



ALVERNO  
COLLEGE

JOANN MCGRATH  
SCHOOL OF NURSING &  
HEALTH PROFESSIONS

Graduate Nursing  
Handbook,  
Policies, and Procedures  
2020-2021

**STUDENT ATTESTATION:  
GRADUATE NURSING STUDENT HANDBOOK,  
POLICIES, AND PROCEDURES**

**COURSE NAME: MSN 600, MSN 600A, MSN 600B (CIRCLE/HIGHLIGHT ONE)**

By signing this statement, I acknowledge that I have accessed the *Graduated Nursing Student Handbook, Policies, and Procedures* electronically from the Alverno website and read it in its entirety. I understand that the content of the Handbook is subject to change without notice and as a graduate nursing student of Alverno College, I am responsible for keeping up-to-date on all information, policies, and procedures therein,

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PRINT YOUR NAME

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SIGNATURE

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DATE

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## **I. ALVERNO COLLEGE MISSION**

Alverno College prepares women for lives of personal and professional distinction and meaningful engagement with the world. Alverno extends this mission by offering graduate and adult programs to women and men. Inspired by its Catholic, Franciscan, and liberal arts heritage, the College intentionally creates and inclusive community that engages students in active and collaborative learning and fosters academic excellence.

## **II. OVERVIEW OF JOANN MCGRATH SCHOOL OF NURSING AND HEALTH PROFESSIONS**

### **Mission**

The mission of the JoAnn McGrath School of Nursing & Health Professions at Alverno College is to prepare proficient, devoted professionals who are grounded in science to promote the well-being of diverse populations in global communities. Our essential focus is to design student learning opportunities to guide the education of unique individuals, highlighting personal and professional development of practitioners who are prepared for leadership and life-long learning.

### **Vision**

The vision of the JoAnn McGrath School of Nursing & Health Professions is to develop professionals with global influence through innovative education.

### **Philosophy of Education**

The Alverno College JoAnn McGrath School of Nursing & Health Professions believes the focus of our work is the learner's personal and professional development. We prepare a nursing professional who is compassionate, ethical, proactive, proficient, and dedicated to lifelong learning in our diverse and ever-changing global communities.

An ability-based curriculum underlies the art and science of nursing education. Founded on the liberal arts, the curriculum integrates human connection, science, and technology to promote health and intervene holistically to human responses. Through innovative learning experiences, we assist the learner to cultivate, apply, and transfer comprehensive knowledge, skills, and abilities that lead to reflective nursing practice.

Alverno faculty and staff believe education goes beyond knowing to being able to do what one knows. Sensitive to unique learning needs, nursing faculty commit to performance-based, multidisciplinary educational practice including public criteria, feedback, and self-assessment. Developmental and varied experiences contribute to learning and increasing professional competence.

The teaching/learning process is a collaborative partnership among learners, educators, health care systems, and the broader community. Educators and learners are mutually responsible to take ownership of and actively engage in learning experiences. Curricula continually evolve to incorporate current theory, research, science, standards, and evidence-based practices. As accomplished educators, learners, researchers, practitioners, and socialized professionals, Alverno faculty serve as role models of lifelong learning. Our goal is to promote a process of teaching and learning that provides guidance to students in the development of career goals and advancement of nursing practice.

### **Purposes of Graduate Nursing Program**

The purposes of the Graduate Nursing Program are to provide advanced programs of study in nursing and opportunities for personal development that enable graduates to maximize their scope of practice to positively impact the health of individuals, families, and communities; improve healthcare quality and accessibility, especially to vulnerable populations; and advance the nursing profession. In doing so, graduate nursing faculty provide direction for the JoAnn McGrath School of Nursing & Health Professions consistent with the purposes of Alverno College: namely creating a community of learning, creating a curriculum, creating ties to the community, and creating relationships with higher education.

### **III. OVERVIEW OF ADVANCED PRACTICE MASTER OF SCIENCE IN NURSING (MSN) DEGREE AND POST-MASTER'S CERTIFICATE PROGRAMS**

The advanced practice graduate nursing programs, available to women and men, carry on Alverno College's tradition in the professional liberal arts, with particular focus on integrative, experiential, and reflective approaches to learning. The advanced practice MSN degree and post-master's certificate curriculum supports students' development of advanced knowledge and advanced competence in the abilities that frame the undergraduate curriculum at Alverno College: *Communication, Analysis, Problem Solving, Valuing in Decision Making, Social Interaction, Developing a Global Perspective, Effective Citizenship, and Aesthetic Engagement*. Practicum experiences and didactic courses are designed to support the learner in applying selected abilities with individuals, families, and groups across the developmental lifespan and in diverse health care settings.

Alverno College offers the following advanced practice MSN degree programs:

- Adult-Gerontology Clinical Nurse Specialist
- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Dual Adult-Gerontology Primary Care and Acute Care Nurse Practitioner
- Family Nurse Practitioner
- Neonatal Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner

The following advanced practice post-master's certificate programs are offered:

- Adult-Gerontology Clinical Nurse Specialist
- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Neonatal Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner

#### **Foundations of Advanced Practice MSN Degree and Post-Master's Certificate Curriculum**

Three American Nurses Association (ANA) documents espouse the basis for all nursing practice, and Alverno nursing faculty use these documents to underpin the curriculum and structure its content and learning experiences:

- *Nursing: Scope and Standards of Practice* (3<sup>rd</sup> ed.; ANA, 2015)
- *Guide to the Code of Ethics for Nurses with Interpretive Statements: Development, Interpretation, and Application* (2<sup>nd</sup> ed.; ANA, 2015)
- *Guide to Nursing's Social Policy Statement: Understanding the Profession from Social Contract to Social Covenant* (ANA, 2015)

In addition, the following documents espouse standards, competencies, and criteria that specifically serve to ground the MSN curriculum:

- *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (Commission on Collegiate Nursing Education [CCNE], 2018)
- *The Essentials of Master's Education in Nursing* (American Association of Colleges of Nursing [AACN], 2011)

The following standards have been incorporated into the curriculum of the advanced practice MSN degree and post-master's certificate nurse practitioner programs:

- *Standards of Practice for Nurse Practitioners* (American Association of Nurse Practitioners [AANP], 2019)
- *Nurse Practitioner Core Competencies Content* (National Organization of Nurse Practitioner Faculties [NONPF], 2017)
- *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education [NTF], 2016)
- *Crosswalk Table: Comparing the CCNE's Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2018) and the National Task Force on Quality Nurse Practitioner Education (NTF) Criteria for Education of Nurse Practitioner Programs (2016)* (CCNE, 2018).

The following standards have been incorporated into the Adult-Gerontology Clinical Nurse Specialist program curriculum:

- *Statement on Clinical Nurse Specialist Practice and Education* (3<sup>rd</sup> ed.; National Association of Clinical Nurse Specialists [NACNS], 2019)
- *Adult-Gerontology Clinical Nurse Specialist Competencies* (AACN, 2010)
- *Gerontology Nursing: Scope and Standards of Practice* (3<sup>rd</sup> ed.; ANA, 2012)

The following population-focused competencies and standards have been incorporated into the nurse practitioner programs, as appropriate:

- *Adult-Gerontology Acute Care and Primary Care Nurse Practitioner Competencies* (AACN & NONPF, 2016).
- *Education Standards and Curriculum Guidelines for Neonatal Nurse Practitioner Programs*, (National Association of Neonatal Nurse Practitioners [NANNP], 2017).
- *Neonatal Nurse Practitioner Competencies and Orientation Toolkit for Neonatal Nurse Practitioners* (2<sup>nd</sup> ed.; NANNP, 2014)
- *Population-Focused Nurse Practitioner Competencies: Family/Across the Lifespan, Neonatal, Acute Care Pediatric, Primary Care Pediatric, Psychiatric-Mental Health, & Women's Health/Gender-Related* (NONPF, 2013)

## **Outcomes of Advanced Practice MSN Degree and Post-Master's Certificate Curriculum**

*In the role of the Advanced Practice Registered Nurse (APRN), the MSN program graduate and post-master's certificate program graduate will:*

- Exhibit mastery of communication skills in multiple modes to build crucial inter-professional team relationships that promote collaboration to ensure safe and effective outcomes.
- Provide holistic, patient-focused, evidence-based care.
- Evaluate and apply informatics using current and evolving technology to facilitate and enhance optimal clinical care and organizational decision-making.
- Skillfully engage in collaborative and trans-disciplinary leadership to (re)construct strategies for innovative and transformative change in complex healthcare settings.

- Synthesize current and emerging science and theory to design ethical and cost-effective approaches to care that consider the uniqueness of individuals, families, communities and populations.

## **Advanced Practice MSN Degree and Post-Master's Certificate Programs**

### **Admission Requirements**

#### **Advanced Practice MSN Degree Program Applicants:**

- BSN degree conferred by a college or university accredited by a nursing accreditation agency approved by the U.S. Department of Education
- Unencumbered WI registered nurse (RN) license or multi-state compact licensure
- RN employment (full or part-time) (See Section VI: RN Employment Requirement Policy)
- Completion of an approved undergraduate or graduate-level inferential statistics course with a grade of “B” or better within 5 years of admission. Alternatively, the student may take an approved inferential statistics course during the first semester of study. BSC 257 and MSN 650 (preferred) are two Alverno course options that satisfy this requirement.

#### **Advanced Practice Post-Master's Certificate Program Applicants:**

- MSN degree conferred by a college or university accredited by a nursing accreditation agency approved by the U.S. Department of Education
- Unencumbered WI registered nurse (RN) license or multi-state compact licensure
- RN employment (full or part-time) (See Section VI: RN Employment Requirement Policy)

**Non-U.S. Applicants:** minimum TOEFL score of 550

#### **Adult-Gerontology Acute Care Nurse Practitioner Program and Dual Adult-Gerontology Primary Care and Acute Care Nurse Practitioner Program Applicants Only:**

- Minimum of one year of full-time acute care nursing work experience (or its part-time equivalent) within five years of admission
- Minimum of one year full-time acute care specialty or critical care nursing work experience (or its part-time equivalent) within five years prior to entering track courses
- Current ACLS certification preferred on admission, and required prior to and throughout clinical practicum courses

#### **Neonatal Nurse Practitioner Program Applicants Only:**

- Minimum of two years of full-time (or equivalent) clinical practice experience as an RN in the care of critically ill neonates or infants prior to and within five years of entering the NNP track courses. The majority of this practice experience must be obtained in a Level III and/or IV NICU.
- Current employment (full or part-time) in a Level III and/or Level IV NICU is a requirement for admission to and continued progression in the Neonatal Nurse Practitioner Program
- NRP certification required prior to clinical and throughout clinical practicum courses.

### **Summary of Graduate Advanced Practice Nursing Programs Curriculum**

All graduate students enrolled in an advanced practice MSN degree program must take the graduate nursing advanced practice program core courses and the set of courses specific to their program track. With the exception of the Capstone courses (i.e., MSN 755 and MSN 760), all core courses must be completed prior to enrollment in the track courses. Advanced practice MSN degree seeking students enroll in MSN 600 Orientation concurrent with their first semester; advanced practice post-master's program students enroll in MSN 600a Orientation concurrent with their first track course.



MSN 600 and MSN 600a are delivered online and must be completed by the student within two weeks (14 days) of the semester start date of graduate weekend college (WEC) as identified in the Alverno College Academic Calendar published on the College website.

Graduate students must take 3 semester credits (part-time status) to be eligible for financial aid; students must take 6 semester credits to be considered full-time. Further information about the curriculum is provided in the current *Alverno College Bulletin*.

<b>Graduate Nursing Advanced Practice Program Core Courses:</b>	
<b>MSN 600:</b>	Orientation (MSN degree program students only, 0 credits)
<b>MSN 600a:</b>	Orientation (post-master's certificate program students only, 0 credits)
<b>MSN 615:</b>	Advanced Practice Roles and Nursing Theories (3 credits)
<b>MSN 621:</b>	Advanced Physiology and Pathophysiology (3 credits)
<b>MSN 602:</b>	Nursing Inquiry, Research, and Scholarship (3 credits)
<b>MSN 616:</b>	Ethics for the Advanced Practice Nurse (1 credit)
<b>MSN 622:</b>	Advanced Health and Physical Assessment (3 credits)
<b>MSN 603:</b>	Health Care Systems: Organization, Economics, and Politics (3 credits)
<b>MSN 617:</b>	Population-Based Health (3 credits)
<b>MSN 623:</b>	Advanced Pharmacotherapeutics and Clinical Decision Making (3 credits)
<b>MSN 755:</b>	Capstone 1 (1 credit)
<b>MSN 760:</b>	Capstone 2 (1 credit)

## **Graduate Nursing Advanced Practice Program Core Course Descriptions**

### **MSN 600: Orientation to MSN Program (0 credits)**

*Prerequisite: Admission to the advanced practice MSN degree program.*

Students engage in on-line activities to become oriented to Alverno College and the Graduate Nursing Program. Castle Branch requirements are completed.

### **MSN 600a: Orientation to Post-Master's Certificate Program (0 credits)**

*Prerequisite: Admission to the post-master's certificate program.*

Students engage in on-line activities to become oriented to Alverno College and the Graduate Nursing Program. Castle Branch requirements are completed.

### **MSN 602 Nursing Inquiry, Research and Scholarship (3 credits)**

*Prerequisite: MSN 615 completed or concurrent, or equivalent course pre-approved for transfer credit. Completion of undergraduate inferential statistics course within 5 years of admission to the advanced practice MSN program*

Students develop research skills to facilitate utilization of knowledge that promotes high quality health care to clients, initiates change, and improves nursing education and advanced practice. These skills include the ability to: critically evaluate the appropriateness and usefulness of research; identify problems in practice settings through data review and develop strategies to address them through either application of research findings or quality improvement processes; evaluate the quality of practice guidelines; and relate study findings to practice outcomes. Ethical principles and practices in the conduct of nursing research with human subjects are explored.

### **MSN 603 Health Care Systems: Organization, Economics, and Politics (3 credits)**

*Prerequisite: MSN 615 completed or concurrent, or equivalent course pre-approved for transfer credit..*

Students comprehensively and systematically examine the interrelationships among health care policy and politics, delivery and access to care issues, and financing of health care in order to make high quality, cost-effective choices in the allocation of health care resources and to participate in formulating health care agendas for individuals and communities. Students become intimately knowledgeable of federal, state, and local health care resources. They analyze the interaction and the impact of politics, organization, and economics on their areas of practice.

### **MSN 615 Advanced Practice Roles and Nursing Theories (3 credits)**

*Prerequisite: MSN 600 or MSN 600a completed or concurrent.*

Students explore current and emerging roles of advanced practice nurses (APRNs) in various settings, including required competencies, scope of practice, and issues of specialization. They examine the roles of the APRN within an interdisciplinary health care system, with an emphasis on legal and professional issues, models of practice, and leadership. Students also examine the evolving theoretical foundations of the nursing profession through the exploration of nursing and related disciplines' theories. They learn to analyze, critique, and evaluate various theories to determine their utility to guide APRN practice and education in select populations. Advanced practice nurses use multiple theories in their work with individuals, families, communities and organizations. This course provides students with a solid grounding in theoretical analysis and application within their specific roles. *Note: MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role.*

### **MSN 616 Ethics for the Advanced Practice Nurse (1 credit)**

*Prerequisite: MSN 600 completed or concurrent.*

Students start with an examination of their own moral decision-making and are then introduced to ethical models and frameworks will be introduced. Ethical decision-making processes are discussed as they relate to the role of the advanced practice nurse and are applied to practice situations including informed consent and end-of-life issues. The role of ethics committees and consultations is also explored.

### **MSN 617 Population-Based Health (3 credits)**

*Prerequisite: MSN 615 completed or concurrent, or equivalent course pre-approved for transfer credit..*

This course introduces students to health promotion fundamentals in advanced practice nursing. Basic epidemiological principles and international, national and local health promotion goals are examined with emphasis on cultural competence and environmental principles, individual assessment, and evidence-based practice. Students are introduced to concepts of inter-professionalism and patient-centered care while exploring the leadership role of the APRN. Students analyze and describe health information technologies and data sources that promote safe practice environments, patient safety, cost-effectiveness, and optimal population health outcomes.

### **MSN 621 Advanced Physiology and Pathophysiology (3 credits)**

*Prerequisite: MSN 600 or MSN 600a completed or concurrent.*

Students use theory and research to explore the etiology, pathogenesis, and clinical manifestations of common diseases for individuals across the lifespan, including adult and older-adult populations. They also study variations in physiological health and illness processes attributable to age, race, culture, ethnicity, gender, and socioeconomic status. The focus is on generalized stress response and how the body adapts to a variety of acute and chronic illnesses throughout the span of one's life. This course is the supporting foundation for advanced-practice clinical decision making, diagnosing, and managing a therapeutic approach across the lifespan. Prior knowledge of basic physiology and pathophysiology is required.

### **MSN 622 Advanced Health and Physical Assessment (3 credits)**

*Prerequisite: MSN 621 completed or equivalent course pre-approved for transfer credit. Current CPR certification and updated immunization records required.*

Students examine and apply advanced health and physical assessment techniques and theories in the collaborative care of culturally diverse individuals and families with an emphasis on individuals across the lifespan, including adult and older-adult populations. They develop advanced physical assessment skills and use data and clinical decision making within the defined context of their professional practice. They use differential diagnoses to identify physical and/or psychological

illness based on possible pathology, given the lifestyle practices of clients. Prior knowledge and experience of basic health and physical assessment techniques are required.

### **MSN 623 Advanced Pharmacotherapeutics and Clinical Decision Making (3 credits)**

*Prerequisite: MSN 621 completed or equivalent course pre-approved for transfer credit. Current CPR certification and updated immunization records required.*

Students examine and apply principles of advanced pharmacology in the management of clients across the lifespan with an emphasis on the adult-gerontology population. The course emphasizes pharmacokinetics and pharmacotherapeutics of major drug classifications, and current clinical drug research. Students evaluate ethnopharmacological research studies to discern clinical applications with individuals from racially and ethnically diverse backgrounds. This course also helps prepare students for national certification and for meeting state requirements for prescriptive authority as an APRN after graduation from the MSN program.

### **MSN 755 Capstone 1 (1 credit)**

*Prerequisites: All advanced practice program core courses completed; first track theory course (MSN 700, MSN 624, MSN 634, MSN 644, MSN 654, MSN 684, or MSN 694) concurrent or completed.*

The capstone is a project that synthesizes student's learning from all previous semesters in a final demonstration of meeting program outcomes for graduation. Each student works throughout the semester to develop a proposal for the planned capstone project. The proposal includes a solid case for the need for the identified project, a clear purpose statement, and a review of literature. The methods for implementing the project is also outlined. The student works closely with a chosen faculty capstone mentor throughout this process.

### **MSN 760 Capstone 2 (1 credit)**

*Prerequisite: MSN 755 completed.*

In this course, students implement the project identified in their capstone proposal. They will then analyze the result of the project and identify areas for improvement and further exploration. The final product must be approved by their chosen faculty capstone mentors as meeting program outcomes for graduation.

## **Capstone Project**

All advanced practice MSN degree program students are required to complete a capstone project; advanced practice post-master's certificate programs do not have this requirement. The Capstone is a summative scholarly project conceptualized and executed in MSN 755 and MSN 760. Typically, students enroll in these courses and conduct the project during the two final semesters of their program. Alternatively, some students conduct the project after completing their track courses.

The Capstone serves as the final graduation requirement for advanced practice MSN degree program students. Completed under the guidance of a faculty mentor, the capstone project reflects high standards of scholarly inquiry, technical mastery, and literary skill commensurate with graduate education. The overriding goal of the Capstone is for the student to demonstrate knowledge and proficiency in a specific area of interest. Through the project, students integrate and apply the knowledge and skills they acquired through the academic coursework of their program to a particular problem within the scope of their future advanced practice. The problem of interest and the importance of addressing it is established through the literature, thereby justifying the need for the project. The Capstone is grounded in theoretical frameworks and research evidence located in peer-reviewed journals, culminating in scholarly paper and professional poster presentation.

The student assumes full responsibility for understanding and fulfilling the most current requirements of the project, which are described in the *Capstone Guidelines* located in the Capstone Moodle ONG course.

## **Elective Courses Available to Advanced Practice Graduate Nursing Students**

There are elective courses available to all advanced practice MSN degree and post-master's certificates students. Examples include:

### MSN-628 Suturing for the Advanced Practice Provider (0 credits)

*Prerequisite: MSN 622 completed or concurrent, or equivalent course pre-approved for transfer credit.*

This course provides a situated learning opportunity for developing and experienced advanced practice graduate nursing students. Through focused instruction and hands-on practice, students gain knowledge and skills as they learn closure techniques for lacerations of various body parts. Patient and provider safety, sterile technique, and technical skills are emphasized.

MSN-697 Independent Study (1 credit)

*Prerequisite: permission of the course faculty*

MSN Independent Study: Topics vary and are jointly determined by faculty and student.

MSN 653 is a required course in the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) program and Dual Adult-Gerontology Primary Care and Acute Care Nurse Practitioner (AGPCNP/AGACNP) program. When space allows, MSN 653 is offered as an elective course to students in other advance practice nursing programs and may be taken with permission of the course faculty.

MSN 653 Advanced Clinical Procedures (2 credits)

*Prerequisite: Admission to the AGACNP or AGACPCNP program, or with permission of the course faculty. AGACNP students: MSN 654 completed or concurrent. Dual AGPCNP/AGACNP students: MSN 694 completed or concurrent. All other students: MSN 644, MSN 624, or MSN 700 completed or concurrent. Current CPR and updated immunization health records required.*

This is a clinical procedures course wherein graduate nursing students gain knowledge and psychomotor skills commensurate with their future advanced practice role. Through hands-on instruction and supervised practice, students are prepared to maximize experiential learning opportunities in the clinical practice of their program of study. This course involves advanced clinical procedures low-fidelity simulation workshops facilitated by expert clinicians, self-paced self-study online learning modules, interactive case studies, and focused discussion. Professional scope and standards of practice, patient safety, and quality of care are emphasized. Additionally, a digital record of supervised advanced clinical procedures simulation education and practice is created in *Typhon*; multiple advanced practice continuing education credits (contact hours, including pharmacology hours granted by an American Nurses Credentialing Center [ANCC] sanctioned provider) are completed; and with the permission of faculty, up to 8 hours of non-direct patient care may be credited toward the clinical practice hours requirement of the student's concurrent practicum course.

Travel Courses: The International and Cultural Center sponsors courses that involve domestic or international studies. Courses that may be of special interest to advanced practice graduate nursing students are the clinical practice travel courses (listed under INS courses in IOL). Usually, one of these travel courses is offered each semester. Historically, travel has been to underserved areas in Mississippi, Cuba, Costa Rica, Belize, and Jamaica, but the destination site may vary from semester to semester. MSN students in the AGPCNP, AGACNP or dual AGPCNP/AGACNP, FNP, CNS, and PMHNP programs are eligible to take these courses. With the permission of their program Chair, direct patient care hours completed during travel courses may be applied toward clinical practicum hour requirements. Students interested in taking an INS practicum course should consult their academic advisor.

