. *Nursing Science Quarterly*, 1(4), 152-160. doi: 10.1177/089431848800100408
- National League of Nursing (2013). *Nurse educator core competencies*. Retrieved from <http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>
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- Quality and Safety Education for Nurses (2012). *QSEN competencies definitions*. Retrieved from <http://www.qsen.org/>

## **PROFESSIONAL STANDARDS**

Students are expected to comply with the current provisions published by the *American Nurses' Association (ANA) Code of Ethics for Nurses*, the Colorado Nurse Practice Act, and the ANA Principles of Social Networking.

Students are expected to dress appropriately and behave in a professional manner at all times in the classroom, laboratory and clinical sites.

Student Nurse Educators in the clinical setting should wear school insignia and/or student identification with photo badges. A name tag and school insignia may be obtained in the CSU-Pueblo bookstore. A student photo ID may be obtained in the Occhiato Student Center.

Student Nurse Practitioners should wear business casual clothing with a laboratory coat and the appropriate insignia and/or name tags at all clinical sites unless the clinical site specifies the dress code. A name tag and school insignia may be obtained in the CSU- Pueblo bookstore. A student photo ID may be obtained in the Occhiato Student Center.

### **Communication**

Communication between faculty, administration and students is crucial for effective learning to take place. CSU - Pueblo Department of Nursing utilizes several tools to facilitate the communication process. Information will be disseminated verbally, and/or electronically using university e-mail accounts or Blackboard posting. Course number is required in the subject section of the e-mail sent to faculty from students. Students must routinely check and empty electronic mailboxes. A 48 to 72-hour (2 to 3-day) response time for e-mail communication between instructors and students, or students to instructors is expected. To maintain security and privacy, students are cautioned not to share passwords.

### **Family Education Rights and Privacy Act (FERPA)**

The DON adheres to the letter and intent of the Family Education Rights and Privacy Act (FERPA). FERPA governs requests for access to and release of information from student records. Refer to appendices for release forms. Students must maintain current contact information with the university and the DON. If changes occur to personal contact information, students must notify the CSU-Pueblo Records Department **and** the DON administrative assistant. The DON is not responsible for delay or failure in receiving information due to incorrect contact information.

## **ACCEPTANCE OF TRANSFER CREDIT**

Transfer credit is awarded based on university regional and nursing accreditation, credit hours, associated lab courses/ hours, course description, objectives and an official transcript. Please see Acceptance of Transfer Credit per the current published *Graduate Program* section of the *Colorado State University – Pueblo Catalog*. The student must submit an official transcript demonstrating a B or higher in the course(s) the student is requesting transfer credit(s) to be

considered for the designated graduate nursing program emphasis area. After admission to the program with a designated emphasis area, the student will meet with the Graduate Nursing Program Coordinator to develop and agree upon a degree plan to meet the university requirements.

### **MS: Nursing**

A maximum of nine (9) credits from an accredited graduate nursing program will be considered toward a MS in nursing degree.

### **Second Masters: Nursing**

Transfer credits from a regionally and nursing accredited university considered for a second masters MS degree and Post MS Certificate in nursing varies based on the university, current program and national certification exam requirements.

### **Post Masters: Nursing Certificate**

Post Masters in Nursing Certificate for post masters students and currently licensed nurse practitioner applicants must meet the course, lab and clinical hour requirements for the designated emphasis to complete program requirements. The academic post masters nursing certificate graduation plan will be determined by the graduate nursing program coordinator to meet the qualifications for the specific emphasis national certification exam.

### **Time Limits**

Courses completed six (6) or more years before the date of graduation, either at CSU-Pueblo or at another institution, will not be accepted as satisfying graduation requirements without the written approval of the student's graduate program director/ coordinator. All official transcripts must be on file with the university and nursing department to confirm: completion dates, any previous degrees and a B or higher in each course to be considered and accepted for transfer credit(s). Students can schedule an appointment with the Graduate Nursing Program Coordinator for a preliminary review of unofficial transcripts, syllabi and any request to transfer credits prior to admission to the program. All university and DON policies must be met to finalize acceptance.

## **DEGREE PLANS**

Degree plans are developed by students with the graduate nursing program coordinator prior to the first registered semester. If the student is unable to follow the required curriculum sequence during the degree plan period, he/she shall initiate a meeting with their assigned academic advisor to plan for progression through the program. All **degree plans and revised degree plans** (meeting graduate nursing and university requirements) must be approved and signed by the graduate nursing program coordinator. It is the student's responsibility to notify the advisor and graduate program coordinator with any anticipated degree plan changes.

## **STUDENT EMPLOYMENT**

Many students enrolled in the graduate program are currently employed part or full-time. Students are responsible to arrange their personal work schedules in order to attend both class and clinical

time scheduled by the Department of Nursing (DON). The rigor of this program may require the student to limit working hours.

## ACADEMIC ADVISING AND REGISTRATION

Students are to meet at least once with a graduate academic advisor every fall and spring semester. The graduate academic advisor will assist the student in following the curriculum sequence and in planning his/her schedule. Students need to register for courses during the semesters advised (Fall for spring and summer/ Spring for Fall). Each student is responsible for knowing and completing all curriculum requirements, knowing degree requirements, contacting the academic advisor for an initial appointment and for degree plan review. The student is also responsible for meeting university graduate school deadlines and policies without registration restrictions before the first day of each semester to continue in the program.

## ACADEMIC STANDARDS

Students are responsible for meeting all academic standards and policies per the published *Graduate Program* section of *Colorado State University – Pueblo Catalog*. In addition to those policies, the following applies:

### Grading Policies:

- A minimum grade of 84% (B or greater) or Satisfactory (S) is required in all graduate coursework, including required courses, electives, and transfer courses. Students must maintain a GPA of 3.0 or higher throughout the graduate program in order to continue graduate studies and to graduate. If a student's GPA drops below a 3.0 (B-), **automatic dismissal from the graduate program will occur.**
- Only grades of a B or better and satisfactory (S) fulfill graduation requirements for the nursing graduate program. All courses with labs must be completed during the same semester and failure in either the lab or class will be considered a failure of both courses. If readmitted both the failed course and co-requisite course must be repeated to progress in the program. Courses in which a grade of B (not a B-) or better was earned may be not repeated.
- After a dismissal the student who receives a grade of B- or below may re-apply to the graduate program and after review by the graduate faculty committee **may be eligible for re-admission.** The grade received in the repeated course will recorded and used to calculate graduate program grade point average in accordance to the graduate student policies in the current CSU-Pueblo catalog.
- If a student receives a second grade below a B or Unsatisfactory after readmission, **automatic dismissal from the graduate program will occur and the student will be ineligible for re-admission.**
- If a student withdraws from a nursing course for any reason, the student needs to submit a letter of intent to the graduate faculty and meet with the graduate coordinator to discuss options.
- If the student withdraws from all nursing courses for any reason, the student will be **dismissed from the graduate nursing program** and will have to re-apply for admission.

