



**Master of Science in Nursing (MSN) Program**

**Student Handbook  
Fall 2022**

**Bennett-Smith Nursing Building 1 University Dr.  
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## WELCOME FROM THE DEAN

Welcome to Campbellsville University School of Nursing! What a tremendous accomplishment to have gained acceptance into this program! You should feel very proud of yourself. You will find your experience here to be challenging, exciting, and highly rewarding. This program will provide the balance of rigor and support needed for success in the healthcare environment by not only providing preparation in content needed for licensure examinations that you will need to pass, we do it in a supportive and relationship-centered space.

Our strong program is guided by our excellent professors. Our faculty is comprised of highly qualified professionals who bring decades of experience as practitioners in their various areas. With their knowledge, they help students make the connection from classroom learning to real-world experiences.

In addition:

**CARING** Your faculty cares for you and wants you to be the best nurse that you can be. To that end, we will work with you, teaching you the knowledge base and skills that are needed to be top-notch in your field. We hope that through our demonstrated caring, you will come to understand caring as an action to be extended to your fellow classmates, to your patients, to your coworkers, and to all those around you.

**COMPETENCE** You are being taught by nurses who are competent in both their skills as nurses and as nurse educators. You will leave Campbellsville University with the knowledge, skills, and capacity needed to make you a competent nurse who provides excellent nursing care.

**COMPASSION** Compassion is the act of caring enough about another's distress be compelled to take action to alleviate that distress. It is not enough *just* to care. As Christ took action when He saw need, we must take action to help those in need. This is the heart of nursing and the base component of servant leadership.

As a student in the program, there are expectations in place to guide you to successful completion of the End of Program Student Learning Outcomes (EPSLOs). Expectations such as coming to class prepared, critically thinking about what you have read, applying the knowledge to coursework and the clinical environment, and interacting with your instructors in the classroom. Visit with the instructor in their offices. Take advantage of practice labs, so you can ask questions before you must demonstrate your learning. Ask questions when expectations are not clear. Develop learning communities and get to know one another.

As a Campbellsville University student, you will establish friendships with classmates and faculty that will continue through your life. After graduation, as alumni, you become a member of a much larger Campbellsville University community with networks all over the world.

Congratulations on this milestone. Please do not hesitate to reach out to me should you have any questions. My door is always open to you!

Sincerely,

**Dr. Michele Dickens, Ph.D., MSN, RN**

Dean of the School of Nursing, Professor of Nursing

270-789-5155

## **FACULTY/STAFF CONTACT INFORMATION**

Students should contact the faculty member assigned to a respective course regarding any questions.

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Contact for any questions concerning the Master of Science in Nursing Program/Options

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## **SECTION I- GENERAL INFORMATION**

**DATE:** May 2021

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

## **Campbellsville University: History, Mission, Core Values, Baptist Higher Education Values**

**POLICY:** Campbellsville University: History, Mission, Core Values, Baptist Higher Education Values

**PURPOSE:** A description of Campbellsville University's History, Mission Statement, Core Values and Baptist Higher Education Values

**PROCEDURE:** History of Campbellsville University

Campbellsville University is located in South Central Kentucky at 1 University Drive, in Campbellsville, Kentucky. Dr. Joseph Hopkins, D.M. is the president and chief executive officer of the university.

Campbellsville University is a Christian institution whose mission is focused on scholarship, leadership, and fellowship. In 1906, the Russell Creek Association of Baptists purchased 10 acres of land, which became the campus of the Russell Creek Academy. Elementary and secondary school classes were offered in September 1907, as was training for teachers. Campbellsville Junior College was established in 1924. Despite the school becoming a college, elementary and secondary school students continued to be educated there until 1941. Campbellsville College began offering a four-year higher education program in 1959. The institution achieved university status in 1996. Today a majority of the students attend classes on the 75-acre campus located in the heart of Campbellsville, Kentucky. The university also offers educational programs in such disparate locales as Louisville, Kentucky, and Recife, Brazil. Campbellsville University has eight academic divisions, each headed by a Dean of the School of Nursing who reports to the Vice President for Academic Affairs. The divisions include: the Colleges of Arts and Sciences; Carver School of Social Work & Counseling; School of Business and Economics; School of Education; School of Music; School of Nursing, School of Theology; and, the College of Graduate and Professional Studies. Campbellsville University is accredited by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