## Summary of Graduate Nursing Advanced Practice Programs Track Courses

Adult-Gerontology Clinical Nurse Specialist	Adult-Gerontology Acute Care Nurse Practitioner	Adult-Gerontology Primary Care Nurse Practitioner	Dual Adult-Gerontology Primary and Acute Care Nurse Practitioner	Family Nurse Practitioner	Neonatal Nurse Practitioner	Psychiatric Mental Health Nurse Practitioner
<p><b>MSN 700</b> Adv Practice Nursing: Individual and Population Based Health (3 cr)</p> <p><b>MSN 700P</b> Adv Practice Nursing: Individual and Population Based Health Practicum (2 cr, 200 hrs)</p> <p><i>*Elective:</i> MSN 653-02 Adv Clinical Procedures in Adult-Gerontology (2 cr)</p>	<p><b>MSN 653</b> Adv Clinical Procedures in Adult-Gerontology (2 cr)</p> <p><b>MSN 654</b> Adv Acute Care Adult-Gerontology 1 (3 cr)</p> <p><b>MSN 654P</b> AGACNP Practicum 1 (2 cr, 200 hrs)</p>	<p><b>MSN 644</b> Adv Primary Care Adult-Gerontology 1 (3 cr)</p> <p><b>MSN 644P</b> AGPCNP Practicum 1 (2 cr, 200 hrs)</p> <p><i>*Elective:</i> MSN 653-02 Adv Clinical Procedures in Adult-Gerontology (2 cr)</p>	<p><b>MSN 653</b> Adv Clinical Procedures in Adult Gerontology (2 cr)</p> <p><b>MSN 694</b> Dual Adv Primary and Acute Care Adult-Gerontology 1 (3 cr)</p> <p><b>MSN 694P</b> Dual AGPCNP/AGA CNP Practicum 1 (3 cr, 300 hrs)</p>	<p><b>MSN 624</b> Adv Primary Care Management of Middle-Aged and Older Adults (3 cr)</p> <p><b>MSN 624P</b> FNP Practicum 1 (2 cr, 200 hrs)</p> <p><i>*Elective:</i> MSN 653-02 Adv Clinical Procedures in Adult-Gerontology (2 cr)</p>	<p><b>MSN 681</b> Pathophysiology Pharmacology in Neonatology (1 cr)</p> <p><b>MSN 682</b> Adv Neonatal Physical Assessment (3 cr)</p>	<p><b>MSN 630</b> Adv Psychopharmacology (3 cr)</p>
<p><b>MSN 701</b> Adv Practice Nursing: Program Development and Evaluation (3 cr)</p> <p><b>MSN 701P</b> Adv Practice Nursing: Program Development and Evaluation Practicum (2 cr, 200 hrs)</p>	<p><b>MSN 655</b> Adv Acute Care Adult-Gerontology 2 (3 cr)</p> <p><b>MSN 655P</b> AGACNP Practicum 2 (2 cr, 200 hrs)</p>	<p><b>MSN 645</b> Adv Primary Care Adult-Gerontology 2 (3 cr)</p> <p><b>MSN 645P</b> AGPCNP Practicum 2 (2 cr, 200 hrs)</p>	<p><b>MSN 695</b> Dual Adv Primary and Acute Care Adult-Gerontology 2 (3 cr)</p> <p><b>MSN 695P</b> Dual AGPCNP/AGA CNP Practicum 2 (3 cr, 300 hrs)</p>	<p><b>MSN 625</b> Adv Primary Care Management of Women and Children (3 cr)</p> <p><b>MSN 625P</b> FNP Practicum 2 (2 cr, 200 hrs)</p>	<p><b>MSN 683</b> Adv Clinical Procedures in Neonatology (2 cr)</p> <p><b>MSN 684</b> Adv Practice Neonatology 1 (3 cr)</p> <p><b>MSN 684P</b> NNP Practicum 1 (2 cr, 200 hrs)</p>	<p><b>MSN 634</b> Adv Mental Health Care Management of Adults (3 cr)</p> <p><b>MSN 634P</b> PMHNP Practicum 1 (2 cr, 200 hrs)</p>
<p><b>MSN 730</b> Adv Practice Nursing: Leadership for Systems Improvement (3 cr)</p>	<p><b>MSN 656</b> Advanced Acute &amp; Critical Care Adult-Gerontology (3 cr)</p>	<p><b>MSN 646</b> Special Topics in Adv Practice Nursing Gerontology and Related Specialties (3 cr)</p>	<p><b>MSN 646</b> Special Topics in Adv Practice Nursing Gerontology and Related Specialties (3 cr)</p>	<p><b>MSN 626</b> Adv Primary Care Management of Vulnerable Populations (3 cr)</p>	<p><b>MSN 685</b> Adv Practice Neonatology 2 (3 cr)</p>	<p><b>MSN 635</b> Adv Mental Health Care Management of Children, Adolescents and the Geriatric Populations (3 cr)</p>

Adult-Gerontology Clinical Nurse Specialist	Adult-Gerontology Acute Care Nurse Practitioner	Adult-Gerontology Primary Care Nurse Practitioner	Dual Adult-Gerontology Primary and Acute Care Nurse Practitioner	Family Nurse Practitioner	Neonatal Nurse Practitioner	Psychiatric Mental Health Nurse Practitioner
<b>MSN 730P</b> Advanced Practice Nursing: Leadership for Systems Improvement Practicum (2 cr, 200 hrs)	<b>MSN 656P</b> AGACNP Practicum 3 (2 cr, 200 hrs)	<b>MSN 646P</b> AGPCNP Practicum 3 (2 cr, 200 hrs)	<b>MSN 696P</b> Dual AGPCNP/AGACNP Practicum 3 (3 cr, 300 hrs)	<b>MSN 626P</b> FNP Practicum 3 (2 cr, 200 hrs)	<b>MSN 685P</b> NNP Practicum 2 (2 cr, 200 hrs)	<b>MSN 635P</b> PMHNP Practicum 2 (2 cr, 200 hrs)
			MSN 656 Adv Acute & Critical Care Adult-Gerontology (3 cr)  MSN 698P Dual AGPCNP/AGACNP Practicum 4 (3 cr, 300 hrs)		MSN 686 Adv Critical Care Neonatology (3 cr)  MSN 686P NNP Practicum 3 (2 cr, 200 hrs)	MSN 636 Adv Mental Health Care Management of the Seriously Ill and the Substance Addicted Populations (3 cr)  MSN 636P PMHNP Practicum 3 (2 cr, 200 hrs)

## Adult-Gerontology Clinical Nurse Specialist (AG-CNS) Curriculum

The AG-CNS program prepares students to provide advanced care across the age continuum from illness to wellness and from acute care to primary care. Clinical nurse specialists are leaders and facilitators of change, coordinators of specialized care, and implementers of evidence-based care within and between organizations to facilitate quality improvement, patient safety, and lower health care costs. AG-CNS track courses are offered on a planned rotating basis.

**Students in the AG-CNS MSN degree program** complete 39 credits in theory and practicum courses, including 600 hours of supervised clinical practice in approved specialty care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. AG-CNS MSN degree program students are required to complete all graduate nursing advanced practice core courses prior entering the AG-CSN track courses.

**The post-master's certificate AG-CNS program** provides students with a master's degree in nursing the additional course and clinical work necessary to fulfill requirements for AG-CNS board certification. Post-master's AG-CNS program applicants' transcripts are reviewed and academic plans are individualized based on educational background at the time of admission. At minimum, post-master's AG-CNS students' program of study includes MSN 600a and all AG-CNS track courses. Students complete 600 hours of supervised clinical practice in approved specialty care settings with appropriately credentialed and approved preceptors. A minimum of 15 track course credits must be completed at Alverno.

### AG-CNS Track Course Descriptions

#### **MSN 700 Advanced Practice Nursing: Individual and Population Based Health (3 credits)**

*Prerequisites: Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 700P*

concurrent. *Advanced practice post-master's certificate students-* MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit. MSN 700P concurrent. *Note:* MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.

Emphasis for this course will be direct care for the adults and older adults. Students will focus on theories of aging and the geriatric syndromes. Prevention through health management will be stressed, continuing concepts of population-based health and epidemiology from previous courses. There will be a focus on team-building and interprofessional collaboration for care coordination and improvement. Continuing work in the competency of evidence-based practice will be stressed as they relate to culture, genetics, and outcomes. Program development will be introduced. Students will identify an area of concern and do an informal needs assessment to start their capstone project.

### **MSN 700P Advanced Practice Nursing: Individual and Population Based Health Practicum (2 credits)**

*Prerequisites: Advanced practice MSN degree students-* MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 700 completed or concurrent. *Advanced practice post-master's certificate students-* MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit. MSN 700 completed or concurrent. *Note:* MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.

The NACNS describes nursing practice as falling in the Nursing and Nursing Practice sphere, the Client Direct Care sphere, and/or the Organizations and System sphere. Activities that fall within these spheres and are informed by specialty standards of practice, specialty practice, specialty skills/competencies and/or specialty knowledge may accrue toward the clinical hours. Within the MSN Curriculum the APRN learner will achieve outcomes within all three spheres of influence. MSN 700 in conjunction with MSN 700P will focus on direct care as it overlaps with organizations/systems and nursing/nursing practice. Program outcomes supported by this course(s) include mastery of communication skills to build interprofessional relationships, provision of patient-focused, evidence-based care in the role of an APRN and synthesis of emerging science and theory to design effective approaches to care. *(This course includes a 200-hour practicum.)*

### **MSN 701 Advanced Practice Nursing: Program Development and Evaluation (3 credits)**

*Prerequisites: MSN 700 and MSN 700P completed. MSN 701P concurrent. Current CPR and updated immunization records required.*

Students will examine the specific skills in program development and evaluation. Building upon the threads of direct patient care competencies from previous courses, students will learn how to design innovative nursing practice approaches. They will explore how to design, implement and manage clinical programs including chart development, building budgets, fiscal evaluation, and outcomes/benefits for both large and small innovations. Integration of informatics and health care technology in program development will be emphasized. Students will develop the proposal for their capstone project, including the needs assessment, review of literature, and plan for implementation.

### **MSN 701P Advanced Practice Nursing: Program Development and Evaluation Practicum (2 credits)**

*Prerequisites: MSN 700 and MSN 700P completed. MSN 701 completed or concurrent. Current CPR and updated immunization records required.*

This clinical practicum is designed to provide students with an in-depth opportunity to plan, design, deliver, and evaluate population-based advanced nursing practice using program development and education models and services. Through this practicum, students have the opportunity to function in the role of the advanced practice nurse using the three spheres of influence with an emphasis on the nurse and nursing practice sphere. The student will reflect on practicum experiences while applying selected theories and frameworks. The overall outcome for the practicum experience will be to perform Clinical Nurse Specialist (CNS) duties that are consistent with the mission, values, and program development goals of the selected practicum site. *(This course includes a 200-hour practicum.)*

### **MSN 730 Advanced Practice Nursing: Leadership for Systems Improvement (3 credit)**

*Prerequisites: MSN 701 and MSN 701P completed. MSN 730P concurrent. Current CPR and updated immunization records required.*



As the final course in the program, students will demonstrate synthesis of previous course contents as they explore the leadership role of the CNS. Leadership theories, models and styles will be examined, along with the concepts of consultation, mentoring, coaching and teaching. Students will explore the IRB process, the importance of certification, and the meaning of membership on state and national professional boards. Students will implement their capstone project and evaluate their work.

### **MSN 730P Advanced Practice Nursing: Leadership for Systems Improvement Practicum (2 credits)**

*Prerequisites: MSN 701 and MSN 701P completed. MSN 730 completed or concurrent. Current CPR and updated immunization records required.*

This clinical practicum is designed to provide students with an in-depth opportunity to plan, design, deliver, and evaluate processes that impact health care at the system/organizational level. Through this practicum, students will have the opportunity to function in the role of the advanced practice nurse using the three spheres of influence with an emphasis on the system/organizational sphere and development of leadership skills. The student will reflect on practicum experiences while applying selected theories and frameworks. The overall outcome for the practicum experience will be for students to integrate all Clinical Nurse Specialist (CNS) skills and competencies and apply them successfully in practice. *(This course includes a 200-hour practicum.)*

**Note:** Advanced practice MSN degree program students in the AG-CNS track should enroll in MSN 755 concurrent with MSN 701 and MSN 760 concurrent with MSN 730.

## **Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Curriculum**

The AGACNP program prepares students to provide advanced acute care to adults, ranging from adolescents to the frail elderly. The stabilization of patients with multiple complex health problems and prevention of complications through high-quality, cost-effective inter-professional team management is emphasized. Generally, the AGACNP track courses are offered in spring and fall semesters. **Note:** This program has additional RN work experience requirements that must be met prior to entering and throughout progression in the track courses (See Section III: ...Admission Requirements).

**Students in the AGACNP MSN degree program** complete 41 credits in theory, advanced clinical procedures, and practicum courses, including 600 hours of supervised clinical practice in approved acute and/or critical care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. AGACNP MSN degree program students are required to complete all graduate nursing advanced practice core courses prior entering the AGACNP track courses.

**The post-master's certificate AGACNP program** provides students with a master's degree in nursing the additional course and clinical work necessary to fulfill requirements for AGACNP board certification. Post-master's AGACNP program applicants' transcripts are reviewed and academic plans are individualized based on educational background at the time of admission. At minimum, the post-master's AGACNP students' program of study includes MSN 600a and all AGACNP track courses. Students complete 600 hours of supervised clinical practice in approved acute and/or critical care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. A minimum of 17 track course credits must be completed at Alverno.

## **AGACNP Track Course Descriptions**

### **MSN 653 Advanced Clinical Procedures (2 credits)**

*Prerequisites: Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 654 and MSN 654P concurrent. Advanced practice post-master's certificate students- MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 654 and MSN 654P or MSN 694 and MSN 694P concurrent. Note: MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.*

This is a clinical procedures course wherein graduate nursing students gain knowledge and psychomotor skills commensurate with their future advanced practice role. Through hands-on instruction and supervised practice, students are prepared to maximize experiential learning opportunities in the clinical practica of their program of study. This course involves advanced clinical procedures low-fidelity simulation workshops facilitated by expert clinicians, self-paced self-



study online learning modules, interactive case studies, and focused discussion. Professional scope and standards of practice, patient safety, and quality of care are emphasized. Additionally, a digital record of supervised advanced clinical procedures simulation education and practice is created in *Typhon*; multiple advanced practice continuing education credits (contact hours, including pharmacology hours granted by an American Nurses Credentialing Center [ANCC] sanctioned provider) are completed; and with the permission of faculty, up to 8 hours of non-direct patient care may be credited toward the clinical practice hours requirement of the student's concurrent practicum course.

### **MSN 654 Advanced Acute Care Adult-Gerontology 1 (3 credits)**

*Prerequisites: Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 653 and MSN 654P concurrent. Advanced practice post-master's certificate students- MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit. MSN 653 and MSN 654P concurrent. Note: MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.*

This is the first of two theory courses in the AGACNP program, wherein content is organized by body system. The third and final theory course in the AGACNP program is focused on the management of critical and complex physical and mental illnesses across the adult spectrum from late adolescent to frail older adult. The primary emphasis of MSN 654 is advanced practice nursing care management of episodic and chronic health problems. Students build upon knowledge gained in the MSN program core courses, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating adult-gerontology acute care to optimize health and health care systems. Disease prevention and treatment as well as the restoration of maximum health in adult individuals and populations, including the frail elderly are also addressed.

### **MSN 654P Adult-Gerontology Acute Care Practicum 1 (2 credits)**

*Prerequisites: Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 653 and MSN 654 concurrent. Advanced practice post-master's certificate students- MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 653 and MSN 654 concurrent. Note: MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.*

This course provides a situated experiential learning opportunity, conducted in outpatient and/or inpatient hospital settings where episodic and chronic health problems spanning the adult-gerontology continuum are diagnosed and treated. Under the direct oversight of an approved clinical preceptor, the student engages in collaborative, interprofessional acute care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology acute care. It is expected that students apply theoretical knowledge, skills, and abilities attained in prerequisite MSN program core courses, as well as the corresponding AGACNP track theory course, Advanced Acute Care Adult-Gerontology 1 (MSN 654), as they partner with patients in the clinical environment to optimize health outcomes. 200 practicum hours required in this course. *(This course includes a 200-hour practicum)*

### **MSN 655 Advanced Acute Care Adult-Gerontology 2 (3 credits)**

*Prerequisites: MSN 654 and MSN 654P completed. MSN 655P concurrent. Current CPR certification and updated immunization records required.*

This is the second of two theory courses in the AGACNP program, wherein content is organized by body system. The third and final theory course in the AGACNP program is focused on the management of critical and complex physical and mental illnesses across the adult spectrum from late adolescent to frail older adult. The primary emphasis of MSN 655 is advanced practice nursing care management of episodic and chronic health problems. Students build upon knowledge gained in the MSN program core courses, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating adult-gerontology acute care to optimize health and health care systems. Disease prevention and treatment as well as the restoration of maximum health in adult individuals and populations, including the frail elderly are also addressed.

### **MSN 655P Adult-Gerontology Acute Care Nurse Practitioner Practicum 2 (2 credits)**

*Prerequisites: MSN 654 and MSN 654P completed. MSN 655 completed or concurrent. Current CPR and ACLS*

*certification and updated immunization records required.*

This course provides a situated experiential learning opportunity, conducted in outpatient and/or inpatient hospital settings where episodic and chronic health problems spanning the adult-gerontology continuum are diagnosed and treated. Under the direct oversight of an approved clinical preceptor, the student engages in collaborative, interprofessional acute care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology acute care. It is expected that students apply theoretical knowledge, skills, and abilities attained in pre-requisite MSN program core courses, as well as the corresponding AGACNP track theory course, Advanced Acute Care Adult-Gerontology 2 (MSN 655), as they partner with patients in the clinical environment to optimize health outcomes. 200 clinical hours required in this course. *(This course includes a 200-hour practicum)*

### **MSN 656 Advanced Acute & Critical Care Adult-Gerontology (3 credit)**

*Prerequisites: MSN 655 and MSN 655P or MSN 695 and MSN 696 (dual track students only) completed. MSN 656P or MSN 698P (dual track students only) concurrent. Current CPR certification and updated immunization records required.*

This is the third theory course in the AGACNP program with content focusing on the management of critical and complex physical and mental illnesses across the adult spectrum from late adolescent to frail older adult. The primary emphasis of MSN 656 is advanced practice nursing care management of acute episodic and critical health problems. Students build upon knowledge gained in the MSN program core courses, MSN 654 and MSN 655, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating adult-gerontology acute care patients to optimize health and health care systems. Critical management of single and multiple body systems as well as the restoration of maximum health in adult individuals and populations, including the frail elderly will also be addressed.

### **MSN 656P Adult-Gerontology Acute Care Nurse Practitioner Practicum 3 (2 credits)**

*Prerequisites: MSN 655 and MSN 655P only completed. MSN 656 completed or concurrent. Current CPR and ACLS certification and updated immunization records required.*

This course provides a situated experiential learning opportunity, conducted in outpatient and/or inpatient hospital settings where episodic and chronic health problems spanning the adult-gerontology continuum are diagnosed and treated. Under the direct oversight of an approved clinical preceptor, the student engages in collaborative, inter-professional acute care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology acute care. It is expected that students apply theoretical knowledge, skills, and abilities attained in pre-requisite MSN program core courses, as well as the corresponding AGACNP track theory course, *Advanced Acute and Critical Care Adult-Gerontology* (MSN 656), as they partner with patients in the clinical environment to optimize health outcomes. The student completes 200 clinical hours in this course. *(This course includes a 200-hour practicum)*

**Note:** Advanced practice MSN degree program students in the AGACNP track should enroll in MSN 755 concurrent with MSN 655 and MSN 760 concurrent with MSN 656.

## **Adult-Gerontology Primary Care Nurse Practitioner (AGACNP) Curriculum**

The AGPCNP program prepares students to provide advanced primary care to adults, ranging from adolescents to the frail elderly. Advanced health promotion, disease prevention, and high-quality, cost-effective management of episodic and chronic health problems are emphasized. Generally, AGPCNP track courses are offered in spring and fall semesters.

**Students in the AGPCNP MSN degree program complete** 39 credits in theory and practicum courses, including 600 hours of supervised clinical practice in approved primary care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. AGPCNP MSN degree program students are required to complete all graduate nursing advanced practice core courses prior entering the AGPCNP track courses.

**The post-master's certificate AGPCNP program** provides students with a master's degree in nursing the additional course and clinical work necessary to fulfill requirements for AGPCNP board certification. Post-master's AGPCNP program applicants' transcripts are reviewed and academic plans are individualized based on educational background at the time of admission. At minimum, post-master's AGPCNP students' program of study includes MSN 600a and all AGPCNP track courses. Students complete 600 hours of supervised clinical practice in approved primary care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. A minimum of 15 track course credits must be completed at Alverno.

## AGPCNP Track Course Descriptions

### **MSN 644 Advanced Primary Care Adult-Gerontology 1 (3 credits)**

*Prerequisites: Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 644P concurrent. Advanced practice post-master's certificate students- MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit. MSN 644P concurrent. Note: MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.*

This is the first of two theory courses in the AGPCNP Program, wherein the course content is organized by body system and spans the adult-geriatric primary care wellness-illness continuum. Health promotion and protection, and disease prevention and treatment in adult-geriatric individuals and populations, including the frail elderly, are addressed. There is an emphasis on advanced-practice primary care management of episodic and chronic health problems. Students are expected to build upon knowledge gained in the MSN program core courses, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating adult-gerontology primary care to optimize health and health care systems.

### **MSN 644P Adult-Gerontology Primary Care Nurse Practitioner Practicum 1 (2 credits)**

*Prerequisites: Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 644 completed or concurrent. Advanced practice post-master's certificate students- MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 644 completed or concurrent. Note: MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.*

This course provides a situated experiential learning opportunity, conducted in an outpatient setting where episodic and chronic health problems spanning the adult-geriatric wellness-illness continuum are diagnosed and treated. Under the direct supervision of an approved clinical preceptor, the student engages in collaborative, inter-professional primary care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology primary care. It is expected that students apply theoretical knowledge, skills, and abilities attained in pre-requisite MSN program core courses, as well as the corresponding AGPCNP track theory course, as they partner with patients in the clinical environment to optimize health outcomes. *(This course includes a 200-hour practicum)*

### **MSN 645 Advanced Primary Care Adult-Gerontology 2 (3 credits)**

*Prerequisites: MSN 644 and MSN 644P completed. MSN 645P concurrent. Current CPR and updated immunization records required.*

This is the second of two theory courses in the AGPCNP program in which course content is organized by body system and spans the adult-geriatric primary care wellness-illness continuum. Health promotion, health protection, and disease prevention and treatment in adult-geriatric individuals and populations, including the frail elderly are addressed. There is an emphasis on advanced-practice primary care management of episodic and chronic health problems. Students are expected to build upon knowledge gained in the MSN program core courses, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence and the cost of care in formulating and evaluating adult-gerontology primary care to optimize health can health care systems.

### **MSN 645P Adult-Gerontology Primary Care Nurse Practitioner Practicum 2 (2 credits)**

*Prerequisites: 644 and MSN 644P completed. MSN 645 completed or concurrent. Current CPR and updated immunization records required.*

This course provides a situated experiential learning opportunity, conducted in outpatient settings where episodic and chronic health problems spanning the adult-geriatric wellness-illness continuum are diagnosed and treated. Under the direct supervision and guidance of an approved clinical preceptor, the student engages in collaborative, inter-professional primary care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology primary care. It is expected that students apply theoretical knowledge, skills, and abilities attained in MSN program core courses, build upon prior MSN 644 and MSN 644P learning, and apply the

corresponding AGPCNP track theory course (MSN 645) contents, as they partner with patients in the clinical environment to optimize health outcomes. 200 practicum hours required in this course. *(This course includes a 200-hour practicum)*

### **MSN 646 Advanced Primary Care Adult-Gerontology and Related Specialties (3 credits)**

*Prerequisites: MSN 645 and MSN 645P or MSN 695 and MSN 695P (dual track students only) completed. MSN 646P or MSN 696P (dual track students only) concurrent. Current CPR and updated immunization records required.*

In this course, students will explore special topics in advanced practice nursing gerontology. Exemplars may include but are not limited to: long-term management, self-neglect in older adults, anticipatory management of geriatric syndromes, maximizing the health and well-being of older veterans, technologies that support aging in place, and advanced practice management of end-of-life care. Advanced practice topics relative to the care of older adults in the specialty areas of nephrology, endocrinology, rheumatology, orthopedics, dermatology, oncology and others will be explored.