University enrollment policies must be met for readmission.

- Students may petition in writing to the graduate nursing program coordinator for readmission to the college within one year (one time only). The decision to allow readmission is made by the graduate nursing faculty committee with no guarantees of readmission. University policies must be met for readmission.

### Course Evaluation Measures:

The course instructor evaluates the student in the didactic and/or clinical experience by observation, teleconference, or delegation in accordance to the course syllabus grading requirements. The course evaluation measures are posted in the Blackboard course syllabus by the first day of the scheduled course during the semester. If any changes are needed during the semester, the student will be notified through university email and clearly identified changes posted in the Blackboard course.

### Grading Scale(s):

Shaded areas are passing in the graduate nursing program

Didactic (may apply to lab courses, see syllabus posted in Blackboard):

<b>No</b>	<b>A+</b>	<b>A</b>	<b>96 - 100</b>	<b>A-</b>	<b>93 - 95</b>
<b>B+</b>	<b>90 - 92</b>	<b>B</b>	<b>84 - 89</b>	<b>B-</b>	<b>81 - 83</b>
<b>C+</b>	<b>78 - 80</b>	<b>C</b>	<b>70 - 77</b>	<b>No</b>	<b>C-</b>
<b>D+</b>	<b>67 - 69</b>	<b>D</b>	<b>64 - 66</b>	<b>D-</b>	<b>60 - 63</b>
<b>F</b>	<b>Below 60</b>				

Lab and clinical courses:

Satisfactory	Unsatisfactory
S	U

### Incomplete Grade Process

1. The grade of incomplete is a last option to students, at the discretion of the course instructor.
2. An incomplete form must be signed by the student (Appendix A) at least 24 hours before the last semester day (before finals week), the instructor will determine if the incomplete requirements have been met by the student and before the assignment of an incomplete grade. This incomplete form includes a space for an agreed upon (specific) time frame for the student to complete missing course requirements.
3. The student must have completed over 50% of the course with a passing grade in order to be eligible for a grade of incomplete.
4. The student must not have more than one improvement plan, academic warning or remediation process in the same course.
5. The student must demonstrate improvement for any previous academic warnings and compliance with any clinical improvement plans or remediation processes.
6. A copy of the incomplete form is scanned to the student's electronic nursing department file.

- The student can request a copy.
7. The student must maintain university enrollment in at least one course or the continuous enrollment option during the completion of the course work.
  8. The instructor sends a copy of the incomplete form to the graduate nursing program coordinator for review.
  9. The graduate nursing program coordinator compiles a list of students who have received an incomplete and forwards this to the associate dean of nursing and graduate faculty committee.
  10. If an incomplete occurs during the semester of anticipated graduation. The graduate coordinator will notify the registrar's office with a revised anticipated graduation date. The student will submit an additional university graduation plan by the university to the graduate nursing program coordinator before the deadline for the revised graduation date semester.
  11. The student must resolve the incomplete as agreed (See Appendix A for details). An incomplete course grade converts to an F on the student's transcript, if the course requirements are not complete before the agreed upon deadline. If the requirements are complete prior to the agreed upon deadline, the instructor will submit the final grade achieved within 30 days of the last requirement submitted by the student.
  12. The student will contact the instructor at least every 2 weeks during the completion of the course work. The student is responsible for contacting the instructor to schedule appointments for questions, concerns and attend at least one meeting with the instructor during the incomplete period.
  13. In the event of reasons beyond the student's control, the student has the option to withdraw from the semester per university guidelines. (See Academic Standards Section)

### **CLASS AND ON CAMPUS LAB EXPECTATIONS**

- Graduate courses are conducted using a Hybrid format (On Campus and Online Teaching/Learning Activities). Classes may be provided using a distance classroom based on facility availability and technology capability. Review specific course syllabi and topic outlines.
- If your computer does not have the proper hardware, Blackboard Learn may run slowly or may not run at all. Prior to using Blackboard Learn on your computer, contact the HELP desk at 719-549-2002 with questions after you compare your current system configuration with the system requirements found at the listed link: <https://en-us.help.blackboard.com/Learn/Student>
- Laptops will be allowed in class for note-taking and class participation. The use of laptops during lecture time for any other reason is unprofessional. Individuals may be prohibited from bringing a laptop to class if this privilege is abused.
- Cell phones should be placed on vibrate or silent during class time. Your calls may be answered by quietly leaving the classroom.
- Generally speaking, late assignments are not acceptable in the graduate program. Late policies and accommodations regarding late assignments are decided by individual course instructors and can be found in each course syllabus.
- All submitted written papers and references will utilize **APA 6<sup>th</sup> edition** (second printing or newer) format with the modification of the title page found in Appendix B.

## CLINICAL EXPERIENCE

### Nurse Practitioner

1. Course faculty must approve all clinical experiences to meet clinical course requirements.
2. Travel to and from clinical experience is the student's responsibility.
3. The number of hours each student spends in practice with his or her preceptor is individualized with each clinical course and the student's academic plan. **Clinical times are allowed only during the regular semester schedule** unless prior authorization is obtained by the course instructor and graduate nursing program coordinator. No clinical hours are allowed during the university recognized holidays, fall, winter, or spring breaks.
4. Clinical times are mutually set between the student and the preceptor.
5. Students are to share the course syllabus with the preceptor for a review of the course description, learning objectives and course requirements. Students are responsible to develop daily objectives to review with their preceptors.
6. The student provides the preceptor with the website for the *Graduate Nursing Program Nurse Practitioner Preceptor Handbook*. <http://ceeps.colostate-pueblo.edu/Nursing/PreceptorInformation/Pages/default.aspx>
7. Students post and make corrections to their **weekly clinical plan** in the Blackboard course to coordinate the list of dates, places, the names and contact information for preceptors.
8. All preceptors must complete and sign a **Clinical Preceptor Agreement Form for each semester**. Students are not allowed in the clinical setting without a clinical preceptor and a signed agreement. Students are not allowed to work with a preceptor without a preceptor agreement.