### **Campbellsville University Mission Statement**

#### **Mission Statement**

Campbellsville University is a comprehensive, Christian institution that offers non-credit technical programs, along with certificates, associates, undergraduate and graduate programs. The university is dedicated to academic excellence solidly grounded in the liberal arts that fosters personal growth, integrity and professional preparation within a caring environment. The university prepares students as Christian servant leaders for life-long learning, continued scholarship by linking discovery research to knowledge at the doctoral level, and active participation in a diverse, global society.

#### **Core Values**

- To foster academic excellence through pre-professional certificates, associates, baccalaureate, and graduate programs through traditional, technical, and online systems
- To achieve academic excellence through rigor and relevancy in undergraduate, master's and doctoral level programs
- To provide an environment conducive for student success
- To value diverse perspectives within a Christ-centered community
- To model servant leadership and effective stewardship

### **A Statement of Baptist Higher Education Values**

Campbellsville University is committed to providing a quality educational experience within the Baptist tradition and in keeping with a strong Christian emphasis. Under the Lordship of Christ, the institution affirms historic Baptist principles including: the priesthood of the believer, the authority of Scripture, freedom of conscience, integration of faith and learning, pursuit of truth in an academically challenging environment, student involvement in servant ministry, and affirmation of others in a spirit of grace and love. While the University continues to maintain very close ties to Baptist Churches and bodies, the institution exists to provide Christ-centered higher educational opportunities to a diverse student population. Campbellsville University, while Baptist in affiliation and Christ-based in practice, is neither a church nor an ecclesiastical authority. Since 1906 the institution has existed to provide higher educational opportunities to men and women in a positive and academically challenging Christian environment. In that same spirit, we affirm the challenges and opportunities of Baptist higher education in the 21<sup>st</sup> Century. **(Approved by Campbellsville University Board of Trustees on October 23, 2001)**

In compliance with *A Statement on Baptist Higher Education Values* as noted above, Campbellsville University affirms the historical religious exemption granted under the Civil Rights Act of 1964, and other applicable federal and state statutes and regulations, as a Christian university in the Baptist tradition, and to develop and implement all policies and procedures relative to employment practices and student and employee behavior to conform with this historical relationship to the Baptist church and the larger Christian community. These policies and procedures will be the basis for the mission and activities of all campus organizations and use of all Campbellsville University facilities.

As God extended His love for all human beings through his Son Jesus Christ and as an institution that affirms the “whosoever will gospel of Jesus Christ” (John 3:16), Campbellsville University extends love for mankind through a commitment to the Great Commission (Matthew 28:16-20; Acts 1:8) and in the spirit of the Great Commandment (Matthew 22:36-40). Therefore, Campbellsville University will implement the development and administration of all policies and procedures in the recognition of the diversity of God’s creation and His infinite grace toward all people.

**DATE:** January 2020

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**REVISED:** January 2020; August 2020, May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Student Handbook Purpose**

**POLICY:** Student Handbook Purpose

**PURPOSE:** A description of MSN Program Student Handbook

**PROCEDURE:** Student Handbook Purpose

The Student Handbook contains information about policies, procedures, and expectations relating to the Master of Science in Nursing Program. All handbooks and catalogs are accessible in the MSN Student Resource Room located in the learning management system. If you have questions about the content of this handbook or the Master of Science in Nursing Program, please direct all inquiries to your faculty member and/or the Master of Science in Nursing Program Coordinator.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

### **The National Certification Examination**

**POLICY:** The National Certification Examination

**PURPOSE:** A description of The National Certification Examination options after successfully completing all of the Master of Science in Nursing Program/option requirements.