### **MSN 646P Adult-Gerontology Primary Care Nurse Practitioner Practicum 3 (2 credits)**

*Prerequisites: MSN 645 and MSN 645P completed. MSN 646 completed or concurrent. Current CPR and updated immunization records required.*

This course provides a situated experiential learning opportunity, typically conducted in an outpatient setting where episodic and chronic health problems spanning the adult-geriatric wellness-illness continuum are diagnosed and treated. In some cases, alternative clinical experiences in geriatric specialty clinical settings may be negotiated with the AGPCNP program chair, for part or all the 200 clinical practice hours required to this course. Key to student placement in a geriatric specialty clinical are the care needs of the population served. Under the direct supervision of an approved clinical preceptor, the student engages in collaborative, inter-professional primary care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of adult-gerontology primary care. It is expected that students apply theoretical knowledge, skills, and abilities attained in MSN program core courses and prior AGPCNP track courses as well as the corresponding AGPCNP track theory course (MSN 646), as they partner with patients in the clinical environment to optimize health outcomes. 200 practicum hours required in this course. *(This course includes a 200-hour practicum)*

**Note:** students should enroll in MSN 755 concurrent with MSN 645 and enroll in MSN 760 concurrent with MSN 646.

## **Dual Adult-Gerontology Primary Care Nurse Practitioner and Acute Care Nurse Practitioner (AGPCNP/AGACNP) Curriculum (A Dual Track Program)**

The dual track Adult-Gerontology Primary and Acute Care Nurse Practitioner (AGPCNP/AGACNP) program prepares students to provide advanced primary and acute care to adults, ranging from adolescents to the elderly. Students complete 50 credits in theory, advanced clinical procedures, and clinical practicum courses, including 1,200 total hours of supervised clinical practice, 600 hours in primary care and 600 hours in acute and/or critical care settings, thereby expanding their scope of practice and increasing their employability. Completion of the dual-track program requires only one semester more of full-time study than either the AGPCNP or AGACNP program alone. Upon graduation, students are eligible to apply for dual national certification as an adult-gerontology primary care nurse practitioner and adult-gerontology acute care nurse practitioner.

All graduate nursing advanced practice core courses must be completed prior to entering the dual AGPCNP/AGACNP program track courses. Generally, AGPCNP/AGACNP track courses are offered in spring and fall semesters. Practice hours are allocated across four courses. **Note:** This program has additional RN work experience requirements that must be met prior to entering and throughout progression in the track courses (See Section III:...Admission requirements).

## **Dual AGPCNP/AGACNP Track Course Descriptions**

### **MSN 653 Advanced Clinical Procedures (2 credits)**

*Prerequisites: Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 654 and MSN 654P concurrent. Advanced practice post-master's certificate students- MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 654 and MSN 654P or MSN 694 and*

*MSN 694P concurrent. Note: MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.*

This is a clinical procedures course wherein graduate nursing students gain knowledge and psychomotor skills commensurate with their future advanced practice role. Through hands-on instruction and supervised practice, students are prepared to maximize experiential learning opportunities in the clinical practice of their program of study. This course involves advanced clinical procedures low-fidelity simulation workshops facilitated by expert clinicians, self-paced self-study online learning modules, interactive case studies, and focused discussion. Professional scope and standards of practice, patient safety, and quality of care are emphasized. Additionally, a digital record of supervised advanced clinical procedures simulation education and practice is created in *Typhon*; multiple advanced practice continuing education credits (contact hours, including pharmacology hours granted by an American Nurses Credentialing Center [ANCC] sanctioned provider) are completed; and with the permission of faculty, up to 8 hours of non-direct patient care may be credited toward the clinical practice hours requirement of the student's concurrent practicum course.

### **MSN 694 Dual Advanced Primary and Acute Care Adult-Gerontology 1 (3 credits)**

*Prerequisites: Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 653 and MSN 694P concurrent. Advanced practice post-master's certificate students- MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit. MSN 653 and MSN 694P concurrent. Note: MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.*

This is the first of two theory courses in the dual AGPCNP/AGACNP program, wherein content is organized by body system and spans the adult-gerontology wellness-illness continuum. The primary emphasis of MSN 694 is advanced practice nursing care management of episodic and chronic health problems. Students build upon knowledge gained in the MSN program core courses, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating adult-gerontology primary and acute care to optimize health and health care systems. Health promotion and protection, and disease prevention and treatment, as well as the restoration of maximum health in adult individuals and populations, including the frail elderly are also addressed.

### **MSN 694P Dual AGPCNP/AGACNP Practicum 1 (3 credits)**

*Prerequisites: Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 653 and MSN 694 concurrent. Advanced practice post-master's certificate students- MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 653 and MSN 694 completed or concurrent. Note: MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.*

This course provides a situated experiential learning opportunity, conducted in outpatient and/or inpatient hospital settings where episodic and chronic health problems spanning the adult-gerontology continuum are diagnosed and treated. Under the direct oversight of an approved clinical preceptor, the student engages in collaborative, interprofessional primary and/or acute care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology primary and/or acute care. Students complete 300 clinical practice hours, which are appropriately applied toward meeting the primary care and/or acute care clinical practice hour requirements of the dual AGPCNP/AGACNP program (1200 hours total: 600 in primary care and 600 in acute care). It is expected that students apply theoretical knowledge, skills, and abilities attained in prerequisite MSN program core courses, as well as the corresponding dual AGPCNP/AGACNP track theory course, *Dual Advanced Primary and Acute Care Adult-Gerontology 1* (MSN 694), as they partner with patients in the clinical environment to optimize health outcomes.

### **MSN 695 Dual Advanced Primary and Acute Care Adult-Gerontology 2 (3 credits)**

*Prerequisites: MSN 694 and MSN 694P completed. MSN 695P concurrent. Current CPR and ACLS certification and updated immunization records required.*

This is the second of two theory courses in the dual AGPCNP/AGACNP program, wherein content is organized by body system and spans the adult-gerontology wellness-illness continuum. The primary emphasis of MSN 695 is advanced practice nursing care management of episodic and chronic health problems. Students build upon knowledge gained in the



MSN program core courses, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating adult-gerontology primary and acute care to optimize health and health care systems. Health promotion and protection, and disease prevention and treatment, as well as the restoration of maximum health in adult individuals and populations, including the frail elderly are also addressed.

### **MSN 695P Dual AGPCNP/AGACNP Practicum 2 (3 credits)**

*Prerequisites: MSN 694 and MSN 694P completed. MSN 695 completed or concurrent. Current CPR and ACLS certification and updated immunization records required.*

This course provides a situated experiential learning opportunity, conducted in outpatient and/or inpatient hospital settings where episodic and chronic health problems spanning the adult-gerontology continuum are diagnosed and treated. Under the direct oversight of an approved clinical preceptor, the student engages in collaborative, interprofessional primary and/or acute care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology primary and/or acute care. Students complete 300 clinical practice hours, which are appropriately applied toward meeting the primary care and/or acute care clinical practice hour requirements of the dual AGPCNP/AGACNP program (1200 hours total: 600 in primary care and 600 in acute care). It is expected that students apply theoretical knowledge, skills, and abilities attained in prerequisite MSN program core courses, as well as the corresponding dual track AGPCNP/AGACNP theory course, *Dual Advanced Primary and Acute Care Adult-Gerontology 2* (MSN 695), as they partner with patients in the clinical environment to optimize health outcomes.

### **MSN 646 Advanced Primary Care Adult-Gerontology and Related Specialties (3 credits)**

*Prerequisites: MSN 645 and MSN 645P or MSN 695 and MSN 695P (dual track students only) completed. MSN 646P or MSN 696P (dual track students only) concurrent. Current CPR and updated immunization records required.*

In this course, students will explore special topics in advanced practice nursing gerontology. Exemplars may include but are not limited to: long-term management, self-neglect in older adults, anticipatory management of geriatric syndromes, maximizing the health and well-being of older veterans, technologies that support aging in place, and advanced practice management of end-of-life care. Advanced practice topics relative to the care of older adults in the specialty areas of nephrology, endocrinology, rheumatology, orthopedics, dermatology, oncology and others will be explored.

### **MSN 696P Dual AGPCNP/AGACNP Practicum 3 (3 credits)**

*Prerequisites: MSN 695 and MSN 695P completed. MSN 646 concurrent. Current CPR certification and updated immunization records required.*

Complete course Description in development.

Students complete 300 clinical practice hours, which are appropriately applied toward meeting the primary care and/or acute care clinical practice hour requirements of the dual AGPCNP/AGACNP program (1200 hours total: 600 in primary care and 600 in acute care). It is expected that students apply theoretical knowledge, skills, and abilities attained in prerequisite MSN program core courses as well as the prior and corresponding track theory courses as they partner with patients in the clinical environment to optimize health outcomes.

### **MSN 656 Advanced Acute & Critical Care Adult-Gerontology (3 credit)**

*Prerequisites: MSN 655 and MSN 655P or MSN 696P (dual track students only) completed. MSN 656P or MSN 698P concurrent. Current CPR certification and updated immunization records required.*

This is the third theory course in the AGACNP (and dual AGPCNP/AGACNP) program with content focusing on the management of critical and complex physical and mental illnesses across the adult spectrum from late adolescent to frail older adult. The primary emphasis of MSN 656 is advanced practice nursing care management of acute episodic and critical health problems. Students build upon knowledge gained in the MSN program core courses, MSN 654 (MSN 694 dual track students) and MSN 655 (MSN 695 dual track students), applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating adult-gerontology acute care patients to optimize health and health care systems. Critical management of single and multiple body systems as well as the restoration of maximum health in adult individuals and populations, including the frail elderly will also be addressed.

### **MSN 698P Dual AGPCNP/AGACNP Practicum 4 (3 credits)**

*Prerequisites: MSN 696P completed; MSN 656 concurrent. Current CPR certification and updated immunization records required.*

Complete course Description in development.

Students complete 300 clinical practice hours, which are appropriately applied toward meeting the primary care and/or acute care clinical practice hour requirements of the dual AGPCNP/AGACNP program (1200 hours total: 600 in primary care and 600 in acute care). It is expected that students apply theoretical knowledge, skills, and abilities attained in prerequisite MSN program core courses, as well as the prior and corresponding track theory as they partner with patients in the clinical environment to optimize health outcomes.

**Note:** students should enroll in MSN 755 concurrent with MSN 646 and MSN 760 concurrent MSN 656.

## **Family Nurse Practitioner (FNP) Curriculum**

The Family Nurse Practitioner (FNP) program prepares students to work in the community and care for patients across the life span, treating common acute and chronic illnesses. Working in primary care settings, FNPs provide high-quality, patient-centered health care to a broad range of consumers. Generally, FNP track courses are offered in spring and fall semesters.

**Students in the FNP MSN degree program** complete 39 credits in theory and clinical practicum courses, including 600 hours of supervised clinical practice in approved primary care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. FNP MSN degree program students are required to complete all graduate nursing advanced practice core courses prior entering the FNP track courses.

**The post-master's certificate FNP program** provides students with a master's degree in nursing the additional course and clinical work necessary to fulfill requirements for FNP board certification. Post-master's FNP program applicants' transcripts are reviewed and academic plans are individualized based on educational background at the time of admission. At minimum, post-master's FNP students' program of study includes MSN 600a and all FNP track courses. Students complete 600 hours of supervised clinical practice in approved primary care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. A minimum of 15 track course credits must be completed at Alverno.

## **FNP Track Course Descriptions**

### **MSN 624 Advanced Primary Care Management of Middle-Aged and Older Adults (3 credits)**

*Prerequisites: Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 624P concurrent. Advanced practice post-master's certificate students- MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit. MSN 624P concurrent. Note: MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.*

Students will be engaged in didactic experiences derived from evidence-based practices in health promotion, disease prevention, and illness care management for middle-aged and older adults. Students will use advanced critical thinking to apply culturally sensitive care.

### **MSN 624P FNP Practicum 1 (2 credits)**

*Prerequisites: Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 624 concurrent. Advanced practice post-master's certificate students- MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 624 concurrent. Note: MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.*

Students integrate theories and concepts from advanced pharmacology, advanced health assessment, and advanced pathophysiology in the collaborative care of culturally diverse individuals and families. They will have didactic and clinical practice related to health promotion, illness prevention, and disease management of the middle age and older adult.

Students will use their advanced critical thinking to apply culturally sensitive care, perform examinations, and formulate differential diagnoses and treatment plans for middle age to older adult populations. They will use differential diagnoses to identify physical and/or psychological illness based on possible pathology given lifestyle practices of clients, families, and communities. *(This course includes a 200-hour practicum)*

### **MSN 625 Advanced Primary Care Management of Women and Children (3 credits)**

*Prerequisites: MSN 624 and MSN 624P completed. MSN 625P concurrent. Current CPR and updated immunization records required.*

Students will increase knowledge necessary for advanced practice nursing in the primary health care of women, infants, children and adolescents. Emphasis will be placed on principles of health promotion, disease prevention, common primary health care problems, and diagnoses often seen in these populations. The student will develop a holistic approach to advanced primary health care incorporating the needs of women, infants, children and adolescents. Pathophysiological, social, and development theories, relevant research findings, and the implications of these for health care are explored. Students will begin to examine and identify when referrals may be necessary in these populations.

### **MSN 625P FNP Practicum 2 (2 credits)**

*Prerequisites: 624 and MSN 624P completed. MSN 625 completed or concurrent. Current CPR and updated immunization records required.*

Students will continue to develop their approach to both common acute and chronic primary health care across the lifespan based on current and emerging national guidelines. Students will continue to focus in on areas to ensure a well-rounded clinical experience to fulfill the scope of practice as a Family Nurse Practitioner. These areas should include experience with populations across the lifespan consistent with Family Practice. Preventative care, disease prevention, health maintenance, and lifestyle changes are central to all treatment plans along with cost-efficient options, when available. *(This course includes a 200-hour practicum)*

### **MSN 626 Advanced Primary Care Management of Vulnerable Populations (3 credits)**

*Prerequisites: MSN 625 and MSN 625P completed. MSN 626P concurrent. Current CPR and updated immunization records required.*

Students will continue to build their knowledge of more vulnerable populations and complex health conditions (i.e. cardiac, pulmonary, cancer and mental health) and learn their role in the management of these diagnoses within their scope of practice as an FNP in Primary Care. Emphasis will be placed on the care of the elderly and diagnoses often seen in this and other high-risk populations. The student will be engaged in many levels of skill refinement, intellectual investigation, theoretical exploration, and evidence-based advanced nursing practice application of health assessment and physical examination approaches. Emphasis on other issues a well-rounded family nurse practitioner will need to be knowledgeable of are included: coding/payment structures, ethics and values, death/dying/grief and bereavement, and topics of professionalism such as scope of practice/accountability/collaboration and quality assurance.

### **MSN 626P FNP Practicum 3 (2 credits)**

*Prerequisites: MSN 625 and MSN 625P completed. MSN 626 completed or concurrent. Current CPR and updated immunization records required.*

Students will continue to refine their approach to both common, acute and chronic care based on current and emerging national guidelines. The student may explore a specialty practice in the community setting to advance their knowledge in areas of orthopedics, pain management, dermatology, etc., to augment their expertise in the primary care practice environment. Preventative care and lifestyle changes continue to be central to all treatment plans along with cost efficient options, when available. *(This course includes a 200-hour practicum)*

## **Neonatal Nurse Practitioner (NNP) Curriculum**

The Neonatal Nurse Practitioner (NNP) program prepares students to provide advanced care to infants across the spectrum, from premature neonates to infants up to two years of age. All courses are offered online, except for one clinical procedures course involving limited on-campus workshops. Generally, the NNP track courses are offered in spring and



fall semesters. *Note:* This program has additional RN work experience requirements that must be met prior to entering and throughout progression in the track courses (See Section III:…Admission Requirements).

**Students in the NNP MSN degree program** complete 45 credits in theory, advanced clinical procedures, and clinical practicum courses, including 600 hours of supervised clinical practice in primary care, specialty newborn care units, and level II-IV neonatal intensive care units with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. NNP MSN degree program students are required to complete all graduate nursing advanced practice core courses prior entering the NNP track courses.

**The post-master’s certificate NNP program** provides students with a master’s degree in nursing the additional course and clinical work necessary to fulfill requirements for NNP board certification. Post-master’s NNP program applicants’ transcripts are reviewed and academic plans are individualized based on educational background at the time of admission. At minimum, post-master’s NNP students’ program of study includes MSN 600a and all NNP track courses. Students complete 600 hours of supervised clinical practice in primary care, specialty newborn care units, and level II-IV neonatal intensive care units with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. A minimum of 21 track course credits must be completed at Alverno.

## **NNP Track Course Descriptions**

### **MSN 681 Advanced Pathophysiology and Pharmacology in Neonatology (3 credits)**

*Prerequisites: Admission to the NNP program. Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; Advanced practice post-master's certificate students- MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit. Note: MSN 615 is not required for post-master’s certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.*

This graduate level course incorporates scientific concepts, principles, and theories into discussion of advanced pathophysiologic processes of the neonate for the advanced practice provider. The course also provides content specific to neonatal pharmaco-therapeutics. These two topics are combined in this course to offer a unique understanding of how these two scientific processes relate to the neonate. Neonatal pathophysiology and pharmaco-therapeutics will combine processes to connect the combined science that encompasses definition/classification, epidemiology, risk factors, etiology, pathogenesis, and clinical manifestations to the neonatal pathophysiology. This course will provide physiologic and practical knowledge for the neonatal nurse practitioner to pharmacologically manage the health care needs of the neonate at the advanced practice nursing level. Course content focuses on systemic recognition, pathophysiology, and pharmacologic management of common conditions affecting the newborn. Principles and content in neonatal pharmaco-therapeutics, including pharmacokinetics, mechanisms of action and potential adverse effects of medications commonly used in the management of acutely and critically ill neonates will be discussed in this course.

### **MSN 682 Advanced Neonatal Physical Assessment (1 credit)**

*Prerequisite: Admission to the NNP program. MSN 681 completed or concurrent. Current CPR certification & updated immunization records required.*

This course is designed to develop the student's knowledge of comprehensive neonatal physical assessment. The content is organized by body system and encompasses the wellness-illness continuum of the preterm and term neonate. The primary emphasis of MSN 682 is to prepare the NNP student to use advanced assessment skills to diagnose and provide differential diagnosis of physical findings in the premature and term neonate within the advanced practice nursing role. Emphasis is on acquisition and analysis of relevant data for the development of a comprehensive and holistic assessment. The major focus is on neonatal assessment in neonates, interpretation of screening and diagnostic tests, history and physical to formulate a differential diagnosis.

### **MSN 683 Advanced Clinical Procedures in Neonatology (2 credits)**

*Prerequisites: Admission to the NNP program. Current CPR and Neonatal Resuscitation Program (NRP) certification. Updated immunization records required. Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 681 and MSN 682 completed or concurrent. Advanced practice post-master's certificate students- MSN 600a,*

MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit. MSN 681 and MSN 682 completed or concurrent. *Note:* MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role.

MSN 683 is an introductory advanced clinical procedures course wherein graduate nursing students gain advanced knowledge and psychomotor skills commensurate with their future NNP role. This course is primarily online, involving self-paced self-study online learning modules, interactive case studies, and focused discussions; limited on-campus required participation integrates advanced newborn assessment skills and practice along with advanced clinical procedures in a low-fidelity simulation workshop facilitated by expert clinicians. Through hands-on instruction and supervised practice, NNP students are prepared to maximize experiential learning opportunities in their clinical practice. Professional scope and standards of practice, patient safety, and quality of care are emphasized. Additionally, a digital record of supervised advanced clinical procedures simulation education and practice is created in *Typhon*; multiple advanced practice continuing education credits (contact hours, including pharmacology hours granted by an American Nurses Credentialing Center [ANCC] sanctioned provider) are completed.

### **MSN 684 Advanced Practice Neonatology 1 (3 credits)**

*Prerequisites:* Admission to the NNP program. Current CPR and Neonatal Resuscitation Program (NRP) certification. Updated immunization records required. Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 681 and MSN 682 completed or concurrent. Concurrent enrollment in MSN 684P. Advanced practice post-master's certificate students- MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 681 and MSN 682 completed or concurrent. Concurrent enrollment in MSN 684P. *Note:* MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role.

MSN 684 is the first of three theory courses in the NNP program designed to provide theoretical and practical knowledge to manage the healthcare needs of infants in the hospital setting (special care nursery and level II NICU) with the exception of student participation in the neonatal follow up clinic. This course focuses on content related to common conditions affecting the newborn in the setting of low acuity care, promotion of continuity of care, neurodevelopmental considerations, and primary care management. The content will also emphasize the identification, synthesis, and implementation of evidence-based management strategies to support the infant and family in these settings. The knowledge gained from this course contributes to the foundation of increasingly intensive practicum practice which begins in MSN 685, 685P.

### **MSN 684P NNP Practicum 1 (2 credits)**

*Prerequisites:* Current CPR and Neonatal Resuscitation Program (NRP) certification. Updated immunization records required. Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 681, MSN 682, MSN 684 completed or concurrent. Advanced practice post-master's certificate students- MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 681, MSN 682, MSN 684 completed or concurrent. *Note:* MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role.

This course provides a situated experiential learning opportunity, conducted within an inpatient hospital setting (special care nursery, level II NICU, attendance at deliveries) where common and episodic health problems of the neonatal care occur. Additionally, students gain experience in an outpatient setting to participate in care beyond discharge of complex neonates. Under the direct oversight of an approved clinical preceptor, the student engages in collaborative, interprofessional acute and critical care of newborn patients, including attendance at deliveries, thereby progressing toward competence in the delivery of advanced practice neonatal care. It is expected that students apply theoretical knowledge, skills, and abilities attained in pre-requisite MSN program core courses, along with the corresponding NNP track theory course, *Advanced Practice Neonatology I* (MSN 684).

**MSN 685 Advanced Practicum Neonatology 2 (3 credits)** Course in development.

**MSN 685P Neonatal Nurse Practitioner Practicum 2 (2 credits)** Course in development.

**MSN 686 Advanced Critical Care Neonatology (3 credits)** Course in development.

**MSN 686P Neonatal Nurse Practitioner Practicum 3 (2 credits)** Course in development.

**Note:** students should enroll in MSN 755 concurrent with MSN 685 and enroll in MSN 760 concurrent with MSN 686.

## **Psychiatric-Mental Health Nurse Practitioner (PMHNP) Curriculum**

The Psychiatric Mental Health Nurse Practitioner (PMHNP) program prepares students to provide advanced comprehensive mental health care for individuals, families, and groups with psychiatric disorders across the lifespan. Generally, the AGACNP track courses are offered in spring and fall semesters.

**Students in the PMHNP MSN degree program** complete 42 credits in theory, advanced clinical procedures, and practicum courses, including 600 hours of supervised clinical practice in approved psychiatric and mental health care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. PMHNP MSN degree program students are required to complete all graduate nursing advanced practice core courses prior entering the PMHNP track courses.

**The post-master's certificate PMHNP program** provides students with a master's degree in nursing the additional course and clinical work necessary to fulfill requirements for PMHNP board certification. Post-master's PMHNP program applicants' transcripts are reviewed and academic plans are individualized based on educational background at the time of admission. At minimum, post-master's PMHNP students' program of study includes MSN 600a and all PMHNP track courses. Students complete 600 hours of supervised clinical practice in approved acute and/or critical care settings with appropriately credentialed and approved preceptors. Practice hours are allocated across three practicum courses. A minimum of 18 track course credits must be completed at Alverno.

