

NURSE GRADUATE STUDENT HANDBOOK

**Graduate Programs
MSN in Nursing
Holy Names University
Department of Nursing**

Academic Year 2016-2017

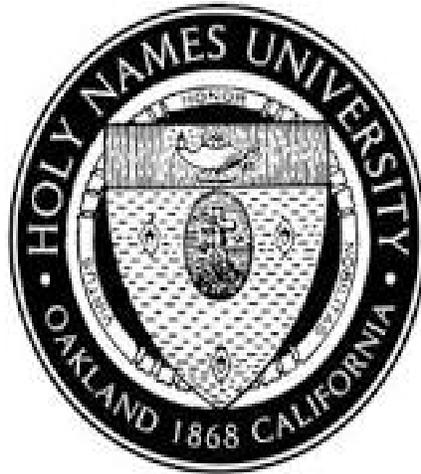


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MISSION STATEMENT

The mission of the Department of Nursing at Holy Names University is to prepare nursing graduates who are **caring** professionals with strong **clinical reasoning** skills, advocates for health and **social justice** who **communicate** effectively with clients of diverse cultures and provide, **coordinate** and design high **quality and safe** nursing care in a complex, **global health care environment**.

PHILOSOPHY STATEMENT

The philosophy of the Department of Nursing at Holy Names University is to provide professional education for graduate students that is consistent with the philosophy of the University which is to produce a graduate who is able to (1) provide culturally sensitive care to individuals of diverse cultural backgrounds, (2) use critical thinking skills that are necessary for the delivery of quality care, (3) assume transformation leadership styles when necessary and appropriate, and (4) promote social justice. To accomplish these goals, the faculty of the Department of Nursing believe and base their teaching on the following:

- The healthcare environment in which professional nurses function is complex, political, and often confusing. In this environment, professional nurses must know how to function within a team, how to be an advocate for the patient, how to interpret the rules and procedures of managed care, and how to access information. They must also understand the ethics of healthcare and be ready to act in the best interests of the patient and the family.
- Health is more than being free of health problems. Health is being able to function; it is a state of being able to cope regardless of the stressors or chronic health problems. Health

encompasses physical, psychological, emotional, and spiritual well-being. To maintain health one must prevent health problems and use strategies to maintain wellness.

- Professional nursing is an important service for those needing primary, secondary, and tertiary interventions. Professional nurses act as caregivers and managers of care in hospitals and other healthcare facilities and programs. They function independently and as members of healthcare teams. Professional nurses diagnose, plan, and act, always cognizant of the need to evaluate the outcome of their actions.
- Professional nurses need an education that meets the needs of a diverse population in an ever-changing healthcare arena. Knowledge of cultural differences, healthcare conditions, community structures, the theories of nursing, research, economics, and the role of the professional nurse in a variety of situations and places are necessary for the professional nursing to function in this ever-changing arena.

VISION STATEMENT

The vision statement for the Department of Nursing is to be the educational provider of choice as we transform healthcare for our communities.

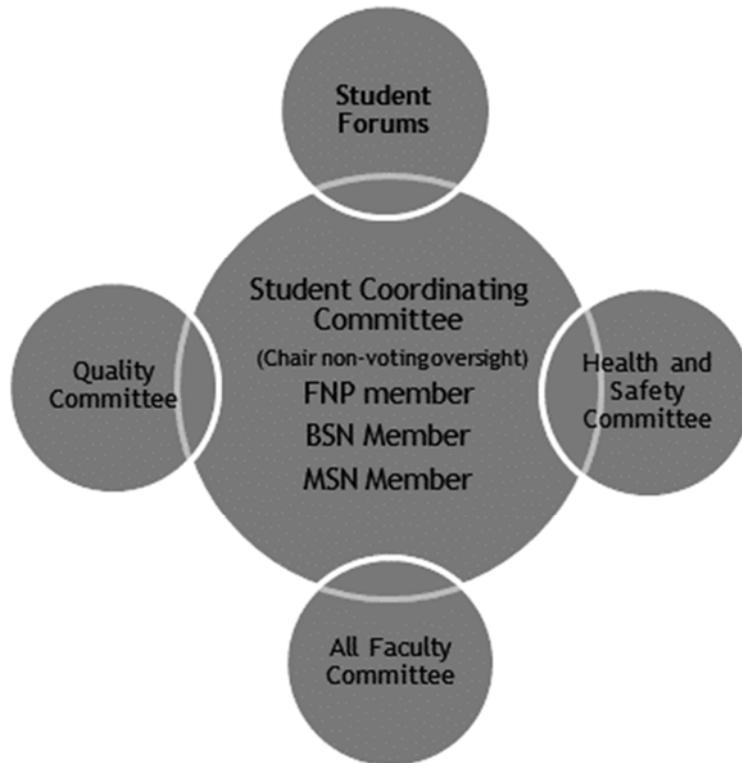


STUDENT SHARED GOVERNANCE

The purpose of the Student Council Committee is to provide information to and receive information from other Department of Nursing standing committees to ensure smooth sharing of information, recommendations and procedures between students, faculty and staff. The committee provides students to have a voice in their education.

Shared Governance is:

- Grounded in evidence and best practice
- A privilege
- Making professional nursing decisions
- Sharing of information
- Collaborative teamwork
- Synthesis of talents and expertise
- Providing all students with the same standards



COMMUNICATION

E-mail Upon admission, each student is assigned an e-mail address at which they will receive electronic communications. E-mail is the official means of communication from the University to the student. It is expected that students adhere to HNU's policies related to proper usage <https://www.hnu.edu/marketing/reference-information/email-communications-guide>.