Original agreements must be faxed, emailed (preferred) or delivered to the graduate program associate prior to or on the first day of scheduled clinical. The original form must be submitted to the nursing program coordinator for the students file. The graduate program coordinator will enter all preceptors in the e-log system, during the semester. Please allow 24 hours during the work week or 48 to 72 hours during weekends. To avoid e-log clinical documentation delays, please attempt to obtain the preceptor agreement prior to your first clinical day with each new preceptor and each preceptor every semester.
9. If a preceptor employed by an institution requiring a contract with the university, the student must verify with the graduate nursing program associate or coordinator that a current contract is on file within the Department of Nursing prior to scheduling. Although the DON maintains clinical contracts with the most common institutions preferred by students across Colorado, any new contracts can take 4-6 weeks to complete and some organizations can take up to 12 months to obtain a complete agreement.
10. Students are expected to attend every clinical activity as scheduled. If the student is unable to attend or to be on time due to unavoidable circumstances prior notification to the clinical preceptor assigned clinical site visitor, and classroom instructor is mandatory. If the unavoidable change occurs within 24 hours of the scheduled time the student will need to contact the clinical preceptor, clinical site coordinator (larger organizations), site office manager, clinical site visitor, and classroom instructor. The student will make corrections to the **weekly clinical plan** in the Blackboard course for the previous week in Blackboard and any clinical site scheduling systems as required by the clinical site. The student will post a cumulative and accurate **final weekly cumulative** (semester) clinical plan by the due date posted in the BB course.
11. The weekly cumulative plan must correlate with the course e-log clinical documentation

- record within the emphasis scope of practice defined in the course syllabus to receive a satisfactory grade.
12. All clinical paperwork (a. Preceptor agreement, b. Preceptor Evaluation of the NP student, c. Preceptor/ Site Evaluation by the NP student and d. Faculty Evaluation of the NP student) must be complete, accurate and submitted prior to posted deadlines to meet the course and any co-requisite requirements with a passing grade.
  13. Registered students will receive a grade for clinical hours each semester if hours are no more than 5 hours over or 5 hours under the total semester hours. If hours each semester exceed 5 hours, the hours will not be counted. Students should not exceed 540 hours in Adult Gerontological Acute Care (AGACNP) or 540 hours in Psychiatric Mental Health (PNHNP) over 3 semesters or 495 hours in Family Practice (FNP) over 3-6 semesters in accordance to degree/ advising plan.
  15. Required clinical hours for NP synthesis:
    - a) AGACNP- (540 total over 3 semesters)
      - i. One semester of 180 hours in ER/Urgent Care (number of hours in Urgent Care have to be approved by Instructor).
      - ii. One semester of 180 hours with a Hospitalist/Intensivist.
      - iii. One semester of 180 hours with a minimum of two (2) and maximum of four (4) Specialists (orthopedics, pulmonary, cardiology, dermatology, GI, etc.). Specialists need to be approved by the AGACNP lead Instructor.
    - b) FNP- (495 total over 3-5 semesters) The recommended hours each semester are 180 hours in the fall and spring semesters and 135 hours in the summer of clinical experience across the lifespan and approved by the instructor using the course objectives.
    - c) PMHNP- (540 total over 3 semesters) 180 hours each semester of clinical experience across the lifespan approved by the instructor.
    - d) A student may count up to 40 hours of faculty-approved indirect patient care clinical time, as long as the student has a minimum of 500 hours of direct patient contact hours in each enrolled emphasis (No indirect patient care hours allowed in the Family Practicum courses). No conference is required in the graduate nursing program. If a student chooses to attend a conference or certification review course, the student is responsible for all associated costs for attending a conference, **not** the university or the department of nursing.

**Clinical hours for NSG 506:**

- a) Clinical component – In order to meet the clinical component of this course satisfactorily, students must complete 30 clock hours of observational time with an advanced practice nurse in the AGACNP or Nurse Educator emphases.
- b) For those in the ACNP/FNP 15 hours must be in primary care and 15 hours in acute care for a total of 30 clock hours of observation time with advanced practice nurses.
- c) Clinical experiences must be pre-approved by the course instructor and preceptor agreement must be completed with each preceptor prior to the clinical date.
- d) The student is responsible to notify the graduate program associate via email with the preceptor name, last day at the scheduled clinical site. A link to the electronic observation Preceptor Evaluation of the Student will be emailed to the preceptor. The student will receive an email confirmation when the preceptor is sent the electronic link and when the Evaluation has been submitted.



- e) All clinical paperwork (a. Preceptor Agreement, b. Preceptor Evaluation of the Student- observation questions only, and c. Preceptor/ Site Evaluation by the Student) must be complete and submitted prior to the posted due date.

### **Nurse Educator (Teaching Practical)**

The nurse educator student is required to complete observation hours in NSG 506 and teaching hours in nursing education settings – classroom, clinical, skills and/or simulation laboratory.

#### **Process:**

The faculty will provide classroom, clinical and laboratory teaching objectives.

The student will:

1. Meet with the instructor to obtain objectives and discuss choice of preceptor.
2. Obtain completed and signed Nurse Practitioner Clinical Preceptor Agreement Form and submit to the Nursing Graduate Program Associate.
3. Teach the assigned classroom, clinical and laboratory sections.

### **STUDENT INJURY AT A CLINICAL SITE**

Worker's Compensation Claim Forms are available CSU-Pueblo website:

<http://www.csupueblo.edu/HR/WorkersCompensation>.

Students must notify the lead instructor, designee or graduate nursing program coordinator of any injury within 24 hours.

### **CLINICAL SITE SCREENING POLICIES**

#### **Background Checks and Drug screens**

Because of the profound effect that the use of certain drugs have on the performance of individuals, the DON is legally and ethically obligated to protect patients and others in the health care setting from students who are under the influence of drugs/alcohol that affect coordination, behavior, judgment and decision making ability.

1. A background and drug screen is required at the student's expense prior to considering graduate nursing program application for admission and annually while enrolled in the program.
2. The Health care facilities where students attend clinical rotations may require additional preclinical (negative) background, drug screens or other (reasonable suspicion or follow-up) as specified by the facility requirements (at the student's expense) before students are allowed to provide care for patients.
3. All drug screen results are reviewed by a graduate nursing department staff designee and any positive results are reported to the graduate nursing program coordinator.
4. If a currently enrolled student has a positive result, the graduate nursing program coordinator will review the information with the Nursing Department Associate Dean to determine if the student is eligible to continue in the program. Eligibility will be based on the findings, the Colorado State Board of Nursing and public patient safety regulations, clinical site requirements, restrictions and options to complete program. If

a student is dismissed, it is the student's responsibility to contact the Registrar's offices to discuss options for university withdraw.

## **Deadlines**

The student must meet all deadlines and meet current clinical site requirements in Castlebranch and any required clinical site scheduling programs such as My Clinical Exchange while enrolled in the graduate nursing program. If this requirement is not met, automatic dismissal from the program may result.

Students must be able to independently, with or without reasonable accommodation, meet the following technical standards of general abilities and those specifically of (1) observation; (2) communication; (3) motor, (4) intellectual, conceptual, and quantitative abilities; (5) essential behavioral and social attributes; and (6) ability to manage stressful situations. Students unable to meet these technical standards, with or without reasonable accommodation, will not be able to complete the program and are counseled to pursue alternate careers. All students must comply with the clinical agency's performance policies, standards and requirements.