### **PMHNP Track Course Descriptions**

#### **MSN 630 Psychopharmacology (3 credits)**

*Prerequisites: MSN 622 and MSN 623 completed.*

Students will understand the basics pertaining to drugs used for both therapeutic and addictive purposes in the mental health world. At the outset, the course will present the basic structures of the nervous system necessary to understand the pharmacokinetics and pharmacodynamics of psychoactive drugs. Many psychoactive drugs are used for therapeutic purposes. Other psychoactive drugs, even though prescribed for therapeutic purposes, become the objects of addiction. The second phase of the course treats the major classes of drugs used for therapeutic purposes: antidepressants, antipsychotics, mood stabilizers, anxiolytics/hypnotics, and stimulants. In this phase of the class, the actions, side effects, and risks of the various drugs will be considered. This phase will also treat special topics such as promoting adherence, and how to monitor the clients' response to medications. The third phase of the course devotes itself to the drugs of addiction such as alcohol, cocaine, opioids, and stimulants. The medications used in the treatment of addictions will be presented in this section.

#### **MSN 634 Advanced Mental Health Care Management of Adults (3 credits)**

*Prerequisites: Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 630 completed; MSN 634P concurrent. Advanced practice post-master's certificate students- MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit. MSN 630 completed; 634P concurrent. Note: MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.*

Students will enhance their ability to establish and cultivate therapeutic relationships as well as deepen their awareness of theories of personality and psychopathology as they acquire further skills in the assessment and diagnosis of mental illness primarily in the adult populations. They will build upon knowledge and skills from advanced psychopharmacology. They will expand their awareness of advanced pathophysiology to encompass concepts of normal and abnormal neurophysiology. They will use all of the above components to bring their critical reflective skills to bear on the promotion of mental health, and the assessment and differential diagnoses of the depressive and anxiety spectrum disorders. They will acquire experience in developing collaborative, holistic, client-centered treatment plans taking into consideration the unique biopsychosocial circumstances of the life context of clients. Through didactic experiences, students will be able to include the psychopharmacological agents approved for the treatment of depressive and anxiety

spectrums according to psychiatric guidelines and evidence-based practice, as well as the psychotherapy modalities of Cognitive Behavioral Therapy, Behavioral Activations Therapy, Acceptance/Commitment Therapy, and Brief Solution-Focused Therapy.

### **MSN 634P PMHNP Practicum 1 (2 credits)**

*Prerequisites: Advanced practice MSN degree students- MSN 600, MSN 602, MSN 603, MSN 615, MSN 616, MSN 617, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 630 completed; MSN 634 completed or concurrent. Advanced practice post-master's certificate students- MSN 600a, MSN 615, MSN 621, MSN 622, and MSN 623 completed or equivalent courses pre-approved for transfer credit; MSN 630 completed; MSN 634 completed or concurrent. Note: MSN 615 is not required for post-master's certificate students with current national board certification practicing in the APRN role. Current CPR and updated immunization records required.*

Students will apply knowledge and skills at the novice level learned in the theory portion of MSN 634. Students are expected to show evidence of development of beginner skills in assessing, diagnosing and choosing appropriate interventions/plan of care for their mental health clients. *(This course includes a 200-hour practicum in an inpatient or outpatient mental health setting)*

### **MSN 635 Advanced Mental Health Care Management of Children, Adolescents and the Geriatric Populations (3 credits)**

*Prerequisites: MSN 634 and 634P completed. MSN635P concurrent. Current CPR and updated immunization records required.*

Students apply their knowledge of mental health and their skills of critical thinking to the advanced mental health care of the bipolar and psychotic spectrum disorders as well as mental health disorders pertinent to children, adolescents, and geriatric populations. Students will be guided to respectfully consider the cultural, spiritual, and unique circumstances of individual clients. Through didactic experiences, students will be able to incorporate into the treatment plans the psychopharmacological agents approved for the treatment of bipolar and psychotic spectrum disorders, attention-deficit hyperactivity disorder in children and adults, and the dementias and mood disorders of the geriatric population according to psychiatric guidelines and evidence-based practice. They will acquire knowledge of complementary/alternative modes of care known today as integrative mental health care. Students will also learn and practice principles of Group Therapy as well as learn the basic components of Dialectical Behavior Therapy.

### **MSN 635P PMHNP Practicum 2 (2 credits)**

*Prerequisites: MSN 634 and MSN 634P completed. MSN 635 completed or concurrent. Current CPR and updated immunization records required.*

Students will apply knowledge and skills at the intermediate level learned in the theory portion of MSN-635. Students are expected to show evidence of development of intermediate skills in assessing, diagnosing and choosing appropriate interventions/plans of care for their mental health clients. Students should plan to spend a minimum of 30 of their 200 practicum hours with child/adolescent clients. Students should also plan to spend a minimum of 10 of their 200 clinical hours in a group therapy setting. *(This course includes a 200-hour practicum in an inpatient or outpatient mental health setting)*

### **MSN 636 Advanced Mental Health Care Management of the Seriously Ill and the Substance Addicted Populations (3 credits)**

*Prerequisites: MSN 635 and MSN 635P completed. MSN 636P concurrent. Current CPR and updated immunization records required.*

Students will focus their clinical knowledge and their critical thinking skills on the assessment, diagnosis, and treatment of the special needs of traumatized, eating disordered, and the substance addicted populations. Students will develop holistic, collaborative, client-centered treatment plans that take into account the special biopsychosocial needs of these complex traumatized, chronically mentally ill, and substance addicted populations. Through didactic and clinical experiences, students will be able to include the best evidence-based psychopharmacological agents used to treat complex conditions. Students will learn the theory of the Recovery Model of Chronic Mental Illness. They will deepen basic experience in the principles of Motivational Interviewing. Students will be engaged in many levels of skill refinement, intellectual

investigation, theoretical exploration, and evidence-based advanced mental health nursing practice application. This course will also emphasize additional elements about which a competent psychiatric nurse practitioner will need to be knowledgeable, including but not limited to ethics, scope and standards of psychiatric mental health nursing, accountability, quality assurance, and coding/payment structures.

### **MSN 636P PMHNP Practicum 3 (2 credits)**

*Prerequisites: MSN 635 and MSN 635P completed. MSN 636 completed or concurrent. Current CPR and updated immunization records required.*

Students will apply knowledge and skills at the proficient level learned in the theory portion of MSN 636. Students are expected to show evidence of development of proficient skills in assessing, diagnosing and choosing appropriate interventions/plans of care for their mental health clients. *(This course includes a 200-hour practicum in an inpatient or outpatient mental health setting)*

**Note:** students should enroll in MSN 755 concurrent with MSN 635 and enroll in MSN 760 concurrent with MSN 636.

## **IV. OVERVIEW OF DIREXT ENTRY MASTER OF SCIENCE IN NURSING (DEMSN) PROGRAM**

The Direct Entry Master of Science in Nursing (DEMSN) program is specifically designed for college graduates who aspire to complete a second degree while advancing to a master's status and specifically, to attain a Master of Science in Nursing (MSN) degree. Students in the DEMSN program are generally expected to attend full-time, and take courses and advance in the program as a cohort. Dropping to part-time status requires permission from the Director of the DEMSN program. DEMSN students must take 3 semester credits (part-time status) to be eligible for financial aid; students must take 6 semester credits to be considered full-time. Further information about the curriculum is provided in the current *Alverno College Bulletin*.

### **Foundations of DEMSN Curriculum**

Three American Nurses Association (ANA) documents espouse the basis for all nursing practice, and Alverno nursing faculty use these documents to underpin the curriculum and structure its content and learning experiences:

- *Nursing: Scope and Standards of Practice* (3<sup>rd</sup> ed.; ANA, 2015)
- *Guide to the Code of Ethics for Nurses with Interpretive Statements: Development, Interpretation, and Application* (2<sup>nd</sup> ed.; ANA, 2015)
- *Guide to Nursing's Social Policy Statement: Understanding the Profession from Social Contract to Social Covenant* (ANA, 2015)

In addition, the following documents espouse standards, competencies, and criteria that specifically serve to ground the DEMSN curriculum:

- *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (Commission on Collegiate Nursing Education [CCNE], 2018)
- *The Essentials of Master's Education in Nursing* (American Association of Colleges of Nursing [AACN], 2011)

### **Outcomes of DEMSN Curriculum**

*The DEMSN program graduate will:*

- Exhibit mastery of communication skills in multiple modes to build crucial inter-professional team relationships that promote collaboration to ensure safe and effective outcomes.
- Provide holistic, patient-focused, evidence-based care.
- Evaluate and apply informatics using current and evolving technology to facilitate and enhance optimal clinical care and organizational decision-making.

- Skillfully engage in collaborative and trans-disciplinary leadership to (re)construct strategies for innovative and transformative change in complex healthcare settings.
- Synthesize current and emerging science and theory to design ethical and cost-effective approaches to care that consider the uniqueness of individuals, families, communities and populations.

## DEMSN Program Admission Requirements

### All Applicants:

- Bachelor’s degree in a discipline other than nursing conferred by a college or university accredited by an agency approved by the U.S. Department of Education
- Prior completion of the following courses with a grade of “C” or better at the undergraduate or graduate level of education within seven years of entry to the DEMSN program:
  - Human Anatomy and Physiology (with a lab component)
  - Microbiology (with a lab component)
  - Chemistry or Biochemistry
  - Developmental Psychology
  - Abnormal Psychology
- Prior completion of an approved undergraduate or graduate-level inferential statistics course with a grade of “B” or better within 5 years of admission.

**Non-U.S. Applicants:** minimum TOEFL score of 550

Summary of the DEMSN Program Courses:	
MSN 600B	Orientation to DEMSN Program
N 500	Professional Nursing Practice Essentials
BI 3385C	Physiological Mechanisms Disease
N 520	Health Assessment and Clinical Skills
N 520P	Health Assessment and Clinical Skills (Practicum)
N 521	Pharmacology: Nursing Connections
N 525	Theories of Holistic Nursing Management A
N 527	Theories of Holistic Nursing Management B
N 529	Clinical Nursing Practice I
N 530	Nursing Inquiry: Evidence-Based Practice and Quality Improvement
N 535	Theories of Holistic Nursing Management C
N 545	Nursing Management: Women & Children
N 555	Nursing Leadership & Policy, Health Care Systems, and Transition to Practice
N 556	Nursing in Complex Clients
N 557	Nursing in Complex Communities
N 565	Clinical Nursing Practice II
MSN 605	Advanced Physiology and Pathophysiology
MSN 522	Ethics for Nurses
MSN 614	Nursing Research and Scholarship
MSN 618	Population-Based Health



MSN 631	Advanced Health and Physical Assessment
MSN 632	Advanced Nursing Theory I
MSN 632P	Clinical Nursing Practice III
MSN 629	Roles, Interprofessional Teams, Theories
MSN 770	Advanced Pharmacotherapeutics and Clinical Decision-Making
MSN 775	Advanced Nursing Theory II
MSN 776	Nursing Clinical Practice IV

<b>Recommended DEMSN Course Sequence by Semester Enrollment</b>	
<b>Semester 1</b>	
MSN 600B Orientation	
N 500 Professional Nursing Practice Essentials	
BI 338C Physiological Mechanisms Disease	
N 520 Health Assessment & Clinical Skills	
N 520P Health Assessment & Clinical Skills	
N 521 Pharmacology: Nursing Connections	
<b>Semester 2</b>	
N 525 Theories of Holistic Nursing Management A	
N 527 Theories of Holistic Nursing Management B	
N 529 Clinical Nursing Practice I	
N 530 Nursing Inquiry: Evidence-Based Practice and Quality Improvement	
N 535 Theories of Holistic Nursing Management C	
N 545 Nursing Management: Women & Children	
<b>Semester 3</b>	
N 546 Nursing Management of Aging Adults D	
N 555 Nursing Leadership & Policy, Health Care Systems, and Transition to Practice	
N 556 Nursing in Complex Client	
N 557 Nursing in Complex Communities	
N 565 Clinical Nursing Practice II	
MSN 605 Advance Physiology and Pathophysiology	
N 522 Ethics for Nurses	
<b>Semester 4</b>	
MSN 614 Nursing Research and Scholarship	
MSN 618 Population-Based Health	
MSN 631 Advanced Health and Physical Assessment	

MSN 632 Advanced Nursing Theory I
MSN 632P Clinical Nursing Practice III
<b>Semester 5</b>
MSN 629 Roles, Interprofessional Teams, Theories
MSN 770 Advanced Pharmacotherapeutics and Clinical Decision-Making
MSN 775 Advanced Nursing Theory II
MSN 776 Nursing Clinical Practice IV

## DEMSN Course Descriptions

### **MSN 600B Orientation to DEMSN Program (0 credits)**

*Prerequisite: Admission into the DEMSN Program.*

Students engage in a self-paced introduction to Alverno College, the School of Nursing and Health Professions, and the DEMSN Program. CastleBranch requirements are completed.

### **BI 338C Physiological Mechanisms Disease (4 credits)**

*Prerequisites: MSN 600B completed or concurrent. The following courses must be taken concurrently: N 500, N 520, N 520P, and N 521.*

This course deals primarily with the physiological bases of illness and the treatments used. Starting from the principles of physiology, the student learns to understand disease in terms of the damage it causes to the body, the body's attempt to compensate, and methods used to help the body compensate. The student uses and interprets the technical terminology associated with disease and its treatment.

### **N 500 Professional Nursing Practice Essentials (3 credits)**

*Prerequisites: MSN 600B completed or concurrent. The following courses must be taken concurrently: BI 338C, N 520, N 520P, and N 521.*

This course introduces students to professional roles in nursing and health care and the healthcare system. The concepts of health and wellness, health promotion, and disease prevention are explored from personal, cultural, community, state, and global standpoints. Public policy, professionalism, self-awareness, self-care, and personal and professional values and ethics are emphasized. Population health and the role of the nurse are highlighted using nursing theory, frameworks, and models. This course provides a broad overview of nursing education across academic levels, including DNP and PhD perspectives; the ANA *Scope and Standards of Practice*, *Code of Ethics for Nurses*, and *Social Policy Statement*; the QSEN competencies; legal aspects of nursing; the NCLEX; nurse licensure; and APRN roles. In addition, students develop effective social interaction skills that prepare them to work in groups and manage conflict in both group and interpersonal interactions.

### **N 520 Health Assessment & Clinical Skills (3 credits)**

*Prerequisites: MSN 600B completed or concurrent. The following courses must be taken concurrently: BI 338C, N 500, N 520P, and N 521.*

In this course, students learn physical assessment and clinical nursing skills including: hygiene management, patient transfer and mobility, intravenous skills, medication administration, tracheotomy care, central line care, nasogastric tube care, Foley/catheter care, and wound/ostomy care. These skills are applied, as appropriate, in a clinical setting or clinical simulation

### **N 520P Health Assessment & Clinical Skills (2 credits)**

*Prerequisites: MSN 600B completed or concurrent. The following courses must be taken concurrently: BI 338C, N 500, N 520, and N 521. Current CPR certification and updated immunization records required.*



Students learn essential nursing skills, health history, physical assessment, and patient safety through the use of the nursing process. Learning techniques will include demonstrations, practice, and return demonstrations in a skills classroom. Students will then be given the opportunity to take a health history and perform health assessment skills in a clinical setting with older adults.

### **N 521 Pharmacology: Nursing Connections (3 credits)**

*Prerequisites: MSN 600B completed or concurrent. The following courses must be taken concurrently: BI 338C, N 500, N 520, and N 520P.*

The student will examine human disease mechanisms, biologic processes, medication therapy, alternative treatments and important nursing and patient considerations. Students will incorporate pharmacologic principles in the nursing care of patients receiving medications. Application of the nursing process to the safe and effective use of medications will be emphasized.

### **N 525 Theories of Holistic Nursing Management A (2 credits)**

*Prerequisites: N 500, N 520, N 520P, N 521, and BI 338C completed. The following courses must be completed or taken concurrently: N527, N 529, N 530, N 535, and N 545.*

Drawing on prior learning, students will apply the nursing process to holistically examine health promotion and nursing care of individual's response to experiencing acute and chronic conditions involving the cardiovascular, pulmonary and renal systems. Students will integrate concepts of evidence-based practice in the care of individuals with acute and chronic conditions. The concepts of prevention and promotion will be applied throughout the course.

### **N 527 Theories of Holistic Nursing Management B (2 credits)**

*Prerequisites: N 500, N 520, N 520P, N 521, and BI 338 completed. The following courses must be completed or taken concurrently: N 525, N 529, N 530, N 535, and N 545.*

Drawing on prior learning students will apply the nursing process to holistically examine health promotion and nursing care of individual's response to experiencing acute and chronic conditions involving the endocrine, gastric and immunological systems. Students will integrate concepts of evidence-based practice in the care of individuals with acute and chronic conditions. The concepts of prevention and promotion will be applied throughout the course.

### **N 529 Clinical Nursing Practice I (4 credits)**

*Prerequisites: N 500, N 520, N 520P, N 521, and BI 338 completed. The following courses must be completed or taken concurrently: N 525, N 527, N 530, N 535, and N 545. Current CPR certification and updated immunization records required.*

In this course students will learn to demonstrate application of the nursing process incorporating theoretical concepts among a variety of populations in various environments. They will also learn to collaborate and communicate effectively as a member of the multidisciplinary health care team to improve patient outcomes. As the semester progresses, they will refine their communication and collaboration skills providing nursing care to a variety of patient populations in various environments. They will expand their role as a member of the health care team to improve patient outcomes.

### **N 530 Nursing Inquiry: Evidence Based Practice and Quality Improvement (3 credits)**

*Prerequisites: N 500, N 520, N 520P, N 521, and BI 338 completed. The following courses must be completed or taken concurrently: N 525, N 527, N 529, N 535, and N 545.*

In this course, learners build upon their prior knowledge of the scientific method and the basic statistics course to investigate best nursing practices—that is how the best research findings are combined with clinical expertise and patient values. They will focus on delivery of competent, evidenced based nursing care and the continuous improvement of the quality and safety in health care systems. Students learn the critical skills necessary to analyze health care data in order to determine patterns and explore causal and relational links that might impact health delivery systems.

### **N 535 Theories of Holistic Nursing C (2 credits)**

*Prerequisites: N 500, N 520, N 520P, N 521, and BI 338 completed. The following courses must be completed or taken*

*concurrently: N 525, N 527, N 529, N 530, and N 545.*

Drawing on prior learning students will apply the nursing process to holistically examine health promotion and nursing care involving individual's response to experiencing acute and chronic conditions of the musculoskeletal, neurological, integumentary and sensory systems. Students will integrate concepts of evidence-based practice in the care of individuals with acute and chronic conditions. The concepts of prevention and promotion will be applied throughout the course.

### **N 545 Nursing Management: Women & Children (3 credits)**

*Prerequisites: N 500, N 520, N 520P, N 521, and BI 338 completed. The following courses must be completed or taken concurrently: N 525, N 527, N 529, N 530, and N 535.*

Students will apply the nursing process to holistically examine health promotion and nursing care of the childbearing and childrearing family. Principles of best evidence will be accurately applied in determining appropriate care of the childbearing and childrearing family during antepartum, intrapartum, post-partum, neonatal and pediatric care.

### **N 555 Nursing Leadership & Policy, HealthCare Systems, and Transition to Practice (3 credits)**

*Prerequisites: N 525, N527, N 529, N 530, N 535, and N 545 completed. The following courses must be completed or taken concurrently: N 522, N 546, N 556, N 557, N 565, and MSN 605.*

This course emphasizes personal leadership development in the context of ever-changing complex organizations and environments. The student critically examines current and emerging health issues in global health. The student integrates many facets of leadership and the skill sets needed to facilitate change. The student advocates for policies and strategies that maintain or improve health outcomes for diverse populations especially considering organizational structures and the economics of health care.

### **N 556 Nursing in Complex Clients (3 credits)**

*Prerequisites: N 525, N527, N 529, N 530, N 535, and N 545 completed. The following courses must be completed or taken concurrently: N 522, N 546, N 555, N 557, N 565, and MSN 605.*

Building on previous nursing courses, students will examine, apply and evaluate multiple factors related to nursing care of the complex patient population. Students will foster interdisciplinary collaboration and integrate evidence-based standards to promote well-being and population health.

### **N 557 Nursing in Complex Communities (3 credits)**

*Prerequisites: N 525, N527, N 529, N 530, N 535, and N 545 completed. The following courses must be completed or taken concurrently: N 522, N 546, N 555, N 556, N 565, and MSN 605.*

Building on previous coursework, theoretical concepts, and best practices, the student creates approaches to nursing care within complex patient populations and health situations in local, national, and global contexts. The student will be challenged to synthesize multiple factors associated with complexity, consider dynamic interrelationships, and design innovative strategies to care for diverse populations and cultures. In doing so, the student must consider available resources and constraints.

### **N 565 Clinical Nursing Practice II (3 credits)**

*Prerequisites: N 525, N 527, N 529, N 530, N 535, and N 545 completed. The following courses must be completed or taken concurrently: N 522, N 546, N 555, N 556, and N 557. Concurrent enrollment in MSN 605. Current CPR certification and updated immunization records required.*

In simulated and community environments, the student integrates, applies, and evaluates advanced nursing science concepts in professional practice. Refining her clinical judgment abilities, the student crafts interventions appropriate to the unique needs of individuals, groups, or populations. The student generates and implements new and innovative strategies.

### **MSN 605 Advanced Physiology and Pathophysiology (3 credits)**

*Prerequisites: N 525, N 527, N 529, N 530, N 535, and N 545 completed. The following courses must be completed or taken concurrently: N 522, N 546, N 555, N 556, N 557, and N 565.*

Students use theory and research to explore the etiology, pathogenesis, and clinical manifestations of common diseases for individuals across the lifespan and study variations in physiological health and illness processes attributable to age, race, culture, ethnicity, gender, and socioeconomic status. They focus on the generalized stress response, atherosclerosis, diabetes mellitus and metabolic syndrome. They examine the physiology underlying these diseases and how they are altered by genetic factors and age. They explore a variety of geriatric syndromes and the influence of stress, inflammation, and genetics throughout the semester. They read and discuss primary literature and examine how new analyses of genes and fundamental physiology help healthcare providers understand how different people respond to different drug regimens. Prior knowledge of basic physiology and pathophysiology is required.

### **N522 Ethics for the Nurses (1 credit)**

*Prerequisites: N 525, N 527, N 529, N 530, N 535, and N 545 completed. The following courses must be completed or taken concurrently: N 546, N 555, N 556, N 557, N 565, and MSN 605.*

Students will start with an examination of their own moral decision-making and then ethical models and frameworks will be introduced. Ethical decision-making processes will be discussed as they relate to advanced nursing practice and then applied to practice situations including informed consent and end-of-life issues. The role of ethics committees and consultations will be explored.

### **N546 Nursing Management of Aging Adults D (2 credits)**

*Prerequisites: N 525, N527, N 529, N 530, N 535, and N 545 completed. The following courses must be completed or taken concurrently: N 522, N 555, N 556, N 557 and N 565. Concurrent enrollment in MSN 605.*

This course addresses health promotion, health protection, and disease prevention and treatment in adult-geriatric individuals and populations, including the frail elderly. There is an emphasis on management of episodic and chronic health problems experienced by geriatric patients. Students are expected to build upon knowledge gained in the prior courses, applying theoretical frameworks cultural and generational perspectives, ethical principles, current evidence and other factors important to the elderly.

### **MSN 614 Nursing Research and Scholarship (3 credits)**

*Prerequisites: N 522, N 546, N 555, N 556, N 557, N 565, and MSN 605 completed. The following courses must be completed or taken concurrently: MSN 618, MSN 631, MSN 632, and MSN 632P.*

Students develop research skills to facilitate utilization of knowledge that promotes high-quality health care to clients, initiates change, and improves nursing education and advanced practice. These skills include the ability to critically evaluate the appropriateness and usefulness of research, identify problems in practice settings and develop strategies to address them through the application of research findings or quality improvement processes, and relate study findings to practice outcomes. Ethical principles and practices in the conduct of nursing research with human subjects are explored.