Mail In addition to providing the correct home address and phone number for student contact information, every student is responsible for informing the Department of Nursing and Student Resource Center of any changes of name, home address, and/ or telephone number as soon as possible.

CURRICULUM

The Department of Nursing developed the graduate nursing curricula in accordance with the university’s mission and values. Holy Names University (HNU) mission is rooted in Catholic intellectual and spiritual traditions to empower a diverse student body for leadership and service. The university prepares students to think critically and imaginatively, to understand and employ the various modes of knowledge, to communicate clearly and persuasively, and to promote the common good. Students are given multiple opportunities to develop to their highest potential as professional nurses. The university’s mission and value statements were also used to develop program and student learning outcomes. There are eight DON Program student learning outcomes that apply to all of the Graduate Programs, and the expected student outcomes for each track are different and aligned with the relevant professional standards and guidelines (see Table 1). The nursing curriculum and student learning outcomes are based on AACN professional nursing standards.

Table 1: Department Of Nursing Expected Learning Outcomes

Learning Outcome	Student Learning Outcomes
Caring (Essential I, II, III & VIII)	Apply caring science principles to improve patient and population health outcomes, and the management of financial, human, and other resources in a variety of healthcare settings and roles.
Social justice (Essential VI, VII & VIII)	Integrate ethics, equity, compassion, and empathic principles, and respect for cultural diversity into their professional nursing practice in a variety of healthcare settings and roles.
Clinical Reasoning (Essential IV, VI, & VII)	Synthesize critical thinking, evidence-based practices, analytics, and clinical judgment principles to improve clinical decision-making, quality and safety in patient care.
Communication	Demonstrate the ability to communicate effectively verbally and nonverbally, in a professional, non-judgmental manner consistent with

(Essential III, V, VII& IX) behaviors that reflect the nursing code of ethics, professional and legal standards, and the values of nursing as a caring profession.

Collaboration (Essential II& IV) Work collegially within an inter-professional health care team with other disciplines, departments, and external entities, to achieve organizational, patient care coordination, and other shared goals.

Safety and Quality (Essential I,III,V,VI,VII, VIII & IX) Create conducive healthcare environments, which enable and measure quality and safety for patient care and workplace safety.

Global Health (Essential IV, V, VIII & IX) Engage in policy and regulatory advocacy, and global issues relevant to healthcare systems to improve the availability, equity, provision, and sustainability of global healthcare resources, and health outcomes worldwide.

Leadership (Essential II, III, IV, VI, VII & IX) Synthesize nursing knowledge and leadership principles to create a strategic vision, apply management skills, and provide operational oversight across a variety of healthcare settings and roles. Additionally, apply scientific evidence, technological advances, process improvements, and innovations to nursing practice and patient care delivery to improve patient and population health outcomes, clinical work environment, and health system sustainability.

The graduate nursing curriculum builds on the knowledge gained from the undergraduate nursing program. The goal of the graduate nursing curriculum is to promote advanced professional nursing. Based on the nursing specialty, the curriculum integrates professional standards set forth by the AACN Essentials of Baccalaureate Education, ANA Standards for Clinical Practice, ANA Code of Ethics, AORN Nurse Administrator Competencies, Nurse Educator Core Competencies, TIGER Informatics Competencies, and ANCC Nursing Case Management (See Standard & Guidelines Web links).

Standard & Guidelines Web Links

The following web links references are the framework to the graduate nursing curriculum.

- AACN Essentials of Master’s Education in Nursing...<http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf>
- ANA Standards for Clinical Practice...<http://www.slideshare.net/paulthom/professional-standards-of-practice-and-performance>
- ANA Code of Ethics ...<http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>
- Nurse Educator Core Competencies...<http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>
- TIGER Informatics Competencies...<http://www.himss.org/resourcelibrary/TopicList.aspx?MetaDataID=788>

The curriculum is composed of didactic courses and practice-based clinical or role performance courses. Each course is comprised of specific learning outcomes, objectives, activities, and evaluation measures. The didactic courses present the nursing knowledge, theoretical concepts, models, and research that inform patient care and evidence-based practice. The clinical/role performance courses provide opportunities for students to apply knowledge; practice skills; plan, implement and evaluate interventions and programs; and learn the full scope of the role for which they are preparing (**See Table 2: MSN Clinical Hours**).

The curriculum is delivered in classroom-based, web-based (online), or a mix of the two (hybrid) courses on the Internet. Classroom-based courses are taught face to face or by video-conference one weekend a month to accommodate working students. Class size varies depending on the nature of the course. For example, the faculty and student ratio in didactic courses is 1 to 35 and clinical courses faculty to student ratio is 1 to 10. In clinical courses, the lead faculty assumes the responsibility for course oversight and the student’s course grade. The faculty works

collaboratively with the student and the selected preceptors to define learning needs and learning outcomes.

GRADUATE NURSING PROGRAM CONCENTRATION TRACKS

The graduate nursing programs offer nurses the opportunity to continue their education as Nurse Educator to make a difference in individuals' lives; as Nurse Administrator to provide leadership and manage complex healthcare departments; assume leadership in advanced clinical practice and as Nurse Informatics and Care Transition Managers to manage data and information to improve patient outcomes. The curriculum pattern for all graduate options is available in the HNU Catalog and in DON literature (website: <https://www.hnu.edu/academics/graduate-degrees/ms-nursing>, brochures, and handouts).