**PROCEDURE:** The National Certification Examination

The Master of Science in Nursing Program, FNP option prepares students to meet the educational eligibility requirements to take either of the national certification examinations. FNP certification examinations are offered by the American Academy of Nurse Practitioners (AANP) and the American Nurses Credentialing Center (ANCC). The student is responsible for all costs and fees associated with the FNP certification examination they elect to complete.

The MSN Health System Leadership program option prepares students to meet the educational eligibility that is a part of the requirements – along with hours of work within the leadership role – to take the American Nurses Credentialing Center's Nursing Executive and Nursing Executive, Advanced certification examinations. The student is responsible for all costs and fees associated with the ANCC examination if they elect to complete.

**DATE:** June 2020

**REVIEWED:** June 2020, August 2020, May 2021, May 2022

**REVISED:** June 2020, August 2020, May 2021

**EFFECTIVE:** June 2020

**SUBJECT:**

### **FNP License Application and Board Certification Registration**

**POLICY:** License Application and Board Certification Registration

**PURPOSE:** Outlines the information for FNP graduates as they near the end of the program.

**PROCEDURE:** License Application and Board Certification Registration

Students will be advised about application for FNP licensure as they near completion of the MSN program including licensure and testing information. Students will be advised on procedures for registration for a national FNP certification examination. Students will be directed to the state board of nursing in which they plan to be licensed for application information specific to that state.

Students must apply for licensure in the state in which they wish to be licensed and verify with that regulatory agency the requirements for and reporting of background checks. If applying for licensure in Kentucky, all felony and misdemeanor convictions must be reported at the time of application. If the graduate has had a felony or misdemeanor conviction, no matter how old, it must be reported with a letter of explanation and a certified copy of the court record. If the court record is no longer available, a certified letter from the court attesting to the destruction or non-availability of the record must be submitted. In addition, all students applying for licensure in Kentucky must send a "Criminal Background Check" obtained within six months of graduation attached to the application for licensure.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, July 2021, May 2022

**REVISED:** January 2020, May 2021, July 2021

**EFFECTIVE:** May 2021

**SUBJECT:**

### **Professional Accreditation**

**POLICY:** Professional Accreditation

**PURPOSE:** A description of Campbellsville University's MSN accreditation status.

**PROCEDURE:** Professional Accreditation

The MSN program (FNP option) has been granted Initial Accreditation by the Accreditation Commission for Education in Nursing (ACEN). Please see below for disclosure statement. The Health System Leadership option will be added as a second option to the MSN program upon approval of a request for substantive change sent to ACEN.

### **Accreditation Commission for Education in Nursing (ACEN) Disclosure**

The master's nursing program at Campbellsville University located in Campbellsville, KY is accredited by the: Accreditation Commission for Education in Nursing (ACEN)  
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326  
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the master's nursing program is Initial Accreditation

View the public information disclosed by the ACEN regarding this program at  
<http://www.acenursing.us/accreditedprograms/programSearch.htm>

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, July 2021, May 2022

**REVISED:** January 2020; August 2020, May 2021, July 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Verification of Receipt of the MSN Student Handbook**

**POLICY:** Verification of Receipt of the MSN Student Handbook

**PURPOSE:** This statement is used to verify that all students have been in receipt of the MSN Student Handbook and have had all questions or concerns addressed.

**PROCEDURE:** Verification of Receipt of the MSN Student Handbook

The MSN Student Handbook will be distributed through the online MSN Student Resource Room. Any questions or concerns that arise when reading the handbook should be submitted to a faculty member in the Master of Science in Nursing Program or to the Master of Science in Nursing Program Coordinator. Each course the student will post a statement in the designated area of the course room stating that they have read the handbook and all questions have been answered to the student's satisfaction.