### **MSN 618 Population-Based Health (3 credits)**

*Prerequisites: N 522, N 546, N 555, N 556, N 557, N 565, and MSN 605 completed. The following courses must be completed or taken concurrently: MSN 614, MSN 631, MSN 632, and MSN 632P.*

This course introduces students to health promotion fundamentals in advanced practice nursing. Basic epidemiological principles are discussed as they relate to population-based health. Local, national, and international health promotion goals are examined with emphasis on cultural competence, environmental principles, individual assessment and evidence-based practice. Students will continue to explore the concepts of inter-professional and patient-centered care as they relate to the leadership role of advanced nursing practice. Students will analyze and describe health information technologies and data sources that promote safe practice environments, patient safety, cost-effectiveness, and optimal population health outcomes.

### **MSN 631 Advanced Health and Physical Assessment (3 credits)**

*Prerequisites: N 522, N 546, N 555, N 556, N 557, N 565, and MSN 605 completed. The following courses must be completed or taken concurrently: MSN 614, MSN 618, MSN 632, and MSN 632P. Current CPR certification and updated immunization records required.*

Students examine and apply advanced health and physical assessment techniques and theories in the collaborative care of

culturally diverse individuals, families, and communities with an emphasis on adult-gerontology populations. They use differential diagnoses to identify physical and/or psychological illness findings suggesting current and possible pathology given lifestyle practices and health seeking behavior of clients, families, and communities. Prior knowledge and experience of basic health and physical assessment techniques are required.

### **MSN 632 Advanced Nursing Theory I (3 credits)**

*Prerequisites: N 522, N 546, N 555, N 556, N 557, N 565, and MSN 605 completed. The following courses must be completed or taken concurrently: MSN 614, MSN 618, and MSN 631. Concurrent enrollment in MSN 632P.*

Students apply their knowledge of general nursing principles to individuals and/or group with acute or exacerbation of chronic conditions.

### **MSN 632P Clinical Nursing Practice III (4 credits)**

*Prerequisites: N 522, N 546, N 555, N 556, N 557 N 565, and MSN 605 completed. The following courses must be completed or taken concurrently: MSN 614, MSN 618, MSN 631, and MSN 632. Current CPR certification and updated immunization records required.*

Students will continue to refine nursing practice in an acute care setting managing multiple patients, working with minimal supervision, growing in independence and engaging in collaborative teams.

### **MSN 629 Roles, Interprofessional Teams, Theories (2 credits)**

*Prerequisites: MSN 614, MSN 618, MSN 631, MSN 632, and MSN 632P completed. The following courses must be taken concurrently: MSN 770, MSN 775, and MSN 776.*

Students explore current and emerging roles of-master's prepared nurses-in various settings, including required competencies, scope of practice, and issues of specialization. Students will also examine the evolving theoretical foundations of the nursing profession through the exploration of nursing and related disciplines' theories. They will learn to analyze, critique, and evaluate various theories to determine their utility to guide their practice and education in select populations. Advanced practice nurses use multiple theories in their work with individuals, families, communities and organizations. This course provides you with a solid grounding in theoretical analysis to a variety of MSN nursing roles.

### **MSN 770 Advanced Pharmacotherapeutics and Clinical Decision-Making (3 credits)**

*Prerequisites: MSN 614, MSN 618, MSN 631, MSN 632, and MSN 632P completed. MSN 629 completed or concurrent. Concurrent enrollment in MSN 775 and MSN 776.*

Students examine and apply principles of advanced pharmacology in the management of clients across the lifespan with an emphasis on the adult-gerontology population. The course emphasizes pharmacokinetics and pharmacotherapeutics of major drug classifications, and current clinical drug research. Students evaluate ethnopharmacological research studies to discern clinical applications with individuals from racially and ethnically diverse backgrounds.

### **MSN 775 Advanced Nursing Theory II (3 credits)**

*Prerequisites: MSN 614, MSN 618, MSN 631, MSN 632, and MSN 632P completed. The following courses must be completed or taken concurrently: MSN 629 and MSN 770. Concurrent enrollment in MSN 776.*

Students grow in understanding of specialized concepts such as: integrating patient care technology to delivery and enhance care—e.g.: genetic and genomics, participation in research processes, integrating and delivering care through use of communication technologies, and understanding the roles of boards and committees in making decisions that affect positive patient outcomes.

### **MSN 776 Nursing Clinical Practice IV (4 credits)**

*Prerequisites: MSN 614, MSN 618, MSN 631, MSN 632, and MSN 632P completed. The following courses must be completed or taken concurrently: MSN 629 and MSN 770. Concurrent enrollment in MSN 775. Current CPR certification and updated immunization records required.*

Students will apply knowledge and skills at the advanced level during situated experiential learning opportunities. Working in project management teams, students will address actual problems in various health care settings under the

guidance of a preceptor and a faculty member. The team will move the project through to completion and presentation of findings in their clinical setting and during the graduate poster session at Alverno. (Note: the project in this course is functionally equivalent to summative project.)

## **DEMSN Program-Specific Policies and Procedures**

### **Medication Calculation Assessment for Pre-licensure DEMSN Students**

#### **POLICY:**

Accurate calculation of medication dosages is critical to providing safe, therapeutic nursing care. Students are expected to correctly use mathematical skills as they work with course content and function in professional nursing student roles. Written medication calculation assessments are administered in clinical courses to determine each student's ability to accurately calculate medication dosages. The performance requirement is 100 % accuracy for all nursing students. No student will be allowed to participate in the clinical environment or pass medications until they have successfully completed the medication calculation assessment. A pattern of lack of successful completion of medication calculation assessments places the student at risk for not meeting course outcomes.

If a student earns a score less than 100% on the second assessment, they will be referred by the course instructor for added assistance and enrollment in a course to help them gain the math proficiency essential for accurate medication calculations.

#### **PROCEDURE:**

1. Course instructors provide students with information about the requirements for medication calculation assessment(s) in specified courses.
2. If a student does not successfully complete a medication calculation assessment with 100% accuracy on the initial attempt, they will have one opportunity to retake the assessment.
3. If a student is unsuccessful on the second attempt of a medication calculation assessment, they will be required to complete additional learning experiences, which may include the successful completion of a 0-credit or 1-credit medication calculation course.
4. Any cost incurred as the result of fulfilling additional medication calculation instruction requirements are the student's responsibility.

### **DEMSN Testing Security**

#### **POLICY:**

The purpose for the Testing Security Policy is to ensure integrity and fairness in the testing process by creating an environment and procedure conducive to proper and accurate assessment of students' knowledge and skills. This policy provides students with direction to avoid any suggestion of academic dishonesty and faculty members with the structure necessary to assure security of all aspects of the assessment process. Thus, this policy is not limited to avoiding cheating on tests, but encompasses all aspects of classroom, clinical, and online learning environments.

The JoAnn McGrath School of Nursing and Health Professions expects high standards of conduct from its students. Cheating of any nature is not acceptable and will result in disciplinary proceedings, including but not limited to the administration of a score of zero on a test or unsuccessful progress code the course, and/or dismissal from the nursing program. Academic dishonesty is *clearly discussed in the Alverno College Student Handbook* and is further addressed in the Academic Misconduct Section of this *Graduate Nursing Handbook, Policies, and Procedures* (See Section VI: Academic Misconduct). Additionally, students are expected to be aware of professional constraints associated with FERPA and HIPAA regulations and uphold professional standards of behavior whenever engaging in social networking. In particular, students should be aware that

1. The Wisconsin Board of Nursing (BON) may deny initial licensure to anyone who demonstrates a lack of good professional character as evidenced by a single incident or an integral pattern of personal, academic or occupational behaviors that are not consistent with standards of nursing practice (BON, Chapter N7).
2. Academic cheating often involves the use of technology, including cell phones, smart watches, portable media

devices, cameras, audio or video recording, and social media networks, among others.

3. Restrictions imposed by instructors in the testing environment are aimed at ensuring the validity of the testing process and results and thereby serve to protect the public, College, and students alike.
4. All forms of cheating are unacceptable, will not be tolerated, and may result in dismissal from the DEMSN program.

#### **PROCEDURE:**

1. Students must memorize their username and password for testing software (e.g., Exam Soft) and are not allowed to bring this information into the testing environment on a piece of paper.
2. Students are required to leave all personal belongings in a designated area as determined by the test proctor. At a minimum, the designated area will be three feet away from the test taker. Personal belongings include, but are not limited to, electronic devices (cell/mobile/smart phones, tablets, pagers, smart/fit watches, or other electronic/Bluetooth-enabled devices), backpacks, purses, pencil cases, any large jewelry or other accessories, non-smart watches, food and drinks, water bottles, gum/candy, lip balm, coats, hats/scarves (other than those worn for religious purposes), gloves, medical aids/devices, and any educational, test preparation or study materials.
3. At the discretion of the test proctor, students may take an optional break during an assessment. All personal items accessed during breaks may be re-inspected by the proctor. Students are encouraged to use the restroom facilities prior to the start of an assessment to minimize distractions and maximize available testing time. Once checked-in by the test proctor, the student must make the proctor aware if there is a need to leave the testing environment
  - a. The following items may not be accessed by the student under any circumstances during a break: electronic devices, educational test preparation or study materials, or peers.
  - b. Students must demonstrate to the test proctor that electronic devices are stowed prior to leaving the testing environment.
4. The test proctor will provide each student with one piece of scratch paper. The student will write their name and computer number in the upper right corner of the paper. If a student needs a second piece of paper, another should be requested from the proctor. All scratch paper must be submitted to the test proctor upon completion of the assessment and prior to leaving the testing environment.
5. Students should be aware that the proctor has no control over noise made by others; earplugs are available upon request.

## **V. OVERVIEW OF DOCTOR OF NURSING (DNP) PROGRAM**

In development.

## **VI. GRADUATE NURSING POLICIES AND PROCEDURES**

This section of the handbook outlines specific policies that govern student progression in the graduate nursing program and may differ from the general College policies due to the special circumstances of the course of the discipline's study and requirements associated with practice partners. Health care agencies used for practicum placement may have policies that differ from Alverno's, and graduate nursing students are accountable for knowing these differences. (Note: In the event of a conflict between policies/procedures and confusion on the part of the student as to which to follow, that student should seek clarification from the course instructor (for variances at the practice site) or from the student's advisor (for variances between the College and the School).

**Failure to comply with any Alverno College or MSN program policy or procedure may result in the student's placement on academic probation or removal from the program.**

A student who wishes to request that a policy be waived must submit a written petition that includes rationale for the request to the Graduate Nursing Admissions and Advancement Committee (See Section VII). The committee will

thoughtfully consider the student's request and render a decision; all decisions of the committee are considered final. The policies in this section apply to both APRN and DEMSN students.

## Absence from Courses and Clinical Practica

### POLICY:

Upon enrolling in a course, the graduate student is accountable for all the requirements of that course. Consistent and timely attendance is essential to students' achievement of course outcomes and required in all theory and clinical practicum courses. Students are expected to attend classes and clinical practica on time; consistent tardiness may be equated to an absence by course faculty. Unless there is an emergency situation, students are responsible to communicate directly with the course faculty and/or the preceptor (as appropriate) about an absence prior to any scheduled class or practicum missed.

Faculty have the responsibility to review and determine a student's progress based on course outcomes and inform the student if additional requirements must be met as the result of an absence from a class or practicum. In addition, faculty have the responsibility to inform a student whose absence from a class or practicum is jeopardizing continuance in a course. Faculty may advise a student to drop a course or deem the student ineligible to continue attending a course or practicum if the first class or practicum is missed, class or practicum attendance has not been regular or timely, or expectations regarding communication have not been met.

### PROCEDURES:

1. The student communicates directly with the course faculty and/or preceptor (as appropriate) about, and prior to, the absence from a scheduled class or practicum. Specific directions regarding the notification of an absence are identified in course syllabi and must be followed by the student.
2. In the event of a student's absence from a scheduled class or practicum, the course faculty reviews the student's progress in the course based on the course outcomes. The faculty informs the student if additional requirements must be met as a result of the absence. If the absence is jeopardizing the student's continuance in the course, faculty notifies the student in writing.
3. If the course faculty determines that a student is ineligible to continue in a course as the result of an absence(s), the faculty notifies the student in writing. In addition, the faculty may send recommendations regarding the student's progression in the MSN program to the Graduate Nursing Admissions and Advancement Committee.
4. Any expenses incurred consequent to fulfilling this policy are the responsibility of the student.

## Academic Misconduct

(In part, adapted from *Building a Community of Learners: A Community Guide and Student Handbook*)

### POLICY:

Alverno College graduate students are exposed to a variety of learning styles. In some courses, faculty require students to complete assignments and/or assessments in collaborative small group work sessions; in others, students are required to complete assignments and/or assessments independently. Each approach offers unique opportunities for student learning and both can be stimulating and rewarding. All students are expected to assume personal responsibility for the completion and submission of coursework in accordance with faculty instruction and sound academic principles. This means that as a matter of personal and professional integrity, the student stands behind coursework completed as a contributing member of a team when collaborative work is required; likewise, the student stands behind coursework completed as the individual who thought it through and carried it out when independent work is required.

It is expected that graduate students consistently demonstrate personal and professional integrity in all academic endeavors and nursing practice, including, but not limited to, honest completion of course assignments, performance assessments, and required forms as well as honest accounting of practicum experiences and hours, and honest documentation of client health information in the medical health record. In contrast, *academic misconduct* is rooted in fraudulence. Some examples of academic misconduct include cheating, plagiarism, misrepresentation, fabrication, and falsification. **In all its forms, the academic misconduct of a student constitutes a serious breach in personal and**

**professional integrity, thereby justifying dismissal from graduate nursing programs. Any student engaged in academic misconduct of any type is in jeopardy of being dismissed from their graduate program and the College.**

### **Cheating**

Cheating is dishonest and deceitful behavior. Examples of cheating include: taking credit for all or part of an assignment that was completed by someone else; copying the answers of another person in the completion of a quiz, assignment, or learning assessment; accessing or using unauthorized resources or concealed information in the completion of a quiz, assignment, or learning assessment; and submitting the same assignment (e.g., a written paper) in more than one course without obtaining explicit prior permission to do so from all course faculty involved.

### **Plagiarism**

It is expected that the graduate student consistently attribute knowledge to its primary source in accordance with the guidelines set forth in the most current edition of the *Publication Manual of the American Psychological Association* (APA). Plagiarism is the use of intellectual material without acknowledging its source. Whether deliberate or not, direct word-for-word transcription and mosaic plagiarism (substituting synonyms for another author's words while maintaining the same general sentence structure and meaning) constitute academic misconduct. Self-plagiarism (submitting previously completed coursework [all or part] as *new* scholarship in a subsequent course) also constitutes academic misconduct. All forms of plagiarism enacted by the student warrant dismissal from the graduate nursing program.

### **Misrepresentation, Fabrication, and Falsification**

Claiming ideas/work that is essentially someone else's constitutes misrepresentation. Failure to identify oneself honestly in any personal or professional situation also constitutes misrepresentation. Representing fabricated or altered information as legitimate constitutes falsification. Like cheating and plagiarism, misrepresentation, fabrication, and falsification are legitimate bases for dismissal from the MSN program. Some examples of academic misconduct by misrepresentation, fabrication, and falsification include:

- reporting and/or documenting client care or treatment as given when in fact it was not;
- failing to report a known situation that could jeopardize client safety or negatively affect client outcomes;
- false reporting, thereby taking credit for practicum, volunteer, community/agency/professional conference/continuing education experiences or hours that in fact did not occur; and
- communicating misleading or dishonest information, whether verbal or written (e.g., forms required by health care agencies, the College or MSN program, or a course), to a health care agency or its affiliates, or Alverno College administration, faculty, or staff.

### **PROCEDURE:**

1. In all cases where academic misconduct is reported or suspected, an immediate investigation is initiated by the course faculty. Any and all findings of academic misconduct by the student are reported to the Graduate Nursing Admissions and Advancement Committee and to the Director of the Graduate Nursing Programs.
2. Upon receiving a report of student academic misconduct, the Graduate Nursing Admissions and Advancement Committee conducts a review process, investigating the student's behavior(s) and relative situation, with intent to render recommendations concerning disciplinary action to the Director of Graduate Nursing Programs. Recommendations may include that the student:
  - a. receive an "unsatisfactory" in the course for which the work was required,
  - b. be given a new equivalent assignment/assessment,
  - c. be removed from the MSN program and/or the College, or experience another disciplinary action
3. The Director of Graduate Nursing Programs will review the Committee's recommendations and make a final determination, and forward that determination to the Graduate Status Committee. Decisions of the Director are final unless a formal appeal is initiated by then student.



## Access for Students with Disabilities

Current federal legislation (e.g., the Americans with Disabilities Act [ADA], Section 504 of the Rehabilitation Act) prohibits discrimination against qualified individuals with disabilities in higher education programs. Academically qualified students with disabilities are reasonably accommodated in instruction. In order to maintain consistency in efforts to provide support for students with disabilities, The Student Accessibility Coordinator has been designated as the College contact to work with students to obtain documentation and identify reasonable and appropriate accommodations. If a student has previously made contact with the Coordinator and is eligible for accommodations, an accommodation request memo from Student Accessibility is provided to the student, to be given to the instructor of a course. This memo outlines the recommended accommodations, however, does not identify the specific disability or how the disability impacts the student's functioning. It is the student's right to determine whether or not to reveal a specific disability. The student should make introductions with the instructor at the beginning of the course, meet with the instructor to discuss the recommended accommodations, and follow up throughout the semester as needed (Request copies of Guidelines for Communicating with Instructors and Communicating with Instructors Worksheet from the Student Accessibility Coordinator). (Note: If a student makes a request for disability-related alterations in the classroom, but does not share the accommodation memo with the instructor, the instructor will not know what adjustments to make for the student.) The following statement is included in all graduate course syllabi:

*Alverno College makes every effort to provide accessible facilities and programs for individuals with disabilities. For accommodations/services please contact:*

**Colleen Barnett, Student Accessibility Coordinator at [colleen.barnett@alverno.edu](mailto:colleen.barnett@alverno.edu), or 414-382-6026.**

## Cardiopulmonary Resuscitation Certification

### POLICY:

Current CPR (cardiopulmonary resuscitation)-Healthcare Provider certification obtained through the American Heart Association (AHA) is required of all students. Evidence of certification must be submitted during the graduate student's first semester of study and kept current throughout enrollment in their graduate program of study. Cardiopulmonary resuscitation certification obtained from vendors other than the AHA or in other categories does not meet the program requirement. Students' CPR certification must be current during the start of each semester and may not expire at any point therein.

Recertification through the AHA is required biannually (every two years). Recertification may be obtained through successful completion of a traditional, in-person, AHA CPR-Healthcare Provider course or through an alternative AHA CPR-Healthcare Provider course that includes online learning plus in-person practice/performance testing components. No other online method of CPR recertification is acceptable. Failure to establish and maintain documented evidence of current CPR-Healthcare Provider certification with CastleBranch.com will result in the placement of a *hold* placed on student registration for courses. Once the required evidence is validated by CastleBranch.com the registration hold is removed, and the student is allowed to register for courses.

### PROCEDURE:

1. During the student's first semester, the student establishes an account with CastleBranch.com using the instructions provided in MSN 600/MSN 600A/MSN 600B. CastleBranch.com is the company contracted by the Joann McGrath School of Nursing & Health Professions to facilitate and/or validate student compliance with required caregiver background checks, health requirements, drug screenings, and CPR certification.
2. The student is responsible to maintain record of current AHA CPR-Healthcare Provider certification with CastleBranch.com throughout enrollment in their graduate program of study. Failure to do so results in the placement of a hold on student registration by the Registrar. The registration hold is removed and the student is allowed to register for courses after the student submits documented evidence of current AHA CPR-Healthcare Provider certification and it is validated by CastleBranch.com.
3. The student who is unable to meet the requirements for AHA CPR-Healthcare Provider certification due to a physical disability is responsible for AHA CPR theory measured by a written test. A letter from the student's health care provider explaining why the student cannot obtain AHA CPR-Healthcare Provider certification must be submitted to CastleBranch.com upon entry to the MSN program and/or upon request of the track program

chair.

4. All expenses incurred fulfilling the AHA CPR-Healthcare Provider requirement are the responsibility of the student.
5. The student may contact the American Heart Association directly to determine dates, times and locations for CPR Certification Courses. Contact the American Heart Association at 1-877-AHA-4CPR (phone) or <https://cpr.heart.org/en#:~:text=The%20American%20Heart%20Association's%20CPR,Guidelines%20for%20CPR%20and%20ECC.>

## Caregiver Background Checks

### **POLICY:**

Congruent with current Wisconsin state law and statutes, the Alverno College JoAnn McGrath School of Nursing & Health Professions requires that graduate nursing students complete a disclosure statement and submit to a Wisconsin Caregiver Background check(s), which is conducted by CastleBranch.com. Caregiver background checks are completed for all students every four years. In addition, on an annual basis, all students are required to sign and submit a disclaimer indicating that no new criminal charge(s) have been leveled in the prior 12 months.

The existence of a criminal record does not automatically preclude a student's clinical placement; rather, each criminal record is considered in view of its relationship to crimes that constitute restrictions or "bars" to clinical placement. Under the law, health care agencies must prohibit the clinical placement of a student, whose caregiver background check reveals criminal records cited as restrictions or bars to employment or educational experiences in health care environments. In addition, the clinical placement of students can also be prohibited based on a health care agency's criteria regarding criminal background information.

### **PROCEDURE:**

1. During MSN 600/600A/600B and every four years after, the student completes a disclosure statement and submits to the Wisconsin Caregiver Background check through CastleBranch.com.
2. The student who lives or has lived in another state(s), or moved to Wisconsin within the three years prior to admission to the program, must also complete a caregiver background check in that state(s).
3. All information regarding the student's caregiver background check(s) is kept strictly confidential. In the event of a criminal record(s) posing concern, the student is contacted by the Dean of the JoAnn McGrath School of Nursing & Health Professions and advised accordingly.
4. In the event of a criminal record and upon request, the student is responsible to prepare a letter of explanation to accompany copies of the charge(s) sent by the JoAnn McGrath School of Nursing & Health Professions to requesting health care agencies. The letter must explain the circumstances of the charge(s) and whether there were/are extenuating conditions that could mediate understanding of the situation and suggest that the student's criminal history is no longer a liability. The student must deliver the letter to the Dean of the School within two weeks of receipt of the request.
5. In collaboration with and as deemed appropriate by the Dean, the student provides additional information as requested by health care agencies.
6. On a yearly basis following completion of the initial caregiver background check(s), all students are responsible to sign and submit a disclaimer to CastleBranch.com, indicating that no new criminal charges have been leveled in the prior 12 months.

## Clinical Event/Error/Near Miss Reporting

### **POLICY:**

The Alverno College JoAnn McGrath School of Nursing & Health Professions is committed to fostering the development of professional nursing students in providing safe, quality health care. The Alverno College graduate nursing student will be exposed to a variety of clinical practice areas, including but not limited to hospital and community settings. In practicum courses, all faculty require students to provide direct care to clients. At any time in the client care process,

potential and actual errors can occur. Reporting of these errors is fundamental to error prevention. In 2000, the Institute of Medicine (IOM) released a report *To err is human: Building a safer health system* suggesting that preventable adverse events in the hospital were the leading cause of death in the United States. Since then, health care systems and secondary education facilities have become committed to preventing errors. The IOM report emphasized the importance of error reporting by using systems to “provide information that leads to improved safety.” Reporting of a potential error (near-miss), which is an error intercepted prior to reaching the client, is as important as reporting actual errors that have reached the client. Reporting of near-misses can provide valuable information for reducing errors. Analysis of near-miss and error reporting data can lead to an understanding of gaps in the system that may eventually cause client harm.