Nursing Administration

A concentration in nursing administration will prepare students to work in middle to upper management in for profit or non-profit organizations including health and wellness organizations, hospitals, clinics, ambulatory care, or health services companies. The Nurse Administration program delivers a curriculum that focuses on application of leadership and management, health care policies and economics, human resource management, healthcare budget and finance, organizational theories, project management.

Nursing Education

This concentrate prepares the nursing student for role of an educator in either the academic or clinical setting. This program promotes the application of content learned from theory, research, health policy, legal and regulatory issues grant proposal writing. Course work gives the student the necessary knowledge and skill to teach and develop curricular material.

Nursing Informatics

A degree in nursing informatics will prepare students interested in using information technology, for better decision making and better patient outcomes. The focus of the program includes organizational management, health care politics, economics, legal and ethical principles in health care, health care information systems and technology, data management, and the use of health data for process improvement, and application of technology

Care Transition Management

A concentration in Care Transition Management (CTM) will prepare students to improve the transition of care from inpatient to outpatient settings and helping patients manage access to preventative, acute and chronic healthcare arenas, thus reducing hospital readmissions and sustaining continuity of quality care. The focus of the program includes advanced health assessment, budget and finance, insurance, ethics, organization management, and chronic disease management.

Curriculum Clinical Courses

The table below outline the clinical courses for each graduation concentration.

Table 2: MSN Program Clinical Hours and Units

Program	Course	Clinical Hours	Units
Nursing Administration	Nurs 234A	208	4
Nursing Administration & MBA	Nurs 234B	208	4
		Total 416	8
Nurse Educator	Nurs 265A	104	2
	Nurs 265B	104	2
		Total 208	4
Nurse Informatics	Nurs 237A	104	2.5
	Nurs 237B	104	2.5
	Nurs 255	208	4
		Total 416	9
Care Transition Management	Nurs 266A	104	2
	Nurs 266B	104	2

Accelerated Graduate Program: RN-MSN

The RN-MSN track is an accelerated mobility track that allows highly qualified registered nurses who are graduates of an accredited associate program to pursue a Master of Science in Nursing. Students in this track complete BSN academic bridge courses and track specialty (administration or education) graduate courses for the Master of Science in Nursing program.

RN to MSN Program Curriculum *(one weekend a month)*

Bridge Courses

Nurse Administration		Units	Nurse Educator		Units
Nurs 141	Nursing Research	3	Nurs 141	Nursing Research	3
Nurs 142	Community Health	3	Nurs 142	Community Health	3
Nurs 142	Community Health Lab	3	Nurs 142	Community Health Lab	3
Nurs 172	Informatics	3	Nurs 151	Leadership	3
Nurs 180	Epidemiology	3	Nurs 172	Informatics	3
		15	Nurs 180	Epidemiology	3
					18

RN to MSN Core Courses for both Nursing Administration and Nurse Educator

Units

Nurs 211	Theoretical Advance Nursing	3
Nurs 212	Healthcare Law and Ethics	3
Nurs 215	Introduction to Role Graduate Nurse	3
Nurs 216	Healthcare Economics	3
Nurs 217A	Scientific Inquiry	3
Nurs 217B	Capstone	3
		18

Nurse Administration Curriculum

Units

Nurs 220	Concepts and Theories of Nursing Administration/Management	3
Nurs 223	Finance and Budgeting in Healthcare	3
Nurs 224	Human Resource Management and Development	3
Nurs 225	Organizational Theory	3
Nurs 234A	Managing Health Care Delivery for Diverse Populations in a Community-Based Environment; Role Development I	4
Nurs 234B	Managing Health Care Delivery for Diverse Populations in a Community-based Environment; Role Development I	4
		20

Education Curriculum

Units

Nurs 238	Pathological and Pharmacology	4
Nurs 240	Advanced Assessment	3
Nurs 240L	Advanced Assessment Lab	1
Nurs 261	Concepts and Theories of Learning	3

Nurs 262	Teaching Strategies	3
Nurs 263	<u>Evaluation and Test Construction</u>	3
Nurs 264	Curriculum Development	3
Nurs 265A	<u>Clinical Practicum I</u>	2
Nurs 265B	<u>Clinical Practicum II</u>	2
		24

Nurse Administration	Units	Nurse Educator	Units
Bridge Courses	12	Bridge Courses	12
Core Courses	18	Core Courses	18
Curriculum	20	Curriculum	24
Total	50	Total	54

MSN Program Curriculum (*one weekend a month*)

RN to MSN Core Courses for both Nursing Administration and Nurse Educator		Units
Nurs 211	Theoretical Advance Nursing	3
Nurs 212	Healthcare Law and Ethics	3
Nurs 215	Introduction to Role Graduate Nurse	3
Nurs 216	Healthcare Economics	3
Nurs 217A	Scientific Inquiry	3
Nurs 217B	Capstone	3
		18

Nurse Administration Curriculum		Units
Nurs 220	Concepts and Theories of Nursing Administration/Management	3
Nurs 223	Finance and Budgeting in Healthcare	3
Nurs 224	Human Resource Management and Development	3
Nurs 225	Organizational Theory	3
Nurs 234A	Managing Health Care Delivery for Diverse Populations in a Community-Based Environment; Role Development I	4
Nurs 234B	Managing Health Care Delivery for Diverse Populations in a Community-based Environment; Role Development I	4
		20