**DATE:** January 2020

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**REVISED:** January 2020, May 2021, July 2021

**EFFECTIVE:** December 2018

**SUBJECT:**

## Master of Science in Nursing Program Mission Statement, School of Nursing Core Values, End-of-Program Student Learning Outcomes

**POLICY:** Master of Science in Nursing Program Mission Statement, School of Nursing Core Values, End-of-Program Student Learning Outcomes

**PURPOSE:** A description of the Master of Science in Nursing Program Mission Statement, School of Nursing Core Values, and End-of-Program Student Learning Outcomes

**PROCEDURE:** Master of Science in Nursing Program Mission Statement

This program prepares graduates to provide quality, evidence-based, and holistic care to diverse communities and individuals across the lifespan. The master's prepared nurse will contribute to excellence in health care by leading change, promoting health, and improving healthcare outcomes. This program shapes master's prepared nurses into Christian servant leaders who excel in practice while supporting a strong ethical and Christian belief foundation in keeping with the mission of Campbellsville University.

### School of Nursing Core Values

Competence

Caring

Compassion

### Master of Science in Nursing Program End-of-Program-Student-Learning- Outcomes (EPSLOs)

1. Assimilates scientific findings to guide advanced nursing roles. (I, IV, IX) NONPF Scientific Foundation and Ethics Competencies; AONL Knowledge of the Healthcare Environment Competency
2. Integrates organizational and systems leadership principles into practice. (II, IX) NONPF Leadership Competencies; AONL Leadership Competencies
3. Develops quality improvement and research projects to improve health care outcomes. (III, IX) NONPF Quality, Practice Inquiry and Ethics Competencies; AONL Knowledge of Healthcare Environment Competencies
4. Facilitates the provision of nursing practice by integrating informatics and technologies. (V, IX) NONPF Technology, Information Literacy, Ethics Competencies; AONL Business Skills Competencies
5. Analyzes local, national, and global health policies and the relationship between policy and practice. (VI, IX) NONPF Policy Competencies; AONL Knowledge of the Healthcare Environment Competencies
6. Collaborates with other health professionals using effective communication to optimize health care outcomes. (VII, IX) NONPF Health Delivery System Competencies; AONL Communication and Relationship Building Competencies

7. Values principles of ethics in providing health care across the lifespan. (VIII, IX) NONPF Scientific Foundation, Policy, Technology, Practice Inquiry, Ethics, and Independent Practice Competencies; AONL Communication and Relationship Building, Professionalism Competencies
8. Promotes cultural and spiritual sensitivity in providing health care to a diverse population across the lifespan. (VIII, IX) NONPF Scientific Foundation, Policy, Technology, Practice Inquiry, Ethics, and Independent Practice Competencies; AONL Communication and Relationship Building, Professionalism Competencies
9. Functions as a master's prepared nurse using evidence-based practice to improve health outcomes for diverse groups across the lifespan. (VIII, IX) NONPF Independent Practice and Ethics Competencies; AONL Knowledge of the Healthcare Environment, Professionalism Competencies

(MSN Essentials)

NONPF Core and Population-Focused Competencies

AONL Nurse Leader Competencies

( ) MSN Essentials

\*These objectives are based on the Core and Population-Focused Nurse Practitioner Competencies developed by the National Organization of Nurse Practitioner Faculties (NONPF) and included in the 2016 Criteria for Evaluation of Nurse Practitioner Programs written by the National Task Force on Quality Nurse Practitioner Education (NTF). This evaluation criteria is endorsed by the Accreditation Commission for Education in Nursing (ACEN).

The Health System Leadership MSN program track fulfills the MSN mission, EPSLOs and are mapped to MSN Essentials in a manner that prepares nurses to demonstrate the American Organization for Nursing Leadership's Nurse Executive Competencies. The Nurse Executive Competencies' domains are attached to the EPSLOs.