The Alverno College graduate student will participate in near miss and error identification and reporting in an effort to ensure safe and quality care is being provided to clients. These data will be used in the quality improvement process to identify the root cause of the incident. As patterns emerge from the data analysis, potential School of Nursing or clinical agency changes will be pursued in an effort to ensure the Alverno graduate nursing students are providing safe, quality client care. In the event that a clinical error was deemed to be intentional or negligent by the student, further disciplinary action will occur – see *Professionalism* policy in this handbook.

*Reference:* Institute of Medicine. (2000). *To error is human: Building a safer health system*. Washington, DC: National Academy of Sciences.

## **PROCEDURES:**

### **Near-Miss Procedure:**

1. Identification of a near-miss. This can be by faculty, the graduate nursing student, or practicum agency staff.
2. The practicum faculty will meet individually with the student involved in the near-miss to gather situational data.
3. The practicum faculty will notify the program director or chair of near-misses, as appropriate.
4. The practicum faculty will complete a *Near-Miss and Error Report* and submit to the Director of Graduate Nursing Programs in hard-copy or electronic form within 24 hours of the incident.
5. A data analysis on all clinical error and near-miss events will be conducted.
6. A report will be generated per semester and reviewed by the Graduate Nursing Curriculum Committee.
7. Recommendations for quality improvement initiatives will be generated and proposed to the appropriate decision making body.

### **Clinical Event/Error Procedure:**

1. Identification of an adverse event/error. This can be by the faculty, the graduate nursing student, or practicum agency staff.
2. The practicum faculty member should be notified immediately of all adverse events.
3. The practicum nursing faculty will meet individually with the student involved in the adverse event to gather situational data.
4. The practicum faculty will intervene in the clinical situation to minimize harm to the client.
5. The practicum faculty will notify appropriate clinical agency staff and follow organizational procedure based on the organizational policy.
6. The practicum faculty will notify the track program chair of any adverse event/error.
7. The practicum nursing faculty will complete a *Near-Miss and Error Report* in hard-copy or electronically within 24 hours of the adverse event/error incident.
8. All *Near-Miss and Error Report* will be routed simultaneously by the practicum faculty to the Director of Graduate Nursing Programs.
9. The Director of Graduate Nursing Programs will determine if any individual action must occur involving the

practicum faculty and/or graduate nursing student.

10. The Director of Graduate Nursing Programs will perform data analysis on all clinical error and near miss events.
  - a. A report will be generated per semester and reviewed by the Graduate Nursing Curriculum Committee.
  - b. Recommendations for quality improvement initiatives will be generated and proposed to the appropriate decision making body.

### **Center for Clinical Education (CCE)**

The Center for Clinical Education (CLE) is composed of the Clinical Learning Center (CLC) and the Clinical Simulation Center (CSC). It is a resource for study, practice, and demonstration of professional behaviors as identified in course outcomes. The CLE is located on the second floor of Alexia Hall. These rooms house the equipment and resources needed to learn clinical nursing therapeutic interventions. Clinical sessions, simulated clinical assessments, psychomotor skill rehearsals, and physical assessment practice sessions are conducted in this area. Students may also practice physical assessment techniques in designated rooms.

Equipment and supplies needed to learn and practice psychomotor skills, and audiovisual, interactive and computer equipment for student and faculty use are all located within the CLC and CSC. There is also study space for small groups of students as well as several bedside units for practice and study of nursing skills.

The CLE is generally open during the academic year, usually Monday through Saturday during normal business hours, but also on selected evenings as arranged by faculty. The hours are posted outside the entrance to the CLE. The CLE may close 2 hours earlier than posted times if students have not indicated that they will be using it. Please call prior to coming in to ensure the CLE is open.

#### **POLICY:**

- **Others in the CLC:** The CCE is available for Alverno College Nursing Student use ONLY. It is not available for other students or children. Children who are not part of a validation demonstration or simulation ARE NOT allowed in the CCE at any time. Parents will need to make child care arrangements when working and/or practicing in the CCE.
- **Use of equipment outside of the CLC:** Supplies (such as otoscopes and laryngoscopes) and computers are available in the CLC. Other supplies can be signed out of the complex **at the request of a clinical instructor**. All other equipment is to be used in the CLC and only in the CLC unless the CCE Manager has given the student specific permission to remove it. All equipment must be *signed out* by the student.
- Students are expected to demonstrate responsible behaviors especially when participating in performance demonstrations and psychomotor skill validations.
- Students are expected to be prompt when appointments are made for required demonstrations and/or practice sessions. Further description of expectations, resources, and guidelines for behaviors are provided to students in selected courses.
- Food and covered beverages are allowed in the lobby area of the CLC and the CSC debriefing rooms only.

#### **PROCEDURE:**

If the student's course involves validation of performances or skill demonstration by the CCE staff, this is the procedure:

1. Sign Up for Activities and Cancellation: Appointments for skill validations are to be scheduled through the online scheduling system. Students are expected to have completed the required practice in advance of the validation appointment. A student may cancel an appointment, however if the student is cancelling the day of an appointment, the student must call the CLC directly (---insert number). Reports of "no show/no cancellation" or "less than 12-hour notification" of cancellation" will be reported to the relevant course faculty.
2. Behavior Incident Form: Reports of any unprofessional behavior will be reported to the course faculty and the manager of the CCE. A copy will be placed in the student's file.

## Change of Major

Policy in currently development.

## Confidentiality

### POLICY:

The 1996 Health Insurance Portability and Accountability Act (HIPAA) articulates that all patients have the right to control who sees their protected identifiable health information. Only the patient and those individuals authorized by the patient may access the patient's protected identifiable health information. Penalties for violating HIPAA regulations can include civil and/or criminal penalties, with fines up to \$250,000 and 10 years imprisonment. MSN students must comply with HIPAA regulations in course-related, employment-related and all other health care settings. In addition, all students are expected to fulfill health care agency-specific HIPAA requirements.

### PROCEDURE:

1. The graduate nursing student consistently complies with HIPAA regulations in all health care settings.
2. The graduate nursing student complies with practicum, employer, and other health care agency-specific HIPAA requirements
3. The graduate nursing student who violates HIPAA regulations is in jeopardy of dismissal from the graduate nursing program
4. The graduate nursing student may not take agency-owned laptops off-site of the practicum unless explicitly cleared by the practicum instructor and the agency that owns the laptop.

## Copyright and Fair Use

(Adapted from the *Alverno College Student Handbook* and the *Alverno College Library (LibGuides) Copyright Guidelines for Students*)

### POLICY:

Graduate nursing students are expected to comply with copyright law, which in part, governs the rights and opportunities of persons and agencies to use and share copyrighted materials. It is illegal to reproduce copyrighted materials without prior permission of the copyright holder, and college students have been successfully prosecuted for copyright violations.

Violation of copyright law constitutes academic misconduct. Therefore, students must obtain permission from copyright holders prior to reproducing protected works (e.g., text, poetry, novels, journal articles, lyrics, sheet music, CD-ROMs, recorded performances, photos, cartoons, drawings, paintings, videos, movies, software codes, charts, diagrams, conceptual/theoretical models or frameworks, and survey instruments etc.) via the Internet or social media, on posters, and in manuscripts intended for dissemination or publication beyond the classroom.

In some cases, under Fair Use Guidelines, copying of copyrighted material for limited purposes such as commentary, review, critical analysis, or parody does not require that prior permission be obtained from the copyright owner. Fair Use Guidelines allow for the use of approximately 10% of the written text or images of a book or information from a web page for educational coursework. Students can also play excerpts from movies and music in coursework under Fair Use Guidelines.

Much of the material in the Alverno College Library and on the Internet can be used for educational purposes without obtaining prior permission from the copyright holder in accordance with Fair Use Guidelines. Additionally, there are Library resources available to students that have been paid for by the College. Some examples include: databases that offer free music streaming; web-pages that encourage student use; and ARTstor, which offers millions of images and much more. Students are encouraged to regularly visit the College library and web-page for resources and updates. More information about copyright laws and fair use can be found at: <http://libguides.alverno.edu/copyrightforstudents/basics>

### PROCEDURE:

1. The graduate student consistently upholds copyright law, seeking advice from graduate program faculty and/or Alverno College librarians.

2. The graduate nursing student obtains and retains written evidence of prior permission to use and reproduce protected materials from the copyright holder.
3. In the event there is concern that a student has violated copyright law, the course faculty is responsible to investigate the concern and meet with the student to ensure that all pertinent information and circumstances are explored prior to determining whether copyright infringement by the student has occurred.
4. If violation of copyright law is jeopardizing a student's continuance in a course, the course faculty notifies the student in writing.
5. If the course faculty determines that a student is ineligible to continue in a course as the result of an infringement of copyright law, the course faculty notifies the student in writing. In addition, the faculty may send recommendations regarding the student's progression in their program to the Graduate Nursing Admissions and Advancement Committee.

## **Dropping Courses**

### **POLICY:**

Graduate nursing students who choose to drop a course are responsible to "officially drop" it through the Registrar's Office.

### **PROCEDURE:**

1. The student communicates with the course faculty when considering dropping a course.
2. The student communicates with the faculty advisor when considering dropping a course.
3. The student contacts the Registrar's office to officially drop a course.
4. All expenses incurred in association with fulfillment of this policy are the responsibility of the student.

## **Drug Screening**

### **POLICY:**

The purposes of the JoAnn McGrath School of Nursing & Health Professions Drug Screen Policy are to comply with regulations of area health care agencies, provide optimal care to patients, and support the profession's zero tolerance position related to the illicit use of substances. The graduate nursing student must abide by the drug screening policies of the College and each health care agency wherein practicum learning experiences occur.

Drug testing for the JoAnn McGrath School of Nursing & Health Professions is overseen by CastleBranch.com. Initial drug screening occurs after admission to the program, during the first semester. The MSN student must submit authorization allowing a laboratory designated by CastleBranch.com to collect and test a urine specimen for the presence of illicit drugs and verify the results through CastleBranch.com. Random drug screening may be required of a student at any time by course faculty. In addition, the student may be subject to testing per a health care agency affiliation agreement and/or for cause, such as, slurred speech, impaired physical coordination, inappropriate behavior, or pupillary changes. Test results are confidential; only the Dean of the School is notified when drug screen results are positive.

Failure to submit to a drug screen, or attempting to tamper with, contaminate, or switch a urine sample violates professional standards, precluding the student from continuing in a course and achieving practicum course outcomes; consequently, the student is dismissed from the program.

The student who tests positive for one or more illicit drugs may not continue in practicum experiences and therefore, cannot meet practicum course outcomes; consequently, the student is dismissed from the program. Students who test positive due to medication prescribed by a health care provider must follow the directions provided by CastleBranch.com for documenting that the drug is legally prescribed. All screening test results are communicated to the Dean of the School and remain confidential.

### **PROCEDURE:**

1. The graduate nursing student is notified by the JoAnn McGrath School of Nursing & Health Professions in



advance of the deadline for the initial drug screening.

2. The student receives an email from CastleBranch.com directing how and where to set up an appointment for drug screening.
3. The fee for drug screening is added as a course fee to the student's tuition bill.
4. The student must provide photo proof of identification upon arriving at the specimen collection site.
5. CastleBranch.com reports drug screen results to the Dean of the School. Results are also available to the student.
6. If the drug screen results are negative, no further action is required.
7. If the drug screen results are positive, the student may not attend practicum experiences. The student is asked to meet with the Dean of the School for information on next steps.
  - a. If the positive result is due to the use of illicit drugs, the student is not allowed to attend practicum experiences and consequently, cannot meet practicum course outcomes. Therefore, the student is dismissed from the program. The student may be eligible to retest and apply for readmission to the program if the positive result occurred with the initial screening.
  - b. If the results are positive and consequent to a prescribed medication, the student must follow the procedures outlined by CastleBranch.com for documenting health care provider prescribed use of the drug. The decision whether the student can attend practicum experiences is made by the health care agency and the Dean of the McGrath School of Nursing and Health Professions.

## **Employment (RN) Requirement**

### **POLICY:**

All MSN degree and post-master's certificate students enrolled in APRN practice tracks are required to have and retain RN employment (full- or part-time) upon admission and throughout progression in their program.

All DEMSN students are *highly encouraged* to seek RN employment after the NCLEX examination is passed and then retain RN employment (at least part-time) throughout progression in their program.

### **PROCEDURE:**

In the event of a critical circumstance/unforeseen reason preventing the student from maintaining employment for more than 60 days, the student must request a waiver from the Graduate Nursing Admission and Advancement Committee (GNAA) in writing. Requests will be considered on a case by case basis. The student will be notified of GNAA's decision, in writing, within 30 days of the Committee's receipt of the student's request.

## **Health Requirements**

The delivery of nursing care occurs in multiple environments that may carry high health risks. Therefore, a health status that contributes to a safe environment for the client and student is the minimal expectation of the JoAnn McGrath School of Nursing & Health Professions at Alverno College. The following health requirements were determined in collaboration with the clinical agencies that the JoAnn McGrath School of Nursing & Health Professions contracts for clinical practice.

The School strongly recommends that students carry health insurance to cover any unforeseen incidents. Students not already covered, may wish to explore coverage available through the College. Student Affairs has this information. Students sign an acknowledgement of this recommendation (See Appendix D: *Healthy Insurance Coverage Form*).

### **POLICY:**

1. It is the graduate student's responsibility to submit and maintain accurate and timely health information to castlebranch.com/ as required for initial and continued enrollment in their program. Failure to comply with student health policies results in exclusion from practicum sites, being dropped from graduate courses, and/or the



placement of a hold on future course registration.

2. The student and faculty have the professional responsibility to determine appropriate action(s) when health problems jeopardizing the safety of clients or students are present. When concerns are present, a statement of health status from a student's health care provider may be required to continue in a course.
3. If a health issue that may jeopardize patients or staff arises at the practicum site and the practicum faculty is not on site, the student should follow the direction of the preceptor. The practicum faculty must be alerted to the problem immediately thereafter.

### Health History, Physical Examination and Immunizations

Current immunizations are required according to the guidelines of the Center for Disease Control in Atlanta and the Wisconsin Division of Health and Social Services. The student is responsible to submit valid documentation for the following to CastleBranch.com:

- Health History and Physical Examination Student Health Record form
- Positive **rubella (German Measles)**, titer or proof of immunization after the age of 12 months
- Immunity to **rubeola (Measles)** titer or proof of immunization
- Immunity to **mumps** if born after 1957, titer or proof of immunization
- Varicella (Chicken Pox) titer or proof of immunization
- **Hepatitis B** proof of titer
- Proof of TDAP vaccination, plus either a TDAP booster or a TD booster within the last 10 years
- Proof of **Influenza** vaccination or documentation of medical or religious exemption provided annually each fall. Students should be aware that health care agencies may opt to refuse the practicum placement of students who refuse annual influenza vaccination for any reason.
- Documentation of the results of the **annual TB testing**: One-step testing with a TB skin test or a serum QuantiFERON TB Gold Test must be provided. \*Students with an initial TB positive skin test must follow up as recommended by their health care provider and documentation of treatment recommendations is required. Those students with a history of a positive TB test must annually complete the *Questionnaire for Evaluation of Signs and Symptoms of TB in Nursing Students* (available in CastleBranch). Students with symptoms of TB will be referred to their health care provider and documentation of treatment recommendations is required (also see CastleBranch). Clearance by health care provider and clear chest x-ray are required prior to any practicum. Send the "clearance" to the Clinical Coordinator and the chest x-ray to CastleBranch.
- Additional health requirements including immunizations may be required for clinical practice in selected health care agencies.

### PROCEDURE:

1. The student's health history and physical examination (H&P) may be completed by a physician, physician assistant, or an APRN. The H & P must be completed within 6 months prior to and no later than 30 days after enrollment in their graduate program. Student health data is submitted to the JoAnn McGrath School of Nursing & Health Professions via CastleBranch.com and is confidential and held separate from academic records. It is recommended that students retain copies of all records submitted.
2. Students born prior to 1957 may provide documentation of a positive titer or proof of one immunization for rubeola (Measles). Students born after 1957 may provide documentation of (a) a positive rubeola titer or (b) evidence of two doses of live measles vaccine, one of which must be dated after 1980. Students who have not received measles vaccine previously, receive and provide documentation of one dose of vaccine immediately and a second dose no sooner than 4 weeks later. Students born after 1957 may provide any of the following as documentation related to mumps: positive mumps titer, evidence of physician diagnosed mumps, or proof of immunization after the age of 1 year.

3. The combined measles, mumps, rubella (MMR) vaccine is recommended for students who need recent documentation of rubella and rubeola immunity to meet health requirements
4. Students who are pregnant and live with or have frequent contact with someone who is immuno-compromised, are advised to consult with their health care provider regarding the safety of immunizations if they are needed.
5. The protocol for the Hepatitis B vaccine series is 2 doses given intramuscularly 4 weeks apart and the third dose 5 months after the second dose. This series must be completed by the end of the student's first semester of study and before practicum. An antibody titer is required as proof of immunity, and if negative or equivocal, student must repeat the Hepatitis B vaccine series as recommended by their provider.
6. Human Immunodeficiency Virus (HIV) – All students are expected to follow CDC's "Standard Precautions" in all client contacts.
7. Students exposed to the blood or body fluids of an HIV positive client must follow the health care agency's policy and procedure, as well as those of the School. In collaboration with the track program chair, students are also required to complete an incident report to be filed at Alverno College.
8. Students unable to comply with any of the stated health requirements must contact the Clinical Placement Coordinator in writing to determine a course of action.

### **Identification Cards**

Student Affairs issues all new students of Alverno College an initial identification card (ID) at no charge. For purpose of identification, students are encouraged to carry their Alverno College student identification card at all times. The Alverno identification card is intended to be used the entire time students are associated with Alverno. It is not necessary to obtain a new card each semester. In order to prevent unauthorized use, it is each student's responsibility to report a lost or stolen ID card to Student Affairs and obtain a new card. People with monetary balances on lost or stolen cards must also contact Dining Services immediately. Alverno College is not responsible for any loss or expense resulting from the loss, theft or misuse of this card. Once reported lost or stolen, the lost card will be deactivated.

Failure to produce a valid ID card when requested by a college official, fraudulent use of the card, and/or transfer of an ID card to another person, may result in confiscation, loss of privileges and/or disciplinary action. The ID card can be used for the following:

- Services in the Library, Media Hub, and the Computer Center.
- Purchase items in Dining Services. Money can be deposited on the card in accordance with the Resident or Commuter Plan.
- Appropriate educational discounts and admission to facilities at other local venues.

Students can request their ID by visiting the Student Affairs office (FO 119) in person, or by submitting an electronic [request form](#).

Name changes must be entered and processed through Interactive Online (IOL) before a new ID card will be issued for students. For students, there is no charge for a replacement card due to a name change *provided the old card is returned at the time of replacement*. There is a charge for replacement of a lost or damaged card. There is no charge for a stolen card *if the student has a copy of a police report*.

### **Off-Campus Courses**

#### **POLICY:**

Courses required in a graduate program sequence may be taken at another institution of higher learning **ONLY** if prior approval has been obtained. Courses that are approved to be taken off-campus must duplicate approximate credit hours and course content as the Alverno course and, where appropriate, the student must be able to earn necessary validations without adversely affecting the anticipated graduation date.

#### **PROCEDURE:**

1. For graduate students considering requesting permission to take a course off-campus, first, the student advisor

must be consulted.

2. Before submitting a permit to request taking a course off-campus, the student must explore how this request may affect the program of studies at Alverno. The following activities will help a student make a decision to request taking a course off campus:
  - a. Obtain a course description and syllabus from the institution offering the course to compare credit hours and course content.
  - b. Answer these questions:
    - i. Does the course offer the same credit hours as the Alverno course?
    - ii. Does the course teach the same content and offer the same learning experiences?
    - iii. Is the course being offered at Alverno for the semester of the request? It is always preferred that the student take courses at Alverno if possible.
3. If the student finds that the credit hours and course content duplicate the Alverno course, and the student's anticipated graduation date will not be adversely affected, the student should complete the Permit to Take Courses Elsewhere Form with the academic advisor. The electronic form is located on the Registrar's Office website.
4. The student submits the Permit to Take Courses Elsewhere Form on Registrar's page and a copy of the course description including the name, number, and credit hours and course syllabus of the course to be taken. This form must be submitted to the Graduate Nursing Admission and Advancement Committee at least 1 month before the first day of the Alverno registration period.
5. The student will be notified by e-mail whether the request has been approved.

## **Practica: Advanced Practice Programs Practicum Experience**

### **POLICY:**

#### **Practicum Hours Requirements**

All advance practice nursing program students are required to complete at least 600 post-baccalaureate practicum hours in a nursing practice area of their choosing and that fills track-specific requirements. (Note: Students in the dual AGPCNP/AGACNP program must complete 1200 hours.) Practicum hours are conducted with preceptors in practice settings.

Clinical practica in the Alverno College advanced practice programs are designed so that students build and assimilate knowledge for advanced specialty practice. Practicum hours are distributed across three courses. Practicum hours are defined and described according to professional practice standards for AG-CNS, AGACNP, AGPCNP, FNP, NNP and PMHNP definitions of direct and indirect advanced practice nursing interventions from the American Nurses Association (ANA).

Advanced practice program students who seek ANCC certification after graduation are responsible for ensuring that they meet all specialty standards and criteria as identified by the ANCC credentialing body (see ANCC website). Practicum hours may be accomplished through nursing care that is *direct* or *indirect*, but Alverno advance practice nursing students must engage in and log nearly all of their required hours as direct patient care. A maximum of 24 hours of indirect care may be counted toward meeting the student's total clinical hours requirement. "Direct care" refers to nursing care provided to individuals or families that is intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings including acute and critical care, long term care, home health, community-based settings, and educational settings (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007). "Indirect care" refers to nursing decisions, actions, or interventions that are provided through or on behalf of individuals, families, or groups. These decisions or interventions create the conditions under which nursing care or self-care may occur. Nurses might use administrative decisions, population or aggregate health planning, or policy development to affect health outcomes in this way. Nurses who function in administrative capacities are responsible for direct care provided by other nurses. Their administrative decisions create the conditions under which direct care is provided. Public health nurses organize care for populations or aggregates to create the conditions under which care and improved health outcomes are more likely. Health policies create broad scale conditions for delivery of nursing and health

care (AACN, 2004, 2006; Suby, 2009; Upenieks et al., 2007; *Essentials of Master's Education in Nursing*, [AACN, 2011, p. 33]).

In the event that extreme circumstances limit the student's access to clinical preceptors and settings, such as worldwide pandemic, faculty may determine that a reduction in the number of practicum hours required to successfully complete a clinical course and/or advance practice program is appropriate; however, such a reduction should not be taken by the student to mean they may "opt" out of clinical hours and choose to complete the lesser amount, despite the continued availability of their preceptor and clinical setting to students. It is expected that all students maximize the clinical learning opportunities available to complete 200 hours per practicum course (300 hours for dual AGPCNP/AGACNP students) and 600 total program hours (1200 hours for dual AGPCNP/AGACNP students) as a patient-centered, professional responsibility. Lastly, students are reminded here that clinical practicum course outcomes cannot be achieved prior to the start of a course and that clinical hours cannot be "banked" for credit in a future course.

## **Telehealth**

Policy currently in development

## **Choosing a Preceptor and Practicum Site**

The advanced practice nursing program student is encouraged to identify a potential practicum site(s) and qualified preceptor(s). The preceptor(s) is knowledgeable in the area in which the student wishes to develop expertise and serves as a role model for the track specialty. The qualified preceptor must also be willing to precept and complete all necessary and required preceptor paperwork, including written student evaluations. The School of Nursing & Health Professions is available to assist with finding appropriate preceptors, but it may be to the student's advantage to seek out qualified preceptors and settings as a means to ensuring a practicum schedule that best fits and limiting the need to travel long distances to clinical settings.

All preceptors for advanced practice nursing program students must be at least master's prepared.

Students must comply with all requirements of the practicum site(s).