Education Curriculum		Units
Nurs 238	Pathological and Pharmacology	4
Nurs 240	Advanced Assessment	3
Nurs 240L	Advanced Assessment Lab	1
Nurs 261	Concepts and Theories of Learning	3
Nurs 262	Teaching Strategies	3
Nurs 263	Evaluation and Test Construction	3
Nurs 264	Curriculum Development	3
Nurs 265A	Clinical Practicum I	2
Nurs 265B	Clinical Practicum II	2
		24

Nurse Administration	Units	Nurse Educator	Units
Core Courses	18	Core Courses	18
Curriculum	20	Curriculum	24
Total	38	Total	42



MSN - Core Courses required of all MSN students in options

Course	Course	Units
NURS 211	Theoretical Advanced Nursing	3
NURS 212	Health Law & Ethics	3
NURS 215	Role Transition of the Graduate Nurse	3
NURS 216	Healthcare Economics	3
NURS 217A	Scientific Inquiry in Nursing	3
NURS 217B	Capstone	3

The nursing curriculum prepares students for the central role they will play in keeping people healthy, and the more prominent role they will play in healthcare reform. HNU Department of Nursing is preparing nurses to take a lead in making a difference in the lives of patients, families, and communities. The following is the sequence of courses for each of the graduate nursing programs.

Nurse Educator: Sequencing of Curriculum

First Year		
Fall Semester September-November	Spring Semester Term 3 January- February	Spring Semester Term 4 March-May
<p>NURS 212 Healthcare Ethics (3) (Thurs, Fri, Sat, Sun)</p> <p>NURS 211 Theoretical Basis of Advanced Nursing Practice (3) (Thurs, Fri, Sat, Sun)</p>	<p>NURS 240 Nurs Educator Advanced Health Assessment (3) (Thurs, Fri, Sat, Sun)</p> <p>NURS 240L Nurs Educator Advanced Health Assessment (1) (Thurs, Fri, Sat, Sun)</p> <p>NURS 215 Intro Role Transition Grad (3) (Thurs, Fri, Sat, Sun)</p>	<p>NURS 261 Concepts and Theories of Learning for the Nurse Educator (3) (Thurs, Fri, Sat, Sun)</p> <p>NURS 262 – Teaching Strategies (3) (Thurs, Fri, Sat, Sun)</p> <p>NURS 238 Path & Pharm (4) (Thurs, Fri, Sat, Sun)</p>
Second Year		
Fall Semester September-November	Spring Semester Term 3 January- February	Spring Semester Term 4 March-May
<p>NURS 263 - Evaluation and Test Construction (3) (Thurs, Fri, Sat, Sun)</p> <p>NURS 264 – Curriculum Development (3) (Thurs, Fri, Sat, Sun)</p>	<p>NURS 217A Scientific Inquiry (3) (Thurs, Fri, Sat, Sun)</p> <p>NURS 216 Healthcare Economics (3) (Thurs, Fri, Sat, Sun)</p> <p>NURS 265A – Practicum I (2)</p>	<p>NURS 217B Capstone Course (3) (Thurs, Fri, Sat, Sun)</p> <p>NURS 265 B – Practicum II – (2)</p>

Nurse Administration: Sequencing of Curriculum

First Year		
Fall Semester September-November	Spring Semester Term 3 January- February	Spring Semester Term 4 March-May
NURS 212 Healthcare Ethics (Thurs, Fri, Sat, Sun) (3)	NURS 220 Concepts & Theories of Management & Development (Thurs, Fri, Sat, Sun) (3)	NURS 223 Finance and Budgeting . (3) (Thurs, Fri, Sat, Sun)
NURS 211 Theoretical Basis of Advanced Nursing Practice (3) (Thurs, Fri, Sat, Sun)	NURS 215 Transition to Role of Graduate Nurse (3) (Thurs, Fri, Sat, Sun)	NURS 224 Human Resource Management (3) (Thurs, Fri, Sat, Sun)
Second Year		
Fall Semester September-November	Spring Semester Term 3 January- February	Spring Semester Term 4 March-May
NURS 225 Organizational Theory (3) (Thurs, Fri, Sat, Sun)	NURS 217A Scientific Inquiry (3) (Thurs, Fri, Sat, Sun)	NURS 217B Capstone Course (3) (Thurs, Fri, Sat, Sun)
NURS 234A Management Clinical I (4) (Friday)	NURS 216 Healthcare Economics (3) (Thurs, Fri, Sat, Sun)	NURS 234 B Management Clinical II continues. (Friday with only one day of clinical practice a week)
	NURS 234B Management Clinical II . (4) (Friday with only one day of clinical practice a week)	

Nurse Informatics: Sequencing of Curriculum

First Year		
Fall Semester September-November	Spring Semester Term 3 January- February	Spring Semester Term 4 March-May
<p>NURS 212 Healthcare Ethics (Thurs, Fri, Sat, Sun) (3)</p> <p>NURS 211 Theoretical Basis of Advanced Nursing Practice (Thurs, Fri, Sat, Sun) (3)</p>	<p>NURS 220 Concepts & Theories of Management & Development (3) (Thurs, Fri, Sat, Sun)</p> <p>NURS 215 Intro Role Tradition Grad (Thurs, Fri, Sat, Sun) (3)</p>	<p>NURS 236 Principle and Concepts of Informatics (Thurs, Fri, Sat, Sun) (3)</p> <p>NURS 239 Health Information Technology (Thurs, Fri, Sat, Sun) (3)</p>
Second Year		
Fall Semester September-November	Spring Semester Term 3 January- February	Spring Semester Term 4 March-May
<p>NURS 225 Organizational Theory (Thurs, Fri, Sat, Sun) (3)</p> <p>NURs 237A Technology and Innovation Lab (2.5)</p>	<p>NURS 217A Scientific Inquiry (Thurs, Fri, Sat, Sun) (3)</p> <p>NURS 216 Healthcare Economics (Thurs, Fri, Sat, Sun) (3)</p> <p>NURs 237B Technology and Innovation Lab (2.5)</p>	<p>NURS 217B Capstone Course (Thurs, Fri, Sat, Sun) (3)</p> <p>NURS 255 Human Center Design and Lab (4)</p>