## **CLINICAL SITE TECHNICAL REQUIREMENTS**

Technical Standards include, but are not limited to the following:

1. **Observation/Sensory-motor:** Students must have sufficient sensory abilities of sight, hearing, smell, and touch to be able to observe demonstrations and learn from experiences in the basic sciences, including but not limited to, physiology and pharmacology, microbiology and pathophysiology laboratory/simulation situations. Students must be able to observe and learn from experiences in the clinical nursing laboratory such as the following examples: accurately determine gradients/calibrations on a syringe; measure medications accurately; accurately recognize color changes on chemical reactions strips; accurately assess heart, breath, abdominal sounds; and accurately assess normal and abnormal color changes in the skin, pupil size, and digital or waveform readings.
2. **Communication:** Communication includes speech, reading, writing, and computer usage, including handheld digital devices. Students should be able to effectively communicate, orally and in writing, elicit information from patients, describe changes in mood, activity and posture, and perceive nonverbal communication. Students must be able to communicate effectively and sensitively with patients and their families. Students also must be able to communicate effectively and efficiently, and work cooperatively, with all members of the health care team for patient care. Students must also be able to gather information appropriately, explain information in a patient-centered manner, listen effectively, recognize, acknowledge and respond to emotions, and exhibit sensitivity to social and cultural differences.
3. **Psychomotor:** Students must have sufficient physical dexterity to master technical and procedural aspects of patient care. They must have sufficient strength to perform essential tasks, and adequate physical stamina and energy to carry out taxing duties over long hours. Students should be able to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. Students should be able to collect specimens and perform basic tests (such as glucose finger stick, urine dipstick). Students should be

able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of nurses are cardiopulmonary resuscitation, administration of intravenous medication, and application of pressure to stop bleeding. Such actions require coordination of both gross and fine muscular movements, equilibrium, and using tactile and other senses.

4. **Intellectual-Conceptual, Integrative, and Qualitative:** Students must be able to read and understand documents written in English. They must be able to comprehend and learn factual knowledge from readings and didactic presentations, gather information independently, analyze and synthesize learned material, and apply that information to clinical situations. Students should have cognitive abilities including measurements, calculation, reasoning, analysis, and synthesis. Critical thinking is the ability to synthesize knowledge and integrate the relevant aspects of a client's history, physical exam finding and diagnostic studies. Problem solving, the critical skill demanded of nurses, requires all of these intellectual abilities. In addition the student should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures in order to understand normal and abnormal anatomy and physiology
5. **Behavioral and Social Attribute:** Students must possess the emotional maturity and stability required to utilize their intellectual abilities fully, exercise good judgment, complete all responsibilities attendant to the nursing diagnosis and care of patients promptly, and the development of mature, sensitive and effective relationships with patients and their families. Students must be able to tolerate strenuous workloads and to function effectively under stress. They must learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, empathy, integrity, concern for others, altruism, responsibility, effective interpersonal communication, skills, interest, tolerance and motivation are all personal qualities that should be assessed during the education process. As a component of nursing education, a student must demonstrate ethical behavior including adherence to the professional nursing and student honor codes.

## **CLINICAL PROGRESSION IN THE NURSE PRACTITIONER AREAS OF EMPHASIS**

1. All NP students are required to complete clinical hours in their respective nurse practitioner emphasis areas (See section on Clinical Experience).
2. All NP students will register for the planned clinical courses after academic advisement and during the preregistration period. Orientation and membership to a clinical scheduler (such as My Clinical Exchange) may be required for certain clinical sites prior to starting actual clinical experiences (at the student's expense).
3. In order to participate in clinical, all students must update personal data and clinical site requirements in Castlebranch and any specific clinical site scheduler such as My Clinical Exchange, or other as required by the clinical site. All clinical site requirements must be current while enrolled in the program.
4. All students will submit e-logs according to requirements set forth in each clinical course to be monitored and graded by the assigned faculty member.
5. Students must demonstrate competency in all clinical settings as documented on the Evaluation of Nurse Practitioner Student by Preceptor Survey (sent to preceptor's email when the student reports conclusion of their clinical to the Graduate Program Associate).

6. The students will request clinical performance feedback each scheduled clinical day. The preceptor will discuss with each student any identified deficiencies submitted in their clinical preceptor evaluations for the NP student. The student can request an appointment with the lead instructor to review clinical evaluations before finals week.
7. By the end of the last clinical course, students must obtain a rating of competency in all areas of interest on the evaluation tool in order to be eligible for graduation from the Nurse Practitioner outcomes. Each student is responsible to contact the graduate program associate at least one week prior to the final clinical date with each preceptor. A survey will be sent to each preceptor through email. The student is responsible to provide the correct information to the Graduate Program Associate on the preceptor agreement form on or prior to the first date with each preceptor.

*The following questions will be e-mailed to each preceptor:*

1. Approximately how many hours of clinical time did you complete with this student?
2. Was the student consistently on time and professional (punctual, prepared, appearance)?
3. Did the student demonstrate respect for the inherent dignity of every human being, regarding age, gender, culture, religion, socio-economic class, sexual orientation and ethnicity?
4. Did the student demonstrate respect for the inherent dignity of every human being, regarding age, gender, culture, religion, socio-economic class, sexual orientation and ethnicity?
5. If you are completing this form for observational experience (30 hours or less), STOP HERE. All synthesis course (greater than 30 hours) preceptors are required to complete the remaining questions.
6. Did the student integrate evidence into an advanced nursing practice role using technology to make ethical decisions for safe patient-centered treatment plans?
7. Did the student develop interprofessional treatment plans as influenced by the patient's needs (ethical, legal, advocacy, etc.) utilizing available resources to participate in the improvement of health outcomes?
8. Did the Nurse Practitioner student check for allergies and use resources to suggest appropriate, safe patient-centered pharmacologic and non-pharmacologic treatments?
9. If your organization had an opening would you hire a CSU-Pueblo Nurse Practitioner graduate?
10. This is the most valuable part of your evaluation of the student, and we appreciate the time you take to do this. Comments are especially important for any marginal or exceptional ratings.
11. Required Comments: Strengths
12. If you felt this student to be ready for certification, please provide examples as to why.
13. Required Comments: Areas Needing Improvement
14. Please include at least one area needing improvement.
15. Did you have a chance to sit and review this information with the student?