Demonstration of the required practicum course outcomes must be achieved within the practicum setting. Students are encouraged to select a preceptor and practicum site outside of their current work/department/unit employment setting whenever possible. In the event that the student chooses a practicum site where employed, current employment and practicum hours must be clearly differentiated by the agency involved and the Graduate Nursing Admission and Advancement Committee. It is expected that these learning experiences are related to course outcomes, go above and beyond usual job duties, involve synthesis and expansion of knowledge, and provide systematic opportunities for expert feedback and self-reflection. If a student has any question of learning activities that constitute appropriate MSN practicum hours, the student should consult the practicum course instructor and/or the track program chair.

Practicum and capstone project hours may not run concurrent with the students work hours.

Alverno graduate students are responsible for initiating an agreement with individual preceptors. Students complete the *Student Preceptor Request Form* (see Appendix E). The Alverno College Clinical Liaison and Coordinator of Clinical Placements will formalize the contractual agreement through the institution's procedures for practicum placements. Clinical placements will be approved by the appropriate track program chair.

All preceptor requests must be filed with the Clinical Liaison and Coordinator of Clinical Placements by the Saturday of the 4<sup>th</sup> weekend of the current semester's Weekend College in order for Alverno to secure an appropriate preceptor and meet agency deadlines for the *next* semester (spring or fall). If preceptor request deadlines are not adhered to, students will be in jeopardy of not being able to remain in the next semester's courses with practicum hours.

The student may not begin practicum hours until:

- the practicum site(s) and preceptor have been formally approved by the practicum course faculty,
- a contract(s) between the practicum site(s) and Alverno College has been secured by the JoAnn McGrath School of Nursing & Health Professions Clinical Placement Coordinator, and
- all prerequisites have been successfully completed, required documentation is submitted, and the student is enrolled in the practicum track course.

For continuing students, if circumstances preclude the completion of practicum hours in the usual semester timeframe, practicum hours may be completed over summer and holiday periods with *course faculty approval* but final approval is contingent on agreement by the Director of Graduate Nursing Programs and the Dean. At least half of the required number of hours must be completed in the usual semester timeframe. A progress code of “Incomplete” will be awarded for the course if the requisite numbers of practicum hours are not finished during the semester. The “Incomplete” progress code must be resolved in order to take subsequent courses in the MSN curriculum that require the course as a pre-requisite.

#### **PROCEDURE:**

1. Prior to the start of the first semester of courses, the student should meet with his/her Program advisor to discuss the student’s plan of study and ANCC certification after graduation.
2. The student is expected to review practicum course outcomes and required practicum hours associated with the requisite MSN courses at least one semester prior to taking the course. The nature of the every other weekend college (WEC) curriculum and practicum site rules requires that arrangements for practicum hours be solidified as much as possible prior to the beginning of the semester in which the student plans to enroll in the course.
3. The student completes the required *Student Preceptor Request Form* (see Appendix E) by the Saturday of the fourth weekend of the current semester’s Weekend College (in order for Alverno to secure an appropriate preceptor for the *next* semester (spring or fall). The student submits the form to the JoAnn McGrath Alverno College School of Nursing & Health Professions Clinical Liaison and Clinical Placement Coordinator, who formalizes the necessary contractual agreement(s) in accordance with agency procedures for practicum placement. **All preceptor requests must be filed with the Clinical Liaison and Coordinator of Clinical Placements. The maximum number of preceptors allowed each semester is two (2) preceptors.**
4. Alverno’s Nursing Clinical Liaison will secure the necessary contract and agency approvals.
5. The appropriate track program chair will approve the preceptor experience.
6. The student and the student’s course faculty will be informed when all arrangements have been approved.
7. Once the course begins, the student may start working toward practicum hours with the selected preceptor.
8. Course outcomes must be achieved between the formal course start and end dates, which are determined by the Registrar and posted in IOL.
9. **The student may not begin the practicum hours until the course has begun.**
10. The student is responsible for distributing and reviewing the preceptor folder (provided by course instructors) to each preceptor at the first practicum experience so both the student and the preceptor are aware of responsibilities throughout the semester.
11. Creation of individualized practicum outcomes is a collaborative process involving the student, the preceptor, and the instructor. After reading the course’s practicum description and course outcomes, the student will draft proposed outcomes to be consistent with the course outcomes description. The student should discuss these proposed outcomes with the faculty and preceptor and revise, as indicated. Final approval of the outcomes rests with the faculty. Once the faculty has approved the outcomes, the student shares the final copy with his/her preceptor. The student finalizes the *APRN Program Practicum Goals Form (Appendix F)* to document the outcomes and secures the preceptor’s signature and curriculum vitae. When the *APRN Program Practicum Goals Form* is completed, one copy should be given to the preceptor, one to the course faculty, and one kept by the student.
12. The student is responsible for accurately logging all practicum hours and the nature of clinical activities in Typhon, the designated web-based logging system. Typhon documentation is limited to seven days; therefore, the student must complete documentation of clinical activities within 7 days or will not be able to record the experiences.
13. Required practicum hours and documentation will be reviewed by course faculty and approved. If course faculty have any concerns regarding documentation, they will contact the student.

14. Eligibility to extend practicum hours beyond the semester (i.e., during holidays and over summers) depends on sufficient progress in meeting requirements during the usual semester timeframe. The student must contact the course faculty to secure permission.
15. If the student exceeds the requisite hours requirements for a particular track practicum course, the excess hours *may not be* “banked.”
16. Safety, personal integrity, accountability and professionalism are absolute requirements for all practicum experiences. Unsafe practice, failure to demonstrate integrity and unprofessionalism at the practicum site are subject to review by the Graduate Nursing Admissions and Advancement Committee and could result in disciplinary action including removal from the MSN program.
17. Once the semester begins, no student may change a preceptor after the preceptor has been approved for the semester. In the event of unusual circumstances that necessitate a change, the course faculty must make that determination. The student must contact the course faculty and obtain direction. The student must take no independent action on this matter.

## **Practica-DEMSN Program Clinical Practicum Experience**

### **POLICY:**

All DEMSN students are required to complete practicum (also called “clinical”) hours, which are incorporated into designated courses. Clinical hours in the Alverno College DEMSN program are designed so that students build and assimilate knowledge, skills, and attitudes essential for and inherent to professional nursing practice. The nature of the clinical setting is tailored to match companion theory courses and is specific to a nursing practice area. Clinical instructors are assigned to each section of a clinical course; that is, unlike in the advanced practice program, students in the DEMSN program do not have to find a preceptor/clinical instructor.

### **PROCEDURE:**

1. The student is expected to review clinical course outcomes and required clinical hours associated with the DEMSN course.
2. The student may not begin the clinical hours until the course has begun.
3. No student may change a clinical section after the semester has started.
4. During the clinical experience, students must follow policies and procedures of both the School of Nursing and Health Professions and the practice site. Should a conflict occur between these, the student must seek direction from the clinical instructor.
5. Safety, personal integrity, accountability and professionalism are absolute requirements for all clinical experiences. Unsafe practice, failure to demonstrate integrity and unprofessionalism at the clinical site are subject to review by the Graduate Nursing Admissions and Advancement Committee and could result in disciplinary action including removal from the DEMSN program.

### **DEMSN Student Clinical Uniform and Equipment Requirements**

#### **POLICY:**

The official Alverno nursing uniform with the Alverno patch is required for clinical practice courses. DEMSN students are discouraged from purchasing items other than the approved and designated uniform pieces because they will not be allowed to be worn in the clinical setting and thus will result in unnecessary and added expense. For the safety of students and others, clinical uniforms, including shoes must be in clean and in good repair.

All uniforms, scrub jackets, and shirts must be purchased at Galls (see procedures section below for address).

An Alverno photo ID is to be worn with the uniform at all times in clinical settings.

It is expected that students consistently maintain a professional appearance in the clinical setting that demonstrates respect for and facilitates the safety of clients, others, and self. This includes:

- A clean, pressed uniform or attire appropriate to the setting that is free of tobacco-smoke, pet-hair, and cologne scents. Pants should be hemmed so they do not touch the floor.
- Socks must be worn at all times; color should match either shoes or pants.
- Clinical shoes used **EXCLUSIVELY** for clinical practice. Clinical shoes are to be all **white, black, or red** without decoration. “Croc type” shoes (without holes) may be worn. If the shoe requires shoelaces, they must match the shoes.
- Simple jewelry, including a maximum of one small post earring per ear, may be worn. No other facial or body jewelry is acceptable and may pose a danger in some environments.
- Light makeup is acceptable; fragrances are not.
- Meticulous personal hygiene and grooming
- Clean hair of a naturally occurring color, coiffed in a hairstyle that is neat and off the shoulders
- Clean shaven face; if present, beards must be clean and neatly trimmed
- Clean and trimmed fingernails without nail polish; artificial nail tips, acrylic nails, etc. are not allowed.
- Limiting visible body art.
- Refraining from gum chewing during clinical practice.
- Refraining from **smoking while traveling to clinical settings and during clinical practice breaks. Third hand smoke poses a danger to our patients.**

Students may be dismissed from the clinical environment for violations of the uniform policy. Absence from the clinical environment may jeopardize students’ ability to be successful in the course.

Equipment required for clinical courses is identified in course syllabi. Students are required to furnish the basic medical equipment necessary for client care (e.g., stethoscope), which can be purchased through local medical supply stores or the **A Store. Students are advised to clearly mark their personal medical equipment with their name.**

**PROCEDURE:**

1. Student purchases the required Alverno College clinical nursing uniform from Galls, which is located at 500 East Oak St., Oak Creek, WI 53154. Galls’ phone number is 414-762-7300. No substitutions are permitted without prior permission from the Undergraduate Nursing Admission and Advancement Committee.
2. An optional long sleeve black tee shirt may be worn under the red Alverno clinical uniform top.
3. The Alverno patch must be worn with the clinical uniform during client care; Galls will sew on the patch and if needed, hem students’ uniform pants.
4. Pregnant students should consult with their clinical instructor regarding uniform requirements.
5. The students’ Alverno photo ID is to be worn with the uniform at all times in clinical settings; the cost of the ID is charged as a course fee.
6. Plunging necklines, spaghetti strap tops, short skirts or dresses, and exposure of the breasts, abdomen, and buttocks are not acceptable in professional contexts and must be avoided.
7. A single pair of earrings, not larger than a dime may be worn in the clinical setting; no other visible jewelry in the eyebrow, nose, lip, tongue, etc. is acceptable and must be avoided.
8. Tattoos must be covered when possible.



## Practicum: Doctor of Nursing Practice (DNP) Program Practicum Experience

### POLICY:

In development.

### PROCEDURE:

In development.

## Professionalism

### POLICY:

At all times, graduate nursing students are expected to conduct themselves in a professional manner, in all settings both on and off campus when interacting with faculty, staff, peers, and health care agency preceptors and affiliates.

Professionalism is identified as an expectation in every graduate nursing course. When student behaviors and/or interpersonal interactions with faculty, staff, peers or preceptors are unprofessional, expectations for professionalism are not met, and the student may be (a) deemed ineligible to continue attending classroom and/or practicum experiences (b) unsuccessful in the relative course despite the quality of other coursework or (c) dismissed from the graduate nursing program. Expected professionalism of the graduate nursing student is described in Appendix G, *Professionalism Rubric*.

### PROCEDURE:

1. If the student is observed or reported to have demonstrated unprofessional behavior in or outside any scheduled class or practice experience, the faculty reviews the student's progress in the course based on the professionalism rubric and notifies the student if unprofessional behavior is jeopardizing their ability to meet course outcomes.
2. If the faculty determines that a student is not eligible to continue in a course as the result of unprofessional behavior, the faculty has the responsibility to notify the student in writing. In addition, the faculty may send recommendations regarding the student's progression in the MSN program to the Graduate Nursing Admissions and Advancement Committee.
3. Any expenses incurred in fulfillment of this policy are the responsibility of the student.
4. **Note: Any graduate student who, through his or her lack of professional conduct, places patient or clinical agency staff safety in danger or Alverno's access to a practicum site in jeopardy, is in jeopardy of being dropped from the practicum course and/or dismissed from their program. Clinical practicum faculty will report the student's unprofessional conduct to the Graduate Nursing Admissions and Advancement Committee for review and consideration of the consequent implications for the student's progression in the graduate nursing program.**

## Professional Liability Insurance

### POLICY:

The practicing graduate student is in a position of being held liable for personal actions and judgments that occur while working with clients. Commissions and omissions in judgments and actions that are the expected duties and responsibilities of a practicing graduate student can result in litigation.

Students are required to carry professional liability protection throughout enrollment in the program. As a requirement of clinical agencies, Alverno College has procured professional liability insurance coverage that protects each student in the School. This coverage protects the student and the College any time the student is involved with a client or group of clients within the defined graduate student role. This policy does not cover students beyond their graduate student role at Alverno College.

### PROCEDURE:

The Business Office adds the cost of professional liability insurance to the graduate student's total tuition bill, each semester of enrollment, as is required by policy.

## Progression in Graduate Nursing Programs

### Successful, Incomplete, and Unsuccessful Progression

#### POLICY:

Successful student progression in graduate nursing programs is based on students' achievement of course outcomes as outlined in each course syllabus and requires a pattern of effective demonstration of abilities in practice, criterion-referenced projects and key assessments of performance, objective assessments, and successful completion of the Capstone Project (MSN degree students). If there is an identified pattern of difficulty in meeting these requirements, strategies to strengthen necessary abilities may be required before the student is allowed to progress in the program. These strategies are documented in an individualized Learning Agreement. The student is responsible for fulfilling the requirements of the Learning Agreement.

The graduate student is expected to complete assigned coursework within the constraints of course calendars. An incomplete (I) progress code is assigned at the discretion of faculty when, due to *extraordinary circumstances*, a student is prevented from completing all required coursework on time. A student anticipating the need for an "I," is responsible for initiating the conversation with faculty. Typically, an "I" is assigned when only a minimal amount of work remains to be completed.

In the case of an "I," the course faculty stipulates the due date for completion of all remaining coursework. An "I" in a prerequisite course must be satisfactorily removed and reported to the Registrar's Office before the MSN student can begin the subsequent course(s). An "I" in a non-prerequisite course usually must be satisfactorily removed and reported to the Registrar's Office by the end of the semester immediately following that wherein the "I" was assigned. If all coursework is not completed by the stipulated date, and if no other arrangements have been made with the faculty, the "I" is removed from the student's academic record, an Unsatisfactory (U) progress code is awarded, and the student is required to repeat the course.

Any graduate student with a course progress code of "U" is reviewed by the Graduate Nursing Admission and Advancement Committee and the Alverno College Status of Students Committee and placed on Probation with Warning. A Learning Agreement is often subsequently developed. The student must fulfill all requirements of the agreement to successfully complete the course on the second attempt and progress in the program. A student who is unsuccessful in the same course twice or has unsuccessful outcomes in any two graduate program courses is dismissed from the program.

#### PROCEDURE:

1. All requirements for success in a course are outlined in each nursing course syllabus.
2. If a student is experiencing difficulty meeting course outcomes, the faculty may file a *Mid-Semester Progress Report*. The student is often asked to self-assess personal learning practices. Drawing on the student's self-awareness, the student and faculty may develop a Learning Agreement and timeline as needed. The student is responsible to fulfill all requirements of the contract to successfully complete the course.
3. If a student chooses to drop a course, the student must (a) do so by the "drop date" and (b) follow the correct procedure. The academic calendar identifies the "last day to drop a course." To drop a course, the student must do so in writing through the Registrar's Office. A drop form is available on the Registrar's Office webpage under Forms or in the Registrar's Office. The student can also email the drop to registrar@alverno.edu. Failure to contact the Registrar's Office will result in receiving a U/UW in the course.
4. A student receiving a "U" in one course is placed on Probation with Warning and automatically receives a Mid-Semester Assessment Report in remaining semesters. The student is often asked to self-assess personal learning practices. Drawing on the student's self-awareness, the student and faculty develop a Learning Agreement and timeline as needed. The student is responsible to fulfill all requirements of the agreement to successfully complete the course on the second attempt and progress the program. .
5. A student receiving a "U" in the same course twice or who has been unsuccessful in any two MSN courses is reviewed by the Graduate Nursing Admission and Advancement Committee (GNAA). (Note: the exceptions are a "U" in MSN 755 and MSN 760.)
6. The GNAA makes a determination if there are grounds for removal from the nursing graduate program. The outcome

of the GNAA's deliberations is reported to the Director of the Graduate Nursing Programs and the Dean of the School of Nursing and Health Professions. If no appeal is initiated by the student, the outcome is then reported to the Alverno College Graduate Status Committee.

7. The Graduate Status Committee, comprised of members from across the college, makes the final decision regarding dismissals from the College

A student who has been either removed from the nursing graduate program or dismissed from the College has the right to appeal. See the "Student Conflict Resolution" in this *Graduate Nursing Handbook* and the *College Bulletin* or the *Alverno Student Handbook*.

### **Extension of Graduate Program Completion**

#### **POLICY:**

All coursework work must be successfully completed by within 7 years of entry to a graduate advanced practice nursing program. If the student is unable to complete and their program of study within the required timeframe, they must submit a request for an extension in a letter to the Graduate Nursing Admission and Advancement Committee including a plan and timeline for program completion. The Committee will review the student's request and communicate a decision.

#### **PROCEDURE:**

1. If unable to complete the advanced practice MSN degree program of study within the required timeframe, the student submits a written letter requesting extension including a plan and timeline for program completion, to the Graduate Nursing Admissions and Advancement Committee. The request for extension should be submitted as soon as possible and no later than four months prior to the previously anticipated graduation date.
2. The Graduate Nursing Admissions and Advancement Committee reviews the student's request and academic record, and renders a decision regarding extension of the student's program completion.
3. The MSN student assumes responsibility for any/all fees or tuition resulting from a program completion extension.

### **Interrupted Program of Study**

#### **POLICY:**

If a student returns to the nursing graduate program after a leave of absence of one semester or more, the student must submit a written letter of intent and request to re-enter nursing graduate courses to the Graduate Nursing Admission and Advancement Committee. The Committee reviews the request and determines whether the student may re-enter the program and, if yes, under what conditions. The number of semesters on leave will be taken into consideration when determining requirements for satisfactory return to the program.

#### **PROCEDURE:**

1. The student must submit a written letter of intent and request to re-enter nursing to the Graduate Nursing Admission and Advancement Committee as soon as possible but no later than one month prior to the beginning of the semester the student intends to re-enter.
2. The Graduate Nursing Admissions and Advancement Committee will review the petition and record to determine a response to the request.
3. If the student is permitted to re-enter the Nursing graduate curriculum, the Committee may require a demonstration of knowledge and abilities to show readiness to continue in the program.
4. All fees/tuition incurred by the learning prescription are the student's responsibility.

## Graduation

### POLICY:

The graduate student who has successfully completed all required courses (or equivalent) in their program, and track-specific practicum hours (as appropriate) and the MSN Capstone project (when appropriate) is eligible for graduation. Students should anticipate and plan for special expenses associated with graduation.

### PROCEDURE:

1. The Registrar's Office maintains formal course completion records.
2. The JoAnn McGrath School of Nursing & Health Professions maintains documented evidence of preceptor qualifications and completed practicum hours in the case of advanced practice nursing program students and successful MSN Capstone completions.
3. The student is responsible for maintaining and retaining documented evidence of completed practicum hours.
4. The Registrar's office notifies students of graduation processes.
5. The student meets financial obligations associated with graduation.

## Responsibility for Contents of the Graduate Nursing Handbook, Policies, and Procedures

### POLICY:

The graduate student is responsible to secure and maintain current knowledge of the JoAnn McGrath Alverno College School of Nursing & Health Professions' *Graduate Nursing Student Handbook, Policies, and Procedures*. A record of student acknowledgement of securing the Handbook and responsibility for knowing its contents is maintained in the School office. A record of the student's signed *Permission Form-Nursing Program of Studies* granting permission for their work to be shared for academic purposes only, with notification by faculty is maintained in the School office.

### PROCEDURE:

1. Regularly, the *Graduate Nursing Student Handbook: Policies, and Procedures* is reviewed, revised, and uploaded on the Alverno website, [www.alverno.edu](http://www.alverno.edu). The graduate student is responsible for keeping up-to-date on all information, policies and procedures therein; content of the Handbook is subject to change without notice.
2. Upon admission to the graduate program, the student is accountable to obtain and read the *Graduate Nursing Student Handbook: Policies and Procedures*, and sign and submit the required attestation (p. 2) of responsibility form to the School of Nursing & Health Professions by way of an MSN 600, MSN 600a, MSN 600b assignment, as appropriate.
3. Upon admission to the graduate program, the student is accountable to sign and submit the *Permission Form-Nursing Program of Studies* by way of an MSN 600, MSN 600a, MSN 600b assignment, as appropriate. (Appendix H).

## Student Advising

A primary goal of advising at Alverno College is to assist the student to become a self-directed learner in professional studies. Faculty advisors provide students with academic information, assist with planning a program of study, and act as a counselor or referral agent for other concerns. When students are accepted in a nursing graduate program, an advisor is assigned to each. It is important for graduate students to initiate and maintain ongoing contact with their faculty advisor throughout the program.

Graduate nursing students also have access to other faculty who may assist with various aspects of the students' program. Specifically, the Chair of the track programs and/or the Chair of the DEMSN program serve as resources for policies, procedures, and academic curricular assistance unique to each specialization. The Director of Graduate Nursing Programs will assure all students receive pertinent advising information through newsletters, e-mails, one-on-one conversations, group interactions, and/or other means of communication. Faculty in the MSN and DEMSN programs also serve as a resource to students about their respective courses.

Students may contact graduate faculty via the phone or e-mail. In addition, the Director of Graduate Nursing Programs, Program Chairs and graduate faculty have weekly office hours posted near their offices and on-line. This information may also be obtained from the nursing office (Christopher Hall 218a or 218c).

If a student is not able to reach an advisor, a message can be left:

1. By phone or e-mail
2. With the Nursing Office Academic Administrative Assistant
3. In the mailboxes in Christopher Hall or in the basement of Founders Hall

In any message, students should identify themselves and the nature of the inquiry. Indicate a phone number for a return call or an e-mail address, and a schedule of times available. The advisor can then contact the student.

Suggested times to meet with the advisor:

- When first assigned the Faculty advisor
- When returning from an Interrupted Program of Studies or Student-on-Leave status
- When having questions about sequence of courses or special requests, e.g., prerequisites
- When there is a special academic status such as probation or probation-with-warning
- When seeking academic advice

## **Student Conflict Resolution**

### **POLICY:**

All members of the Alverno community are expected to communicate in positive ways to resolve issues and conflicts. Communication and constructive controversy promote increased learning in a collaborative culture, encouraging better problem solving, creativity and involvement, and influencing individuals to view problems and issues from different perspectives and rethink their response. Constructive controversy is most productive in an atmosphere where individuals:

- make every attempt to first resolve conflicts with the person(s) involved;
- value controversy and different viewpoints;
- focus the controversy on ideas and determine the best direction or decision;
- are open to be influenced by new ideas and information;
- reflect on one's actions, thoughts and the reaction of others;
- communicate information accurately and clarify miscommunication; and
- recognize and communicate feelings as they relate to the issues being discussed.

All members of the Alverno academic community are expected to act in ways that contribute to a supportive academic environment. Students, faculty, and staff are expected to use skills in communication, social interaction, and problem solving in positive ways to resolve conflicts. Graduate students are accountable for adhering to this process. When academic performance is at issue, students must review their own progress using feedback and assessments of faculty and attempting to resolve conflicts with persons involved.