Care Transition Management: Sequencing of Curriculum

First Year		
Fall Semester September-November	Spring Semester January- February	Spring Semester Term 4 March-May
<p>NURS 212 Healthcare Ethics (3) (Thurs, Fri, Sat, Sun) (3)</p> <p>NURS 211 Theoretical Basis of Advanced Nursing Practice (Thurs, Fri, Sat, Sun) (3)</p>	<p>NURS 240 Nurs Educator Advanced Health Assessment (Thurs, Fri, Sat, Sun) (3)</p> <p>NURS 240L Nurs Educator Advanced Health Assessment (1)</p> <p>NURS 215 Intro Role Tradition Grad (Thurs, Fri, Sat, Sun) (3)</p>	<p>NURS 261 Concepts and Theories of Learning for the Nurse Educator (Thurs, Fri, Sat, Sun) (3)</p> <p>NURS 262 – Teaching Strategies (3) (Thurs, Fri, Sat, Sun) (3)</p> <p>NURS 238 Path & Pharm (4) (Thurs, Fri, Sat, Sun) (3)</p>
Second Year		
Fall Semester September-November	Spring Semester January- February	Spring Semester Term 4 March-May
<p>NURS 263 - Evaluation and Test Construction (Thurs, Fri, Sat, Sun) (3)</p> <p>NURS 264 – Curriculum Development (Thurs, Fri, Sat, Sun) (3)</p>	<p>NURS 217A Scientific Inquiry (Thurs, Fri, Sat, Sun) (3)</p> <p>NURS 216 Healthcare Economics (Thurs, Fri, Sat, Sun) (3)</p> <p>NURS 265A – Practicum I (2)</p>	<p>NURS 217B Capstone Course (Thurs, Fri, Sat, Sun) (3)</p> <p>NURS 265 B – Practicum II – (2)</p>

ADMISSION REQUIREMENTS

Students must submit the following:

1. A current California license as a Registered Nurse.
2. Baccalaureate Degree in Nursing (BSN) from a program accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE).
3. Cumulative GPA of 2.8 or better and a GPA of 3.00 in the nursing courses from their baccalaureate program
4. Courses in pathophysiology, statistics, and research at the undergraduate level.
5. A TOEFL score of 500 or higher if English is the second language
6. Two letters of reference from a colleague, teacher/faculty, minister, etc.
7. Obtain liability insurance



ADVISING

Chairpersons of each department or division assign an academic advisor to each graduate student. Advisors work with students to help them plan academic programs that fulfill the graduation requirements for both the general education and their majors. Academic advisors are available to assist students in meeting their academic responsibilities; however, every Holy Names University student is expected to be proactive in his/her academic planning. To this end, students are encouraged to get to know their academic advisors and to become familiar with the graduation requirements for both their major and their general education. Together the advisor and student work to design a balanced academic program.

Academic Progress and Status

To be in good standing, a graduate student must maintain a minimum cumulative and semester grade point averages of 3.0. Failure to do so may result in Disqualification from Holy Names University. The Academic Affairs Office notifies each student who is academically disqualified. All students are encouraged to seek assistance when their grades are not satisfactory. Academic advisors and faculty are available to assist students.

Graduate Disqualification

Graduate students are expected to maintain a 3.0 cumulative and semester grade point average throughout the pursuit of their educational objective. Graduate students receiving a grade below a B- are subject to disqualification from the University, even if their cumulative grade point average is above 3.0. Students disqualified from one graduate program are not eligible for admission or to take coursework in another HNU graduate program.

Graduate Academic Reinstatement

In rare circumstances, a Graduate Program Director may allow a graduate student to repeat a course in which they received a grade below a B-. To be considered for this opportunity, a graduate student must write a letter of appeal to the Graduate Program Director. The offer of reinstatement holds for two semesters. If for some reason the student does not enroll in coursework by the end of two semesters the student must repeat the petitioning process for reinstatement.

A second disqualification will be considered a final disqualification from the program without the option to petition for reinstatement.



MSN PRACTICUM/CLINICAL EXPERIENCE

Students in clinical programs at the baccalaureate and or master's, level develop their clinical nursing competencies related to their respective course learning outcomes through their didactic classes and through experiences in the clinical setting. HNU nursing students' clinical experiences take place at both the Clinical Simulation Learning Center and the off-campus setting at acute care hospitals and community-based healthcare agencies. Students have their off-campus clinical experiences in a variety of settings including: acute care hospitals, outpatient clinics, community healthcare agencies, shelters, and outreach programs throughout the San Francisco Bay Area.

The practicum takes place in agencies where the student is paired with a preceptor and has advanced nursing education MSN to serve as a role model (or serve as a role model as CEO or COO). An evaluation of the student and preceptor experience are required at the end of the semester.

The evaluation are used to help students identify needed areas of personal and professional development.