## Roles of the Preceptor

*The NP preceptor will:*

- Collaborate with faculty and student to select patients and to provide learning activities appropriate to the clinical course objectives.
- Establish the student's preceptorship objectives, clarifying expectations of both parties.
- Orient student to clinical site's resource policies and other processes.
- Observe the students directly and provide feedback on planned and actual management.
- Is available for consultation and review of patient history and physical examination, differential diagnosis, laboratory findings, working diagnoses and treatment plans.
- Provide ongoing feedback regarding the student's clinical progress, strengths and weaknesses, and modifies clinical learning experiences.
- Maintain a collegial relationship with student and faculty by communicating the student's progress.
- Contact faculty about actual or potential problems during the preceptorship.
- Introduce the student to professional colleagues and provide for an orientation to clinical site.
- The preceptorship experience should involve as much patient-student interaction as possible.
- Allow the student to independently interview and assess patients, validating the student's findings and evaluating and correcting evidence-based planned patient management.
- Inform patients that a supervised nurse practitioner student is seeing them. (Patients of course have the opportunity to say no.)
- Review entries in the medical record and provide feedback and make corrections.
- Must document to demonstrate active involvement in the care of the patient with the Nurse Practitioner student.
- Allow the student to participate in home visits, nursing home rounds and hospital rounds as appropriate. Night call is a reasonable part of their rotation. The student is to have the opportunity to observe the professional demands of a nurse practitioner, physician and other interprofessional collaboration partnerships.
- Validate student's progress through electronic evaluations through the **Evaluation of Nursing Student by Preceptor** submitted by the preceptor through email weblink. Student will not pass the clinical course without a completed preceptor evaluation prior to the end of the regular semester (Friday prior to Finals week of the current semester). If the student qualifies, an incomplete agreement form can be completed between the student and the instructor. If the incomplete is not cleared by the agreed upon dates, the student will be dismissed from the program.

*The nurse educator preceptor will:*

- Orient the nurse educator student.
- Review syllabus and teaching materials.
- Supervise and guide the student teacher in the classroom, clinical and lab teaching experiences.
- Complete evaluation forms for classroom, clinical and laboratory teaching.

## Role of the Student

*The NP student will:*

- Establish a collegial relationship with the preceptor. Establish the student's preceptorship objectives, clarifying expectations of both parties.
- Provide course instructor with a signed **Clinical Preceptor Agreement** form for each preceptor, each semester on or before the first day of clinical scheduled.
- Provide the instructor, site visitor, preceptor and clinical site with dates and times for clinical dates agreed upon.
- Clarify own role and responsibilities.
- Request an orientation to clinical site, if not completed before first day at each clinical site.
- Act and Dress professionally and wear a CSU-Pueblo name tag. (See Dress Code Section)
- Be responsible to know, meet, and communicate course objectives to the preceptor.
- Identify personal and professional educational needs, interests, and agreed upon individual *daily* learning objectives with each preceptor to structure the student clinical experience.
- Arrive on time and adapt to the usual work pattern of the practice.
- Complete the designated number of clinical hours as agreed upon with each preceptor and required in the course syllabi.
- Review the planned patient schedule with the preceptor each clinical day. Discuss patient pertinent information. Plan time for each patient, documentation and preceptor feedback.
- Identify, evaluate, and manage common acute conditions, emergent, stable chronic and complex conditions.
- Determine health promotion and disease prevention knowledge and practices to identify patient and family risk factors.
- Develops health education and health promotion interventions.
- Evaluate psychosocial factors related to patient condition.
- Identify health care needs within the context of the sociocultural environment.
- Recognize the influences of cultural diversity in health care and provide care to vulnerable populations.
- Collaborate with other health care professionals in the plan of care and make appropriate referrals.
- Present findings clearly and concisely, focusing on the reason for the contact. Document using legible notes when recording data in the patient's records.
- Maintain all clinical program requirements (pre-clinical orientation, ACLS, PALS, CPR, immunizations, etc)
- Contact preceptor and faculty immediately regarding problems during the preceptorship.
- Complete clinical schedule updates and additions to the weekly clinical plan and e-log clinical documentation each week, or as directed by course syllabus. **Only the nursing graduate program associate is permitted to enter preceptors into e-logs.**

- DO Not alter or change e-log records after the end of each semester. This is considered academic dishonesty (See University Catalog: Academic Dishonesty)
- Remain at the site until the work is completed.
- Adhere to all clinical and program policies and procedures outlined in the graduate student nursing handbook and university policies.
- After clinical time is complete with each preceptor must complete the Preceptor Evaluation of the NP student for the student to receive a Satisfactory in the clinical course. All clinical paperwork must be complete by the Friday at 5 pm prior to finals week (fall and summer semesters) and the last week of the summer semester.

*Nurse educator student will:*

- Be prepared for the teaching experience.
- Demonstrate knowledge of teaching and learning strategies.
- Practice effective oral, written and electronic communication skills.
- Show enthusiasm for teaching and learning.
- Use feedback from students, preceptor and faculty to improve teaching effectiveness.

### **Role of the Faculty**

*The faculty will:*

- Post the clinical course syllabus with objectives for student learning experiences.
- Monitor and evaluate the student's clinical experience with input from the preceptor and site visitor.
- Serve as a role model for the student.
- Minimize disruptions to the daily routine of the site and facilitate completion of the student's clinical experience.
- Involve the site staff in integrating the students into daily activities at the clinical site.
- Facilitate the process for the student and preceptor to discuss learning objectives in order to structure the student experience and evaluate student progress.
- Encourage the student to work with interprofessional health care team members.
- Provide a pre-clinical orientation that may include:
  1. Philosophy and characteristics of various clinical sites
  2. Role of the advanced practice nurse
  3. Course syllabus and course objectives
  4. Explanation of projects and course evaluation measures
  5. Grading criteria
  6. Student adaptation and etiquette in a busy practice
  7. Legal limitations of activities
  8. Precepting requirements
  9. Self-learning skills
  10. Student responsibilities
- Available to Communicate with the student and the preceptor regularly.
- Monitor and evaluate the student's overall performance in conjunction with the preceptor

Nurse educator faculty will:

- Provide objectives for student learning experiences.
- Attend some classes, clinical and labs that the student is teaching.
- Offer critiques of student's teaching.
- Coordinate the teaching schedules.
- Communicate with the student and the preceptor regularly.
- Evaluate the student's overall performance in conjunction with the preceptor.

## **SITE EVALUATIONS**

### **Clinical Site Evaluation by Faculty**

Site evaluations are planned in advance at the preceptor's convenience. Site evaluations are conducted periodically by the faculty to: 1) touch base with the preceptor, 2) observe the student in the clinical or educational site and, 3) gather information about the clinical or educational experience and about student progress toward meeting the course objectives.

Faculty evaluates the clinical site using the Faculty Evaluation of Clinical Site electronic form. The following criteria are reviewed:

1. The clinical site provided opportunities for growth as an advance practice nurse.
2. This clinical site has resources to support a student practicum.
3. This clinical site has procedure and protocol manuals, educational materials, and personnel to adequately support a student in advanced practice nursing.
4. The clinical preceptor was sensitive to the students need for guidance.
5. The clinical preceptor was able to allow for latitude for the student developing autonomy.
6. The clinical site director, preceptor (circle one) was aware of the course objectives for the practicum experience.
7. Students are evaluated fairly and objectively by the clinical preceptor.
8. I would recommend this preceptor to other students for practicum experience.
9. Patients are variable in age, diagnosis and numbers.
10. Diagnostic test results are readily available.
11. The philosophy of the personnel was directed toward quality care, health promotion and disease prevention.
12. My overall evaluation of this clinical practicum site is:

### **Preceptor/ Site Evaluation by the NP Student**

Students are required to complete an evaluation each of their clinical sites utilizing the online survey Student Evaluation of a Clinical Site at this link:

[https://docs.google.com/forms/d/16i0xoa0DdGKaPga3OdNT4rj1oaxINXPB2JFLm4AnmyQ/viewform?usp=send\\_form](https://docs.google.com/forms/d/16i0xoa0DdGKaPga3OdNT4rj1oaxINXPB2JFLm4AnmyQ/viewform?usp=send_form)).