### **PROCEDURE:**

There may be times when the graduate student disagrees with various policies or actions taken by individual faculty or staff members, Graduate Nursing Program Committees, or the JoAnn McGrath School of Nursing & Health Professions leadership. At times students may wish to share opinions in a formal way with the JoAnn McGrath School of Nursing & Health Professions, individual faculty, or staff member. The following procedures have been established to assist students in resolving problems and sharing viewpoints that may arise:

1. Clarify and describe the concern or viewpoint and consult any appropriate source materials, such as syllabi or handbooks, to ensure that the issue is clearly identified.
2. Approach the person (faculty, advisor, staff member, or peer) most directly involved with the concern and discuss it using any necessary documents (assignments, assessments, memos, handbook references, syllabi, etc.). If the student cannot resolve the conflict after talking to the person involved, the following steps are pursued:
  - a. ***If the conflict is course related:*** The student contacts the faculty advisor and makes an appointment to discuss the concern. The faculty advisor assists the student in following the School procedures for conflict resolution.
  - b. ***If the issue is one of academic progression:*** The student contacts the faculty advisor and makes an appointment to discuss the concern. The faculty advisor assists the student in processing the concern through the Graduate Nursing Admission and Advancement Committee of the School.
  - c. ***If the issue is a viewpoint, opinion, or concern related to the MSN Program:*** The student clarifies and describes the opinion, viewpoint, issue, concern, and/or request by communication with the track program chair. If in the opinion of the students concern is not resolved, the student may write to the Director of Graduate Nursing Programs, providing supporting documentation if appropriate. As with any conflict, the conflict resolution procedures cited above are also available to the student.
  - d. ***If the conflict is related to a situation outside the classroom or School:*** The student submits a written description of the circumstances to the Dean of the School and the Dean of Students in the College. After an interview with those involved, the Dean of Students may convene a committee to deal with the issue.
3. If the student has a justifiable basis for not going directly to the person involved, a formal complaint can be made without having made an informal complaint. For more information, the student may contact the Dean of Students.
4. If unsure about how to deal with the situation or if assistance is needed in how to proceed, the student may contact a member of the Student Affairs Staff to get assistance. If, after following the above procedure, the student believes the concern is not resolved, the student may pursue the matter further. For that process, consult the Alverno Student Handbook, Complaints and Conflict Procedures.

## Student Responsibilities

### Course Participation

Alverno faculty believe that knowledge is co-constructed; therefore, regular course attendance and active participation in class, online discussions, and practice are required of all graduate students and essential for successful progression in the program. In addition to scheduled coursework, the student is expected to complete independently scheduled and assigned practicum experiences. Successful progression in the program is dependent, in part, on the student's consistent demonstration of highly effective communication, social interaction, critical thinking, and problem solving skills.

The graduate curricula have traditional, hybrid and synchronous and asynchronous online courses. Both types require class participation. In hybrid courses, students are expected to log into Alverno College online learning systems multiple times during the week, as directed, to fully engage in graduate courses and with peers. On weeks when classes do not meet face-to-face, online and video discussions as well as other learning activities are assigned to ensure that all course content is fully covered and understood. Students have the freedom to do assigned coursework on their own schedule but must ensure that all scheduled due dates are met.

### Effective Writing, Speaking and Social Interaction

The Alverno College criteria for effective writing, speaking, and social interaction are included in this handbook (Appendices A, B, and C, respectively). Graduate students are expected to consistently demonstrate writing, speaking, and social interaction skills that are contextually appropriate and commensurate with graduate level education. *APA* format is the expected writing style for all nursing course written work. The most current edition of the *Publication Manual of the American Psychological Association* serves as a reference text for this style and may be purchased as other textbooks.

### Self-Monitoring

Graduate students have primary responsibility for knowing and completing all requirements of their graduate program and (i.e., AGPCNP, AGACNP, dual AGPCNP/AGACNP, DEMSN, CNS, FNP, NNP, PMHNP); therefore, it is important for



students to continually self-monitor their progression through their program. All graduate courses have prerequisites and faculty advisors recommend course completion sequence to maximize learning and the professional development of the student.

### **Engagement in Alverno Graduate Nursing Learning Community**

The personal and professional development of graduate students is central to the mission of Alverno College. Toward the achievement of this mission, graduate faculty have identified purposes, which include, but are not limited to, creating a dynamic graduate curriculum and fostering a community of learners. Student engagement is critical to the accomplishment of these purposes; thus, students are encouraged to communicate their personal perspectives on learning and meaningful participation in activities related to graduate courses, program policies, and governance. Students are expected to engage in the graduate learning community by

- attending graduate Brown Bag sessions, Town Hall meetings, etc. as appropriate.
- providing feedback to course instructors, the program chairs, and/or Director of Graduate Nursing Program.
- volunteering to represent peers when representation is solicited.
- completing course, faculty, and program evaluations.
- participating in presentations about the curriculum.
- participating in recruitment activities.

### **Textbook Orders**

Alverno is in partnership with MBS Direct to order textbooks. The link for Alverno is:

[https://bookstore.mbsdirect.net/vbm/vb\\_home.php?FVCUSNO=227&url=alverno.htm](https://bookstore.mbsdirect.net/vbm/vb_home.php?FVCUSNO=227&url=alverno.htm) When books become live, students will be able to pull up their book list by clicking the link at the bottom of the student's class schedule in Interactive Online (IOL). There is also a list of required books for a specific course in the course's syllabus.

### **Use of Alverno College Technology**

**Alverno's technology use policies outlined in the Alverno Student Handbook govern the rights and responsibilities for all Alverno students. They are based on the following principles:**

#### **Be Ethical**

It is expected that the MSN student accurately identifies self and affiliations; uses the Alverno College name only for official school business; and engages with Alverno College technologies for lawful purposes only.

#### **Be Respectful:**

It is expected that the MSN student does not share confidential information; does not send offensive communications or materials; and does not send chain letters, spam, or unsolicited advertisements.

#### **Be Secure:**

It is expected that the MSN student does not share personal passwords; changes passwords when prompted; and if using a personal computer, the student ensures that it has anti-virus software.

#### **Special Concerns Related to FERPA and HIPAA**

For nursing graduate students, special attention needs to be followed with regard to information and photos associated with clinical practice and practice sites. Information posted online is public information and inadvertent use of identifying information could be in violation of FERPA or HIPAA regulations. Students, faculty and staff are encouraged to be prudent when posting information on social media sites. Alverno College does not routinely monitor online communities, however, pictures and information brought to the attention of the College describing or documenting behavior considered to be in violation of College policies, such as those listed on page one of this document or in other official college handbooks, on campus or off campus at a College sponsored event, will be subject



to further investigation. Any College policies found to be in violation are documented as a result of the investigation and will result in appropriate disciplinary action.

## **V. GENERAL INFORMATION**

### **JoAnn McGrath School of Nursing & Health Professions Committee Structure**

The organizational structure of the JoAnn McGrath School of Nursing and Health Professions provides the framework for the work of the program in the accomplishment of the goals and objectives of the College and the School.

The Dean of the JoAnn McGrath School of Nursing and Health Professions is responsible for the administration of the School and reports directly to the Vice President for Academic Affairs of the College. The Graduate Nursing Program Director is responsible for all graduate nursing programs and reports to the Dean. Program Chairs are responsible for oversight and execution of their respective program tracks. Each reports to the Director of the Graduate Nursing Programs. Faculty members assume multiple roles and responsibilities to support and assure the effectiveness of the JoAnn McGrath School of Nursing and Health Professions.

The following committees have been established for programmatic decision making within the nursing graduate programs and to encourage shared governance between faculty and administration.

#### **Graduate Nursing Admission and Advancement Committee (GNAA)**

The GNAA committee reviews applicants for the graduate nursing programs and determines individual admissibility. It creates and monitors policies related to the admission and advancement of students into and through the graduate nursing programs. The Committee provides a forum for students requesting permission to deviate from a course of studies and petitioning review of their academic status. The GNAA collaborates with Alverno's Graduate Council to determine and implement processes to support masters' student admissions, advising, and determination of status.

#### **Graduate Nursing Curriculum Committee (GNCC)**

The GNCC is responsible for the development, implementation, and evaluation of graduate nursing course syllabi, learning experiences, and key assessments of student performance that are appropriate to the graduate student's developmental level and congruent with graduate course and program outcomes. The GNCC is also responsible to assure the quality of the graduate program through implementation of the graduate curriculum evaluation plan.

#### **Nursing Advisory Board (NAB)**

The NAB is comprised of persons from Southeastern Wisconsin area health care systems, nursing education communities, other employers, and representatives from the other communities of interest. The NAB is responsible to provide advice to the School of Nursing and Health Professions, the nursing leadership team, and nursing faculty about curriculum, course projects and assessments, practice hours/preceptorships, and other issues as brought to the Board.

### **Right to Modify Course Syllabi and Maps, and *Graduate Nursing Handbook, Policies, and Procedures***

Graduate nursing faculty reserve the right to modify, amend, or change any course syllabus and map (schedule, course assignments and assessments, determinants of student performance, etc.) and the content of the *Graduate Nursing Handbook, Policies, and Procedures* herein, including policies and procedures, in response to the assessment of student engagement, learning, and need, and/or upon considering published evidence and recommendations set forth by professional organizations, national credentialing agencies, and accrediting bodies.

# **VIII.**

# **APPENDICIES**



## CRITERIA FOR EFFECTIVE WRITING

Communication Ability Department

(Adapted for Entering Graduate Students, January 2003, Update 2009)

In a given writing, the student should show the following abilities to the level indicated:

**Preliminary:** Follows directions: yes \_\_\_\_\_ no \_\_\_\_\_

1. Connects with audience through **ESTABLISHING AND MAINTAINING CONTEXT** (clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)

- L1 Gives audience some sense of focus and purpose (*What* am I telling *whom* and *why*?)
- L2 Throughout the writing, provides and maintains a sense of focus and purpose
- L3 Takes responsibility for own ideas and distinguishes them from those of others
- L4 Clearly articulates relationships between ideas/concepts out of an academic framework/theory and those out of her own thinking

### Graduate Level

As a professional, shows awareness of one's own ideas as claims rather than truths in the context of disciplinary/professional discourse

2. Connects with audience through **VERBAL EXPRESSION** (word choice/style/tone - reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)

- L1 Uses language that shows some awareness of appropriate style/tone and varied word choice
- L2 Uses language that shows general awareness of appropriate style/tone and varied word choice avoiding vague, empty, and condescending expression
- L3 Uses language that shows consistent awareness of appropriate style/tone and varied word choice
- L4 Uses language that reflects a *refined* awareness of the audience

### Graduate Level

As a professional:

- Incorporates word choice/style/tone unique to a particular discipline or profession
- Shows awareness of ambiguity, e.g., that words/concepts may have different meanings for different audiences
- Maintains the individuality of the writer
- Communicates a sense of ongoing dialogue, common ground, and openness to other perspectives

3. Connects with audience through **APPROPRIATE CONVENTIONS** (usage, spelling, punctuation, capitalization, sentence structure, format, citing and documenting sources)

- L1 Generally follows appropriate conventions
- L2 Consistently follows appropriate conventions
- L3 Applies appropriate conventions to the expression of complex relationships
- L4 Shows a refined sense of appropriate conventions

### Graduate Level

As a professional, utilizes appropriate writing conventions of a given discipline or profession.

4. Connects with audience through **PURPOSEFUL STRUCTURE** (sense of introduction/development/conclusion; focusing by main point made; major/minor connections)

- L1 Presents a message with recognizable introduction, development, and conclusion
- L2 Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development

L3 Without digression from the focus of the work, consistently articulates relationships between points of development

L4 Maintains a refined sense of structure appropriate to disciplinary and/or professional contexts

#### **Graduate Level**

As a professional, maintains a refined sense of structure in relation to an academic framework integrated into that of a profession.

### **5. Connects with audience through SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA**

L1 Shows ability to use examples and/or evidence meaningful to audience

L2 Supports most generalizations with examples and/or evidence meaningful to audience

L3 Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence

L4 Develops ideas with appropriate depth, variety, and sufficient interest to engage audience

#### **Graduate Level**

As a professional, acknowledges contradictory or conflicting evidence.

### **6. Connects with audience through ORIGINAL AND APPROPRIATE CONTENT (criteria may be further contextualized by instructor in discipline)**

L1 Articulates ideas accurately

L2 Demonstrates appropriate application of designated or selected ideas

L3 Identifies key elements that indicate understanding of frameworks/theories

L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/ theories, validating them with substantiated thinking and appropriately using valid sources

#### **Graduate Level**

As a professional:

- Integrates academic frameworks/theories into the context of the profession
- Shows ability to challenge existing frameworks and/or approaches

### **7. SELF ASSESSMENT**

L1 Shows awareness of a few strengths and weaknesses in a written work, based on College criteria

L2 Shows some understanding of development in writing ability, based on College criteria

L3 Articulates, providing evidence, a realistic sense of writing performance in all criteria areas

L4 Shows a refined sense of strengths and weaknesses in all criteria areas

#### **Graduate Level**

As a professional:

- Shows a refined sense of one's own strengths and weaknesses in all criteria areas, particularly in professional contexts
- Identifies plans for improvement related to one's own areas of weakness
- Shows awareness of the development of one's own understanding of one's own mental models

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**CRITERIA FOR EFFECTIVE SPEAKING**  
**APPENDIX B**

Communication Ability Department  
(Adapted for Entering Graduate Students, January 2003, Update 2009)

In a given speech, the student should show the following abilities to the level indicated:

**Preliminary:** Follows directions: yes \_\_\_\_\_ no \_\_\_\_\_

**1. Connects with audience through SPEAKING ON ONE'S FEET**

- L1 Speaks to an audience for at least a minute with little reliance on scripted or memorized input
- L2 Communicates *to* an audience, long enough to suggest the speaker has internalized her message, with little reliance on scripted or memorized input
- L3 Communicates *with* the audience, giving the impression of both thinking and speaking spontaneously without reliance on scripted or memorized input
- L4 Gives a consistent impression of communicating *with* the audience without reliance on scripted or memorized input

**Graduate Level:**

As a professional, gives a consistent impression of communicating with the audience without reliance on scripted or memorized input in a variety of job-related contexts.

**2. Connects with audience through ESTABLISHING AND MAINTAINING CONTEXT (clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)**

- L1 Gives audience some sense of focus and purpose (*What* am I telling *whom* and *why*?)
- L2 Throughout the presentation, provides and maintains a sense of focus and purpose
- L3 Takes responsibility for own ideas and distinguishes them from those of others
- L4 Clearly articulates relationships between ideas/concepts out of an academic framework/theory and those out of her own thinking

**Graduate Level:**

As a professional, shows explicit awareness of one's own ideas as claims rather than truths in the context of disciplinary/professional discourse.

**3. Connects with the audience through VERBAL EXPRESSION (work choice/style/tone – reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)**

- L1 Uses language that shows some awareness of appropriate style/tone and varied word choice
- L2 Uses language that shows general awareness of appropriate style/tone and varied word choice avoiding vague, empty, and condescending expression
- L3 Uses language that shows consistent awareness of appropriate style/tone and varied word choice
- L4 Uses language that reflects a *refined* awareness of the audience

**Graduate Level:**

As a professional

- Effectively incorporates word choice/style/tone unique to a particular discipline or profession
- Shows explicit awareness of ambiguity, e.g., that words/concepts may have different meanings for different audiences
- Maintains the individuality of the speaker

- Communicates a sense of ongoing dialogue, common ground, and openness to other perspectives

**4. Connects with the audience through EFFECTIVE DELIVERY (speaking with credibility demonstrated through adequate volume and voice projection, clear articulation, vocal variety, use of gestures/body language, eye contact, and projection of interest in topic and audience)**

- L1 Speaks with some elements of effective delivery
- L2 Speaks with most elements of effective delivery
- L3 Speaks consistently with elements of effective delivery
- L4 Speaks with a refined repertory of effective delivery techniques

**Graduate Level:**

As a professional, meets the delivery requirements of a given discipline or profession.

**5. Connects with the audience through use of APPROPRIATE CONVENTIONS (usage, pronunciation, sentence structure, citing and documenting sources)**

- L1 Generally follows appropriate conventions
- L2 Consistently follows appropriate conventions
- L3 Applies appropriate conventions to the expression of complex relationships
- L4 Shows a refined sense of appropriate conventions

**Graduate Level**

As a professional, meets the stylistic requirements of a given discipline or profession.

**6. Connects with audience through PURPOSEFUL STRUCTURE (sense of introduction/development/ conclusion; focusing by main point made; major/minor connections)**

- L1 Presents a message with recognizable introduction, development, and conclusion
- L2 Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development
- L3 Without digression from the focus of the speech, consistently articulates relationships between points of development
- L4 Maintains a refined sense of structure appropriate to disciplinary and/or professional contexts

**Graduate Level**

As a professional, maintains a refined sense of structure in relation to an academic framework integrated into that of a profession.

**7. Connects with audience through SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA**

- L1 Shows ability to use examples and/or evidence meaningful to audience
- L2 Supports most generalizations with examples and/or evidence meaningful to audience
- L3 Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence
- L4 Develops ideas with appropriate depth, variety, and sufficient interest to engage audience

**Graduate Level**

As a professional, explicitly acknowledges contradictory or conflicting evidence.

**8. Connects with audience through CREATION and USE OF MULTI-MEDIA**

- L1 Incorporates a visual that is legible, understandable, and appropriate to topic and audience
- L2 Purposefully creates and uses eye-appealing visuals to enhance presentation
- L3 Smoothly incorporates high-quality and diverse media whose messages reflect the core concepts of a presentation
- L4 Incorporates professional-quality media within a specific context to aid in clarifying, and enhancing the presentation of, ideas in relation to academic frameworks/theories

**Graduate Level**

As a professional, meets expectations for media quality for a given profession.

**9. Connects with the audience through ORIGINAL AND APPROPRIATE CONTENT  
(criteria may be further contextualized by instructor in discipline)**

- L1 Articulates accurate representation of ideas
- L2 Demonstrates appropriate application of designated or selected ideas
- L3 Identifies key elements that indicate understanding of frameworks/theories
- L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/theories, validating them with substantial thinking and appropriately using valid sources

**Graduate Level**

As a professional:

- Effectively integrates academic frameworks/theories into the context of the profession
- Thoughtfully challenges existing frameworks and/or approaches

**10. SELF ASSESSMENT**

- L1 Shows awareness of a few strengths and weaknesses in a presentation, based on College criteria
- L2 Shows some understanding of development in speaking ability, based on College criteria
- L3 Articulates, providing evidence, a realistic sense of performance in all criteria areas
- L4 Shows a refined sense of strengths and weaknesses in all criteria areas

**Graduate Level**

As a professional:

- Shows a refined sense of one's own strengths and weaknesses in all criteria areas, particularly in professional contexts
- Identifies reasonable plans for improvement related to one's own areas of weakness
- Shows explicit awareness of the development of one's own understanding of one's own mental models

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Criteria for Effective Social Interaction  
Social Interaction Department  
(Adapted for Entering Graduate Students, August 2004)

**1. Shaping and Working with a Task**

- Clearly defines a problem identification process
- Accurately verbalizes a representation of the problem
- Clearly defines a decision-making process

**2. Using Task Oriented Behaviors Appropriate to the Task**

- Effectively exhibits task-oriented group behaviors such as leading, reinforcing, seeking information, etc.
- Listens analytically and affectively, trying to understand a speaker's frame of reference
- Provides appropriate information before, during and following meetings
- Thoughtfully includes multiple viewpoints in a discussion
- Effectively demonstrates planning and implementation strategies for decisions
- Effectively uses strategies to explore a wide range of possibilities, thus avoiding 'group think'
- Thoughtfully utilizes group techniques to promote effective decision making
- Effectively demonstrates consensus building skills
- Reflectively draws upon an understanding of power dynamics to effectively lead and participate in groups
- Effectively uses conflict management strategies to create win-win results

**3. Using Interpersonal Behaviors Appropriate to a Situation**

- Effectively exhibits interpersonal behaviors such as using 'I' statements, verbalizing feelings, etc.
- Uses effective repertoire of non-verbal body language to communicate positively
- Effectively creates a physical environment conducive to the groups needs
- Consistently behaves proactively
- Consistently creates patterns of dialogue that are healthy for group participants

**4. Using Reflection for Personal Growth in Task Oriented and Interpersonal Behaviors**

- Thoughtfully uses feedback to others to improve group skills
- Accurately self assesses own performance related to both task and interpersonal behaviors
- Consistently views feedback as a means of strengthening relationships and/or accomplishing the task
- Thoughtfully reflects on stages of group development to analyze impact of own and others' behavior

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## HEALTH INSURANCE COVERAGE FORM

I understand that it is strongly recommended that graduate nursing students carry health insurance to cover any unforeseen incidents that might be experienced during clinical practicums.

I further understand that coverage is available at a reasonable cost through Alverno College. (Information regarding that coverage is available through the Student Affairs Department).

---

PRINT YOUR NAME

---

STUDENT SIGNATURE

---

DATE



**ADVANCED PRACTICE MSN DEGREE AND POST-MASTER'S CERTIFICATE PROGRAM  
STUDENT PRECEPTOR REQUEST FORM**

Form revision in progress



**ADVANCED PRACTICE PROGRAMS  
PRACTICUM GOALS FORM**

I, \_\_\_\_\_ agree to precept \_\_\_\_\_  
**(Preceptor's Name)** **(\*Student's Name)**

during his/her practice hours during the \_\_\_\_\_ **(Fall/ Spring) 20** \_\_\_\_\_ semester  
(circle semester) (enter year)

I am aware that this will entail 200 practice hours during which the student will engage in the

**Application** \_\_\_\_\_

Name of the **Practice Site** for these hours: \_\_\_\_\_

Name the **Specific Unit** or **Specialty Area**: \_\_\_\_\_

**THE STUDENT AND I HAVE DEVELOPED THE FOLLOWING OUTCOMES FOR THE PRACTICUM:**

- 1.
- 2.
- 3.

I AGREE TO PROVIDE A SUMMATIVE REPORT AT THE CONCLUSION OF THE SEMESTER **200 PRACTICUM HOURS** PRACTICUM HOURS ABOUT THE STUDENT'S PERFORMANCE IN MEETING THE OUTCOMES LISTED ABOVE.

\_\_\_\_\_  
**(Preceptor Signature & Credentials)** **(Preceptor Title)** **(Date)**

**Preceptor Contact Information:**

- ❖ Agency: \_\_\_\_\_
- ❖ Phone: \_\_\_\_\_
- ❖ Email: \_\_\_\_\_

\_\_\_\_\_  
**(Student's Signature)** **(Date)**

\*Student is responsible to secure Preceptor Curriculum Vita/ Resume; submit with agreement form to faculty. Curriculum Vita/Resume will be kept in Preceptor files in the JoAnn McGrath School of Nursing & Health Professions.



## PROFESSIONALISM RUBRIC

**Student Name:**

**Course:**

**Date:**

**Faculty Name:**

**Semester:**

Criteria:	Evidence:	
Student effectively demonstrates discipline and responsibility for attending all class sessions and being present during the start of each class.	___ Met	___ Concerns*
Student finishes and turns in on the dates requested assignments that are complete and have been proofread.	___Met	___ Concerns*
Student takes the initiative to communicate with faculty if there are attendance or assignment concerns.	___ Met	___ Concerns*
Student consistently uses appropriate language, interacts in a professional manner, and shows respect for others.	___Met	___ Concerns*
Student accepts equal responsibility for group assignments and supports others in doing so.	___ Met	___ Concerns*
Student honors professional ethics including appropriate use of quotations, recognition/citation of sources, respect for confidentiality and privacy.	___Met	___ Concerns*

\* If concerns are noted, please attach documentation of meetings or communication with students regarding her/his behavior as well as plans/actions proposed to address them. Send the completed form and materials to the Associate Dean of the MSN Program



## **PERMISSION FORM**

### **Nursing Program of Studies**

I hereby give permission for course papers and audio/videotaped presentations I submit for my entire program of studies in nursing to be shown to college and other audiences for academic purposes only. I understand that the nursing faculty will notify me when my work is chosen for viewing.

Student ID Number: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Student Name: \_\_\_\_\_

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