Practicum/Clinical Learning Process

The graduate nursing program at Holy Names University provides students with the highest quality of graduate preparation. A key piece of that preparation is through direct practicum experiences. Practicum experiences provide the student with opportunities to practice skills learned in didactic classes. For a student to pass their MSN specialty courses, they must complete the required number of practicum hours, attain satisfactory performance and achievement of course outcomes. Each program has a specific set of criteria.

The second year nursing students will begin their clinical rotations. There are two kinds of clinical rotation for MSN student, one-to-one precepted clinical experiences and the group clinical experience. In each clinical rotation the preceptor must be master's prepared or higher education with an active nursing license.

For the one-to-one precepted clinical, students are partnered with a community health nurse leader or nurse educator. Projects for the clinical rotation will be designed by the clinical preceptor however, project will need to be approved by the course lead faculty. Completing clinical hours will be in an approved community or public health agency such as a healthcare organization, school of nursing, free clinic, and or home health agency. Nurse Administration students will be precepted by a nurse leader. The student will learn more about the daily functions of this role and learn how to apply management theory to practice. Nurse Education students will be precepted by a nurse educator/faculty and learn how to apply learning theory to practice.

Learning that is problem-based and conducted on an individual bases or small teams promotes active engagement among students, problem-solving, and critical thinking, and teaches students how to interact with key stakeholders on major organizational projects.

Healthcare Agency Responsibilities

1. Collaborate with faculty to identify an organization problem that can be addressed by nursing students working triads (team of three students)
2. Select a preceptor (MSN prepared) to work with the triad who has the practical experiences necessary and helpful for students to achieve course objectives
3. Assure ongoing communication with student, and faculty
4. Collaborate with faculty and student regarding the amount and type of supervision to be provided by faculty
5. Provide orientation about policies and programs of the agency
6. Ensure that student have been informed about HIIPA confidentiality requirements and have signed confidentiality statements
7. Facilitate learning opportunities that assist student in achieving goals
8. Maintain regular communication with supervising faculty and student
9. Provide feedback to student regarding your clinical performance progress
10. Evaluate student at the end of the semester clinical rotation
11. Provide an appropriate level of preceptor supervision appropriate for students, and considering number of students

Preceptor Responsibilities

1. Read the *Preceptor Letter of Agreement* to understand what is expected.
2. Review the specific course objectives of the clinical course in which the student is enrolled.

3. Review the student's resume in order to understand his/her background experiences. This will allow for assignments that build on the student's present skills and knowledge.
4. Orient the student to the agency, its procedures and policies as they relate the student's goals and objectives.
5. Model for the student the role of the Nurse Administrator while providing nursing service.
6. Periodically review the student's goals and objectives to determine how they can best be met within the chosen setting.
7. Assist the student in the selection of learning experiences that are consistent with his/her goals/objectives and the objectives of the course
8. Facilitate the learning experience for the Nurse Administration student
9. Help the student understand how the role of the nurse differs and/or overlaps with the roles of other professionals in the setting.
10. Provide feedback to the student about his/her performance in order to correct and/or enhance performance. Preceptor & student complete clinical evaluation end of each semester.
11. Share with the student one's own expertise and wisdom gained through study and practice in the clinical area.
12. Make suggestions, as appropriate, to improve or sustain a quality performance that meets the course objectives.
13. Complete at least a one-page evaluation, including comments, that describe the student's clinical performance and its effect on the patient and the facility.

Student Responsibilities

1. All students must meet the Department of Nursing clinical clearance requirements.
Students cannot participate in any clinical experience until all requirements are met.
2. Students are required to submit their resume to the selected preceptor before the practicum experience begins
3. Students are expect to work collegially with all students in triad

4. Willing to work in group of three to address and organizational problem
5. Maintain ongoing communication with healthcare agency and faculty member
6. Communicate regularly with preceptor and faculty, including notification of any changes to agreed-upon schedule prior to any changes
7. Work closely the healthcare agency preceptor to contact all key individuals that have an interest in the organizational problem project
8. Follow all agency's policy, procedures, documentation and dress code
9. Be willing to accept constructive criticism
10. Students are responsible for keeping appointments made with faculty or administrators
11. Students are responsible for taking part in the triad learning process
12. Clinical is not held when the University is not in session

Clinical Lead Faculty Responsibilities

Clinical lead faculty is either "Faculty of Record" or "Adjunct Faculty." The "Faculty of Record" is responsible for teaching the course, that is, for conducting the monthly seminar. Once a month during a Semester, the "Faculty of Record" meets with the learners at the University where they review and discuss the case loads of the learners and how they applied the concepts and theories taught in the accompanying courses to their care of the patients. They will to support the collaborative working between the groups/triads. The faculty of record, in consultation with the clinical expert panel will makes the decisions regarding whether the learners' performance is satisfactory for a "pass" in the course.

The role of the course lead faculty and the preceptor are collaborative and complementary. The functions of each are compared.

Functions of Instructor vs. Preceptor

Course Lead Faculty	Preceptor
Facilitates course objectives	Facilitates the learning environment
Oversees clinical arrangements	Gains access to clinical experiences
Collects documentation	Collects information on the forms
Structures the learning experience	Guides experience to meet objectives
Helps student to form learning contract	Gives input to the learning contract
Initiates communication interaction	Responds to communication interaction
Teaches clinical content of the course	Teaches application to practice
Fosters professional socialization	Provides role model
Evaluates student's course work	Evaluates student's performance
Assigns grade	

All graduate nursing programs have planned clinical practice experiences. Clinical experiences are provided with a preceptor that is masters prepared or higher so the graduate students are able to learn the respective role of their program of study. Table V below describes how many planned clinical hours are required for each program.