*The questions that will be asked include:*

1. The clinical site provided opportunities for growth as an advanced practice nurse.



2. This clinical site has resources to support a student practicum.
3. This clinical site has procedure and protocol manuals, educational materials, and personnel to adequately support a student in advanced practice nursing.
4. I was able to use a theoretical model to guide my practice in the clinical site with little or no difficulty.
5. The clinical preceptor was sensitive to my need for guidance.
6. The clinical preceptor was able to allow for latitude for my developing autonomy.
7. I was stimulated by the clinical preceptor to confront new problems and situations to prepare me for advanced practice.
8. The clinical site director, preceptor (circle one) assisted me to fulfill the objectives of the course of study for which the practicum was organized.
9. The clinical site personnel did not utilize my services as a worker except as contracted in my clinical course.
10. I was evaluated fairly and objectively by my clinical preceptor.
11. I would recommend this preceptor to my peers for practicum experience.
12. I would recommend this clinical site to my peers for practicum experience.
13. Patients are variable in age, diagnosis and numbers.
14. Diagnostic test results are readily available.
15. The philosophy of the personnel was directed toward quality care, health promotion and disease prevention.
16. Opportunities were readily available for my participation in management of care for patients.
17. My overall evaluation of this clinical practicum site is:

### **Faculty Evaluation of the Student in a clinical site:**

Each semester during the second year, each student enrolled in the AGACNP or Dual NP program will be evaluated on their NP patient care knowledge, skills and behaviors related to the course objectives with and by a faculty member in a designated clinical site. The course instructor will provide a schedule early in the semester to agree upon a scheduled date for the faculty one day evaluation during the semester. No preceptor agreement is required. The student will print and hand carry a copy of the Faculty Evaluation form posted in the BB course each semester.

## **DISCIPLINARY ACTIONS**

### **Disciplinary Process: Academic**

Graduate nursing faculty will execute professional judgment in the implementation of disciplinary actions related to nursing professional standards. The severity of the disciplinary action will directly correlate with the severity of the student's performance and may or may not follow the sequence of actions listed below. Disciplinary actions include:

- Improvement Plan
- Dismissal from the academic setting
- Dismissal from the nursing program

### **Improvement Plan**

The academic improvement plan is utilized to identify specific professional academic behaviors that are not severe in nature. An improvement plan will be initiated by any full-time faculty for any academic, lab or clinical deficiencies in order to inform the student of the behavior, knowledge and/ or skill identified as not meeting satisfactory expectations during the semester. The expected behavior, knowledge and/ or skill level will be clearly identified by the faculty and the student with specific deadlines. These expectations will be monitored by the faculty, graduate nursing program coordinator and student throughout the remainder of the program. If the expected behaviors are not met and maintained, disciplinary action or possible dismissal from the program may result. Every effort is made to by the graduate faculty to provide remediation at the student's request to support the student's progress in the program. It is the student's responsibility to schedule appointments with their academic advisors, lead instructors, and the graduate coordinator for any required appointments and student initiated appointments for questions or requests for remediation assistance. Expectations must be met at the end of each semester with an 84% or higher (B) or Satisfactory (S) to allow the student to progress to the next semester in the program.

### **Dismissal from the Academic Setting/ Program**

Grounds for academic dismissal action include but are not limited to the following:

1. Receiving a grade of less than "B" in any nursing course(s) in a single semester.
2. Failure to maintain professional standards, such as behavior contrary to generally accepted ethical and professional nursing standards.
3. Violation of Colorado State University-Pueblo Student Conduct Code and Academic Dishonesty Policies. See CSU-Pueblo Catalog.
4. At the discretion of the course instructor, students may be dismissed from the academic setting for behavior that is not conducive to a learning environment. University policy and Colorado state law prohibits all forms of disruptive or obstructive behavior in academic areas during scheduled periods or any action which would disrupt scheduled academic activity. See *Colorado State University Pueblo Catalog, Classroom Behavior*. Further disciplinary action will proceed following a request for a student to leave the academic setting.

Students who are dismissed from the CSU-Pueblo nursing program will receive written notice from the Associate Dean of the Department of Nursing or designee.

### **Disciplinary Process: Clinical**

Graduate nursing faculty will execute professional judgment in the implementation of disciplinary actions related to nursing professional standards. The severity of the disciplinary action will directly correlate with the severity of the student's performance and may or may not follow the sequence of actions listed below. Disciplinary actions include:

- a) Improvement Plan
- b) Dismissal from the clinical setting
- c) Unsatisfactory in a clinical course (and resulting dismissal from the program)
- d) Dismissal from the graduate nursing program

Grounds for clinical disciplinary action include but are not limited to the following:

1. Clinical errors of such severity that clinical safety of patients is in jeopardy.
2. Failure to maintain professional standards, such as behavior not congruent with the Agency Policies, Patient's Bill of Rights, HIPAA, patient confidentiality, ANA Code of Ethics, the National Student Nurses' Association, Inc. Code of Ethics, and the Colorado Nurse Practice Act.
3. Violation of the Colorado State University-Pueblo Graduate Student Handbook procedures and policies.
4. Violations of Colorado State University-Pueblo Student Code of Conduct or Academic Policies (See CSU-Pueblo Catalog).

### **Improvement Plan**

The clinical performance improvement plan is utilized for guidance for performance and/ or behaviors that are not severe in nature. Clinical graduate faculty may initiate a clinical performance improvement plan with a student for clinical performance and/or behaviors considered substandard. The written plan will include the student's behaviors and suggestions for improvements. Behaviors and/or performance that do not improve however, may result in course failure and dismissal from the graduate nursing program. A copy of the plan will be given to the student and maintained in the nursing department student file.

These expectations will be monitored by the lead instructor, graduate nursing program coordinator and student throughout the remainder of the program. If the expected behaviors are not met and maintained, disciplinary action or possible dismissal from the program may result. Every effort is made to by the graduate faculty to provide remediation at the student's request to support the student's progress in the program. It is the student's responsibility to schedule appointments with their academic advisors, lead instructors, and the graduate coordinator for any required appointments and student initiated appointments for questions or requests for remediation assistance. Expectations must be met at the end of each semester with an 84% or higher (B) or Satisfactory (S) to allow the student to progress to the next semester in the program.