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**REVISED:** January 2020, August 2020, May 2021, July 2021

**EFFECTIVE:** December 2018

**SUBJECT:**

**Campbellsville University School of Nursing Master of Science in Nursing (MSN) Program Family Nurse Practitioner (FNP) and Health System Leadership Plans of Study**

**POLICY:** Campbellsville University School of Nursing Master of Science in Nursing (MSN) Program Family Nurse Practitioner (FNP) and Health System Leadership Plans of Study

**PURPOSE:** A description of the Master of Science in Nursing Program FNP and Health System Leadership Plans of Study

**PROCEDURE:** Campbellsville University School of Nursing Master of Science in Nursing (MSN) Family Nurse Practitioner (FNP) and Health System Leadership Plans of Study

The Family Nurse Practitioner (FNP) option may be completed in six semesters (full-time) and nine semesters (part-time). The Health System Leadership option may be completed in five semesters (full-time) and eight semesters (part-time).

**Master of Science in Nursing Program (Family Nurse Practitioner) Plan of Study (Full-Time)**

Year One				
Semester	Bi-Term	Course #	Credit Hours	Course Title
Semester 1	Bi-Term #1	NUR 500	2	Leadership and Role Development for Advanced Nursing Practice
		NUR 504	3	Healthcare Informatics and Clinical Decision Making
	Bi-Term #2	NUR 506	4	Theory and Research for Evidence Based Practice
Semester 2	Bi-Term #1	NUR 507	2	Investigative Project
		NUR 501	3	Health Care Delivery and Policy
	Bi-Term #2	NUR 505	3	Advanced Pathophysiology
Semester 3	Bi-Term #1	NUR 508	2	Health Promotion and Disease Prevention – Population Health
		NUR 503	3	Advanced Pharmacology

	Bi-Term #2	NUR 502	3	Advanced Health Assessment and Diagnostic Reasoning
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Year Two				
Semester	Bi-term	Course #	Credit Hours	Course Title
Semester 4	Bi-Term #1	NUR 509	4	Care of Adults Across the Lifespan I (60-hour clinical experience)
	Bi-Term #2	NUR 510	3	Care of Adults Across the Lifespan II (120-hour clinical experience)
Semester 5	Bi-Term #1	NUR 511	4	Care of Children and Adolescents (120-hour clinical experience)
	Bi-Term #2	NUR 512	4	Care of Women Across the Lifespan (120-hour clinical experience)
Semester 6	Bi-Term #1	NUR 513	2	Synthesis of Advanced Practice Care of Patients in Primary Settings – Practicum - I (120-hour clinical experience)
	Bi-Term #2	NUR 514	2	Synthesis of Advanced Practice Care of Patients in Primary Setting – Practicum - II (120-hour clinical experience)
		NUR 515	1	Entry into Independent Practice
Total Credit Hour 45 hrs.				Total 660 clinical hours (60 clinical hours per 1 credit hour)

**Master of Science in Nursing Program (Family Nurse Practitioner) Plan of Study (Part-Time)**

Year One				
Semester	Bi-Term	Course #	Credit Hours	Course Title

Semester 1	Bi-Term #1	NUR 500	2	Leadership and Role Development for Advanced Nursing Practice
Semester 2	Bi-Term #1	NUR 504	3	Healthcare Informatics and Clinical Decision Making
	Bi-Term #2	NUR 506	4	Theory and Research for Evidence Based Practice
Semester 3	Bi-Term #1	NUR 507	2	Investigative Project

### Year Two

Semester	Bi-Term	Course #	Credit Hours	Course Title
Semester 4	Bi-Term #1	NUR 501	3	Health Care Delivery and Policy
	Bi-Term #2	NUR 505	3	Advanced Pathophysiology
Semester 5	Bi-Term #1	NUR 508	2	Health Promotion and Disease Prevention – Population Health
Semester 6	Bi-Term #1	NUR 503	3	Advanced Pharmacology
	Bi-Term #2	NUR 502	3	Advanced Health Assessment and Diagnostic Reasoning