How Long is Practicum?: MSN Program Clinical Hours

Program	Course	Clinical Hours	Units
Nursing Administration	Nurs 234A	208	4
Nursing Administration & MBA	Nurs 234B	208	4
		Total 416	8
Nurse Educator	Nurs 265A	104	2
	Nurs 265B	104	2
		Total 208	4
Nurse Informatics	Nurs 237A	104	2.5
	Nurs 237B	104	2.5
	Nurs 255	208	4
		Total 416	9
Care Transition Management	Nurs 266A	104	2

Nurs 266B	104	2
	Total 208	4

Students are required to complete the required clinical hours for their clinical practicum experience. An individual course calendar, clinical goals and objectives, and evaluation strategies must be submitted to the assigned Lead faculty and preceptor by assigned due date. Faculty will contact the student's preceptor throughout the semester in order to evaluate the Student's progress towards accomplishing personal and course objectives. Students are expected to document clinical practicum hours, achievement of specified.

Up to 40 percent (40 hours) of student activities may consist of:

- Preparation for practicum project
- Completing research associated with the practicum experience or practicum project
- Research requested by mentor or agency that supports practicum goals
- Prepare for and attending a professional meeting
- Meeting with mentor and/or site orientation prior to course opening

All hours must be documented on Activity Log and signed off by the preceptor. Travel time to and from the practicum site and time spent working on practicum portfolio documents cannot be included as clinical hours.

Practicum Project

A nursing-specialty track project pertains to activities conducted during the practicum experience. Required elements include:

- Target audience (e.g., learners)
- Develop a PICO question
- Develop project goals and objectives
- Conduct a literature review
- Methods used
- Materials developed for the specialty activity
(e.g., handouts, PowerPoint, etc.)
- Evaluation of the achievement of project goals and objectives

Students are expected to develop and implement an activity that will benefit the organization and contribute to the student's ability to achieve the course outcomes. The activity should be chosen, in conjunction with the preceptor and approved by the course faculty. The student is to assess the need for the project, develop objectives and identify strategies from the literature used in the development and implementation of the activity.



Travel Time

Practicum sites are selected relative to your region and at the discretion of your Program Director. While every effort is made to keep commute times to a reasonable amount, it may be necessary for you to travel up to 100 miles each way to reach your practicum site. *In extreme circumstances, students may be required to travel a distance to practicum site. Travel time is not part of your practicum hours. You are responsible for arranging your own transportation to and from the practicum sites.

Changing Practicum Site

You may be transferred to a different practicum assignment at any time during the semester if the site is not able to meet the course and individual practicum learning goals and objectives, or if deemed inappropriate by faculty. If you have concerns about your site, please contact your Program Director.

Attendance in Clinical Courses

Attendance at clinical courses is mandatory. Students are not to provide direct patient care if symptoms of an acute illness or infection are present. Absences must be reported directly to the clinical instructor\preceptor and to the clinical agency at least one hour before the student is expected to report for duty. If a student is absent and does not report the absence prior to the scheduled clinical time, the student may receive a F for the clinical course. Any failed clinical course must be repeated before advancement to the next theory/clinical courses. And as stated above, the course can only be repeated once.

It is also important for students to report to the clinical area at least 5 minutes before the scheduled time. Tardiness is not acceptable behavior and a student may be asked to leave the clinical area if (s) he does not arrive on time. The student must be professionally dressed and prepared to deliver patient care, with all knowledge and equipment necessary to participate in the care of patients. Makeup opportunities will be made available for students who have notified the appropriate parties prior to the absence. All changes in clinical schedules, including makeup of absences must be approved by the faculty of record for the clinical class.

POLICIES

Academic Honesty

The University considers honesty vital to its academic life. Therefore, it requires that students learn and abide by the standards of honesty expected in an academic community.

In general, academic honesty requires that students: (1) submit work that is clearly and unmistakably their own; (2) properly represent information and give adequate acknowledgment to all sources that were used in the preparation of an assignment; (3) neither seek, accept, nor provide any assistance on tests, quizzes, and/or assignments unless explicitly permitted to do so by the instructor.

Penalties and Reporting Procedures for Dishonesty

Because they undermine the whole nature of academic life, all forms of cheating, plagiarism, and misrepresenting academic records are considered serious offenses in the academic community. In the event of violations, penalties will be imposed based on the degree of the offense. The individual instructor has the right and responsibility to make the course grade reflect a student's academic dishonesty. At the instructor's discretion, the student may receive a reduced or failing grade for a single piece of work or for the entire course in which there was academic dishonesty. In cases of suspected academic dishonesty, the instructor initiates a 'Confidential Suspected Violation of Academic Honesty Report', making every effort to reach student by phone, email, and other modes of communication in order to discuss the circumstances. After 15 working days, the instructor completes the report—with or without an accompanying discussion with the student—sending a copy to the student and the original to the

Academic Affairs Office, together with supporting documentation. These documents remain confidential in the Academic Affairs Office, unless a copy to the student's permanent academic file is indicated by the instructor. The Associate Dean of Academic Affairs shall endeavor to determine the extent of possible academic misconduct. If evidence of prior academic dishonesty is on record with the Academic Affairs Office, the student may be subject to suspension or dismissal from the University. All penalties may be appealed by the student according to the procedures outlined below. In all cases the confidentiality of the students and or the faculty members shall be upheld.