### **Dismissal from the Clinical Setting**

If a CSU-Pueblo nurse educator student is dismissed from the clinical site by the faculty, or the preceptor, the student may not return to the clinical teaching practicum until they meet with the graduate nursing program coordinator, and the course instructor based on the nature of the incident and the student's ability to obtain clinical teaching experiences to meet the program requirements. This meeting will be based on the availability of these people. Returning to the clinical teaching practicum is at the discretion of the clinical site, graduate nursing program coordinator and will be determined at a regularly scheduled graduate faculty meeting. Nurse educator students doing a clinical teaching practicum at another school are subject to the policies of that school. Students unable to complete the program requirements will receive an unsatisfactory in the clinical course and be dismissed from the program.

Students who are **dismissed from the CSU-Pueblo nursing program** will receive written notice

from the associate dean of nursing or designee. If a student is dismissed from the program, he or she may make an appointment to meet with the associate dean of nursing, graduate nursing program coordinator, and the course instructor. The student's right to the academic decision appeal process is explained in the CSU-Pueblo Catalog. Students dismissed from other nursing programs should follow the policies of that program. Students must notify the Graduate Program Coordinator of any known potential barriers to complete the CSU-Pueblo program requirements.

### **Grievance, Compliance and Appeal Processes**

For grade appeals, refer to the grade changes / academic appeals as discussed in the CSU-Pueblo catalog. If a student has other concerns or needs clarification about a course, he/she should first make an appointment with the course faculty member. If dissatisfied with the results of the meeting the next step is to make an appointment with the emphasis lead instructor. If dissatisfied with the results of the meeting, or further clarification is needed, the student would then meet with the graduate nursing program coordinator. If resolution is still not reached, an appointment with the associate dean is the next step. The student's academic advisor may also assist in clarifying issues or in utilizing the process.

### **REQUIREMENTS FOR GRADUATION WITH A MASTER OF SCIENCE MAJOR IN NURSING DEGREE:**

Graduate degrees will be granted to candidates who meet all of the published designated emphasis area requirements plus the additional requirements below:

1. Students must have a cumulative graduate GPA of 3.00, or better to graduate. All required courses must be passed with at least a grade of 84% (B) or satisfactory (S).
2. The student must develop a graduation plan using the Advisement Form for Graduate Nursing Program the first semester of enrollment with the graduate nursing program coordinator and be admitted to a graduating cohort. The Advisement Form for Graduate Nursing Program will be completed each fall for the spring and summer semester advisement/ registration and spring for the following fall semester advisement/ registration between the student and academic advisor. Changes in the graduation plan and/ or cohort must be approved by the Graduate Nursing Program Coordinator.
3. Successful completion of one of the following options:
  - a) Non-thesis.
  - b) Directed Research.
  - c) Thesis (NP students may choose options a, or b or c. Nurse Educator students must complete a thesis).

### **Non-Thesis Option: Graduate Comprehensive Oral Examination Policy and Process**

The comprehensive oral examination is the non-thesis option for partial fulfillment of the requirements for the master's degree. The purpose of the comprehensive oral examination is to evaluate the student's ability to synthesize advanced clinical and theoretical knowledge based on program curriculum in a selected area of specialization. The student identifies an advanced practice case study and develops a PICOT question to guide their preparation to present and answer questions in a structured format. The student is required to maintain graduate nursing

course registration or continuous registration course enrollment in the master's program each academic semester during the comprehensive exam process.

### **Comprehensive Oral Examination Advisor**

1. The graduate faculty will assign a comprehensive exam advisor to each student.
2. This advisor will guide the student in the selection and approve a topic that is within the scope of practice for an advanced practice nurse and relevant to the profession.
3. It is highly recommended all students will schedule an appointment with their assigned comprehensive oral examination advisor to receive approval for their topic. The student will prepare a PICOT question, summary of current evidence to support answer the PICOT question to review with their advisor before requesting topic approval.
4. Upon student request, the advisor will guide the student in the development of a multimedia presentation and in preparation for the comprehensive oral exam. Students must allow up to two weeks receiving feedback from the advisor.

### **Timeline for Examination Preparation**

1. Students will be assigned a comprehensive examination advisor by week 10 of the fall semester of the second year. Schedule initial appointment with your assigned comprehensive examination advisor within two weeks of assignment.
2. The initial meeting, the advisor and student will review the PICOT question and discuss current evidence, the students study plan and time line to prepare for the oral examination.
3. The student will prepare a multi-media presentation applying the APN role to minimally include:
  - Font size no less than 28.
  - Cover slide
  - Title, Name, Date, Colorado State University-Pueblo, as partial fulfillment of the oral comprehensive examination.
  - PICOT Question
  - Case study
  - Theory
    - nursing theorist, conceptual model, or as approved by advisor
  - EBP: Practice Guideline appropriate for case study (required for most topics)
  - Evidence Table: referencing current evidence, patient population, variables, statistics, etc. (such as research published since most recent practice guideline) to support APN practice (answering the PICOT question)
  - Gaps: identify any gaps in EBP application in current clinical practice, research or guideline
  - APN implications
    - Integrate current best evidence (research and theory) to support ethical decision-making (using technology) into what you will do specifically as an APN in practice (ANA Ethical Standards, Scope and Standards of Practice, NP Core Competencies, health care policy, etc.) to provide safe, quality patient-centered and culturally sensitive patient care (patient in the case study).

- Identify quality improvement initiatives related to your topic that affect delivery of advanced nursing practice and interprofessional health care treatment/ prevention services and your role to improve patient outcomes and clinical implementation of evidence into practice.
  - Summary: Research, Theory and APN role to care for patient and similar patient population, within your practice, community, state and national level to improve patient outcomes.
  - References
    - APA 6<sup>th</sup> edition (2<sup>nd</sup> printing or newer)
- 4. Submit the proposed multimedia presentation for faculty review to the graduate program associate. Faculty has two weeks to review and send feedback to the student from the time any submission is received. The due dates are as follows:
  - **Anticipated August graduation due: Spring term, end of week seven at 8 am.**
  - **Anticipated December graduation due: Summer term, end of week six at 8 am.**
  - **Anticipated May graduation (one year after admitting cohort) due: Fall term, end of week seven at 8 am.**
  - **Failure to submit by the deadline will result in the student being ineligible to graduate in the anticipated semester.**
  - **Students missing the submission deadline must schedule an appointment with the graduate nursing program coordinator to discuss options.**
- 5. The multimedia proposal presentation will be reviewed by the graduate committee. The student will be notified 3 weeks after submission of approval or disapproval.
  - If submission **is approved**, the student will receive notification of the time and date for their comprehensive oral examination. It does **NOT** imply that the student has passed the comprehensive oral examination.
  - If submission is **approved with minor suggested changes**, the student will make changes and after receiving approval from their academic advisor submit revised multimedia presentation to the graduate program associate. The student will receive notification of the time and date for their comprehensive oral examination. It does **NOT** imply that the student has passed the comprehensive oral examination.
  - If **submission is not approved**, the student may revise it and re-submit one time during the same semester at least one week before the end of the semester. For example: spring term resubmission due by the **end of week 14 at 8 am.**
  - If the **revised submission is not approved** by the advisor and graduate committee, the student must begin the process again the next semester. If the student is still unsuccessful, the student must meet with the graduate nursing program coordinator to discuss options and maintain enrollment university policies.