Student Appeal Process

Step 1. Within fifteen (15) working days of receiving notification of the penalty by the instructor, the student may initiate a formal appeal process with the Chairperson of the Division or Department. In order to initiate this process, the student will direct a written appeal to the Chairperson. The Chairperson will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of the receipt of the written appeal, the Chairperson will report in writing to the student his/her findings and decision. A copy of this report will be sent to the Academic Affairs Office and placed in the student's file.

Step 2. The student may, within fifteen (15) working days following receipt of the Chairperson's decision, direct a written appeal, including supporting evidence, to the Vice President for Academic Affairs. The Vice President will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. A copy of this report will be placed in the student's file.

The decision of the Vice President is final even if a decision against the student will mean that the penalty will result in academic disqualification or dismissal. There is no further University appeal.

Specific Violation of Academic Honesty

Specific violations of academic honesty include plagiarism, misrepresentation of sources, distortion of information, use of written work prepared by others, and multiple submission of papers without the permission of instructors.

To give students practical guidance in adhering to these requirements, below are noted the following specific violations of academic honesty and the ways in which they can be avoided:

Plagiarism

Plagiarism (which comes from the Latin word, *plagiare*, to kidnap) is using the distinctive words or ideas of another as if they were your own. This includes all categories of expression: literary, artistic, scientific, mechanical, etc. All forms of plagiarism are violations of academic honesty.

In scholarship, another person's distinctive words and/or ideas are regarded as his/her intellectual "property". Respect for this "property" is as essential as respect for any property, and this respect is ensured when a student properly acknowledges the contributions of others to his/her work. Awareness of debt to another person's work is essential in avoiding plagiarism, but it is not enough. Students must also be careful scholars. Therefore, to avoid plagiarism, students should:

1. Take accurate notes when reading. Quote accurately and paraphrase correctly.

Carefully write down the author, book or periodical title, and page numbers of quotes and paraphrases.

2. When using quotes or paraphrases in a paper, acknowledge specific sources by internal references or footnotes.
3. Carefully cite author, title, publication data, and page numbers (where appropriate) of all sources consulted.

In all subjects, some facts and ideas are considered general knowledge and need not be cited. Instructors can answer questions about whether or not information falls into this category. Remember: when doubt exists, cite the source. Note: Careful scholarship applies to oral as well as written reports. In giving an oral report, students should also be aware of debts to sources. They should write down references in notes, acknowledge these references where appropriate throughout the report, and cite all sources upon request at the end of the presentation.

Computer Assisted Plagiarism

Students are reminded that computer-assisted plagiarism—i.e., representing another person's work as their own—is still plagiarism. Student abuse of computer-assisted plagiarism is subject to the penalties stated in the Academic Honesty policy. The following are examples of computer assisted plagiarism:

1. If a student copies a computer file that contains another student's assignment and submits it as his/her own work.
2. If a student copies a computer file that contains another student's assignment and uses it as a model for his/her own assignment.
3. If students work together on an assignment, sharing the computer files or programs involved, and then submit individual copies of the assignment as their own individual work.
4. If a student knowingly allows another student to copy or use one of his/her computer

files and then to submit that file, or a modification thereof, as his/her individual work.

Misrepresentation of Sources and Distortion of Information

All misrepresentations of sources and distortion of facts and/or ideas constitute a violation of academic honesty. This includes:

1. All misleading or inaccurate references to authors, titles, publishing data, or page numbers in footnotes, internal references, and bibliographies; and
2. Any alteration of facts or ideas which misrepresents the meaning or intent of the original source (i.e., taking words out of context or misrepresentations of data in graphs, statistics, lab reports, etc.).

In order to avoid unintentional misrepresentations of information, students should take careful notes and transfer them accurately to their papers or reports. Before submitting work, students must proofread to verify the accuracy of statements and citations.

Use of Written Work Prepared by “Ghost Writers” or Others

Submission of written essays, research papers, science reports, laboratory results, computer programs, or homework assignments, etc. prepared by a person other than the student submitting the assignment as his/her own work constitutes a misrepresentation of academic work and is a violation of academic honesty. Discussion of essay topics, problems, or lab projects with teachers or friends helps to generate and clarify ideas and is not only permitted but also encouraged (unless the faculty member states that the work is to be done independently).

However, the written assignment or report that is the product of these discussions must be the work of the student, a written expression of his/her final reflections on the subject.

Specific Comments on Test-taking

Any assistance on in-class tests and quizzes is considered a violation of academic honesty. This includes verbal or written assistance from another student or from a former student, sharing notes, sharing pre-coded computers, and the use of any books or notes not explicitly permitted by the instructor. (These rules also apply to take-home tests, unless the instructor gives explicit directions to the contrary.)

In order to avoid any possible misunderstanding:

- Students should not bring books and notes into the classroom on a testing day unless otherwise advised by the instructor.
- Students should avoid any interaction with other students during a test unless they have the explicit permission of the instructor.

Attendance Policy for Theory Courses

Regular attendance to classes is not only expected but is considered essential for successful academic work. A student with excessive absences may receive a grade of F. Excessive absenteeism are those that exceed more than two classes per semester or eight-week term in the MSN weekend program. The student will assume full responsibility for work missed because of absence, including any additional work assigned at the faculty discretion.

ACADEMIC RESPONSIBILITIES AND RIGHTS OF STUDENTS

Students are individually responsible for knowing and observing the regulations, policies and procedures listed in the university catalog and all modifications, revisions, or additions which may be published in the Schedules of Classes, HNU website, Blackboard classrooms, or HNU student email messages.

Academic Appeals

For academic questions, as in all other areas of appeal, the intent of the University is to try first to reach a resolution informally among those involved; failing this, more formal steps