### **Day of Oral Examination**

The student is expected to demonstrate knowledge and readiness for advanced nursing practice. Also, the student is expected to project a professional appearance during the comprehensive oral examination, e.g. business casual dress, no gum, standing to present, making eye-contact with the audience, being prepared and organized, not reading notes or multi-media presentation, speaking loud and clear.

Comprehensive oral exams adhere to a 60 minute time frame

- Presentation - 20 minutes
- General Audience Questions-5 minutes
- Oral Examination Questions- 25 minutes
- Faculty Evaluation of Student Performance and Discussion with Student- 10 minutes

Evaluation of student performance is Satisfactory or Unsatisfactory. A minimum of three nursing faculty will determine the final grade for the oral examination evaluation.

### **Comprehensive Oral Examination (Expected content related Questions)**

The comprehensive oral exam will be based on the student learning outcomes and emphasis area:

1. How is this topic important to your role (after graduation) specific to your designated emphasis/ area of practice?
2. How would you integrate practice inquiry (scholarly inquiry), evidence, ethical, culturally sensitive and evidence-based decision making using technology in your anticipated advanced nursing practice role?
3. How would you utilize interprofessional collaboration and quality improvement initiatives to provide safe, quality patient-centered care to address the problem in your topic and improve patient outcomes as an advanced practice nurse?
4. How do you utilize a theoretical framework in your practice? Describe this framework and how it guides you in practice.

### **Unsatisfactory Performance**

The student, who receives an unsatisfactory for their comprehensive oral exam, will have one more opportunity to successfully complete the process during the following semester. The student is required to maintain continuous registration in the master's program each academic semester during the oral comprehensive exam process. The student is dismissed from the graduate nursing program following a second consecutive unsatisfactory oral exam performance.

### **Directed Research Policy and Process**

Directed research is a scholarly project that is significant to nursing and relates to the student's area of concentration. This project is a culmination and synthesis of graduate level learning. The setting for directed research can vary depending on the interest of the student. Directed research requires an oral presentation and defense. A directed research manual will be provided.

### **Thesis Policy and Process**

A thesis is a formal research paper prepared under the guidance of a graduate faculty committee in partial fulfillment of the requirements for the master's degree. An oral presentation and defense of the thesis is required for the nurse educator emphasis and optional for the nurse practitioner emphases. A thesis manual will be provided. The student is required to maintain university and course enrollment to complete the thesis process. If the student is unable to complete the thesis process according to the university policy and emphasis degree plan, the student will: register for additional graduate nursing thesis course credits or if the student meets university qualification for

continuous registration course enrollment each academic semester to complete the thesis process. The student's thesis chair will develop a revised advising plan and the student will submit a new/revised graduation plan to the registrar's office.



# Appendices



DEPARTMENT OF NURSING  
2200 BONFORTE BLVD. PUEBLO COLORADO 81001  
719 549-2871

**Incomplete Grade Agreement Form**

NAME OF STUDENT \_\_\_\_\_ PID \_\_\_\_\_  
(Last) (First)

For reasons beyond his/her control the student listed above was unable to complete the requirements of the course listed below within the regular time limits.

COURSE \_\_\_\_\_  
(Call number) (Course number and title) (Sec. No.) (Cr. Hrs)

COURSE INSTRUCTOR \_\_\_\_\_ SEMESTER \_\_\_\_\_ YEAR \_\_\_\_\_

Reasons for course requirements not being completed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If these course requirements, as stated above, are completed on or before (Month) \_\_\_\_\_ (Day) \_\_\_\_\_ (Year) \_\_\_\_\_ they will be evaluated. These evaluations will then be combined with previously completed course work evaluations, and a final semester grade will be recorded for the student by the instructor with the Department of Nursing. Such grade change will be recorded by the instructor within one month after receiving the completed course requirements, as listed above, from the student. If the course work assignments as listed above are not completed and turned in to the instructor by the this same date (Month) \_\_\_\_\_ (Day) \_\_\_\_\_ (Year) \_\_\_\_\_, the temporary grade of "incomplete" will be removed and the alternate grade (F) or U (Unsatisfactory) originally assigned by the instructor will be placed on the permanent record as a final letter grade of whatever grade is earned upon completion.

I have read the requirements and stipulations of this document and agree to abide by its provisions.

STUDENT \_\_\_\_\_ Date \_\_\_\_\_  
(Signature)

COURSE INSTRUCTOR \_\_\_\_\_ Date \_\_\_\_\_  
(Signature)

GRADUATE COORDINATOR \_\_\_\_\_ Date \_\_\_\_\_  
(Signature)

**Graduate Paper Title Page Format**  
Student Name

As partial fulfillment for: (NSG \*\*\* )  
Colorado State University-Pueblo  
Professor \*\*\*  
Date \*\*\*



DEPARTMENT OF NURSING  
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### Nursing Program Enrollment Agreement Form

The following statement confirms that you, the student, agree to the requirements and policies of the Nursing Program as written in *Graduate Nursing Student Handbook*. This is found on the nursing website at: <http://ceeps.colostate-pueblo.edu/Nursing/Handbooks/Pages/default.aspx>

I have read Colorado State University - Pueblo Department of *Graduate Nursing Student Handbook* and agree to comply with the policies and requirements. Furthermore, I understand that unexpected and needed changes in policies and requirements may occur in clinical and/or academic settings. I will be notified in writing of these changes through the university email and Blackboard announcements. I agree to comply with these changes.

I accept the responsibility for payment of lab fees, clinical site scheduling program fees, for personal transportation, faculty recommended conferences and for purchase of technology, hardware, software, books, supplies, lab coats, and any additional drug tests and background checks required by clinical sites. Psychiatric mental health nurse practitioner students and nurse educators do not wear lab coats but must wear professional/business attire

I consent to having my picture/video tapings produced and utilized by Colorado State University-Pueblo Department of Nursing for training, evaluation, research, and public relations purposes.

I am aware that failure to adhere to the nursing program policies and requirements as outlined in this handbook and the university catalog, and the course requirements/expectations identified in course syllabus courses may result in my dismissal from the nursing program.

I have read this handbook. I agree to abide by these policies and requirements during my enrollment in the nursing program. My signature indicates my acceptance of this agreement.

Name (Printed Name Please): \_\_\_\_\_

Signature \_\_\_\_\_ Date (mm/dd/yr) \_\_\_\_\_