### Year Three

Semester	Bi-term	Course #	Credit Hours	Course Title
Semester 7	Bi-Term #1	NUR 509	4	Care of Adults Across the Lifespan I. (60-hour clinical experience)
	Bi-Term #2	NUR 510	3	Care of Adults Across the Lifespan II (120-hour clinical experience)
Semester 8	Bi-Term #1	NUR 511	4	Care of Children and Adolescents (120-hour clinical experience)
	Bi-Term #2	NUR 512	4	Care of Women Across the Lifespan (120-hour clinical experience)

Semester 9	Bi-Term #1	NUR 513	2	Synthesis of Advanced Practice Care of Patients in Primary Settings – Practicum - I (120-hour clinical experience)
	Bi-Term #2	NUR 514	2	Synthesis of Advanced Practice Care of Patients in Primary Setting – Practicum - II (120-hour clinical experience)
		NUR 515	1	Entry into Independent Practice
Total Credit Hour 45 hrs.				Total 660 clinical hours (60 clinical hours per 1 credit hour)

**Master of Science in Nursing Program (Health System Leadership) Plan of Study (Full-Time)**

Year One				
Semester	Bi-Term	Course #	Credit Hours	Course Title
Semester 1	Bi-Term #1	NUR 500	2	Leadership and Role Development for Advanced Nursing Practice
		NUR 504	3	Healthcare Informatics and Clinical Decision Making
	Bi-Term #2	NUR 506	4	Theory and Research for Evidence Based Practice
Semester 2	Bi-Term #1	NUR 507	2	Investigative Project
		NUR 501	3	Health Care Delivery and Policy
	Bi-Term #2	NUR 516	3	Quality and Safety in Healthcare
Semester 3	Bi-Term #1	NUR 508	2	Health Promotion and Disease Prevention – Population Health
	Graduate Term (G6 Summer/G3 Fall)	BA 604	3	Healthcare Finance

	Bi-Term #2	NUR 502	3	Advanced Health Assessment and Diagnostic Reasoning
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Year Two				
Semester	Bi-Term	Course #	Credit Hours	Course Title
Semester 4	Graduate Term (G2 Fall/G5 Spring)	CJ 544	3	Introduction to Graduate Statistics
	Bi-Term #1	NUR 517	1	Leadership Role Competency, Practicum I (60-hour clinical experience)
	Bi-Term #2	NUR 518	3	Communications and Relationship Management
		NUR 519	1	Compassionate Leadership in Healthcare, Practicum II (60-hour clinical experience)
Semester 5	Bi-Term #1	NUR 520	3	Business Ethics and Advocacy
		NUR 521	1	MSN Capstone I – Caring Theory (60-hour clinical experience)
	Bi-Term #2	NUR 522	1	MSN Capstone II – Scholarly Project (60-hour clinical experience)
Total Credit Hour 38 hrs.			Total 240 clinical hours (60 clinical hours per 1 credit hour)	

### Master of Science in Nursing Program (Health System Leadership) Plan of Study (Part-Time)

Year One				
Semester	Bi-Term	Course #	Credit Hours	Course Title
Semester 1	Bi-Term #1	NUR 500	2	Leadership and Role Development for Advanced Nursing Practice
	Bi-Term #2	NUR 504	3	Healthcare Informatics and Clinical Decision Making
Semester 2	Bi-Term #1	NUR 506	4	Theory and Research for Evidence Based Practice
	Bi-Term #2	NUR 516	3	Quality and Safety in Healthcare
Semester 3	Bi-Term #1	NUR 507	2	Investigative Project

### Year Two

Semester	Bi-term	Course #	Credit Hours	Course Title
Semester 4	Bi-Term #1	NUR 501	3	Health Care Delivery and Policy
Semester 5	Bi-Term #1	NUR 508	2	Health Promotion and Disease Prevention – Population Health
Semester 6	Graduate Term (G6 Summer/G3 Fall)	BA 604	3	Healthcare Finance
	Bi-Term #2	NUR 502	3	Advanced Health Assessment and Diagnostic Reasoning
<b>Year Three</b>				
Semester	Bi-term	Course #	Credit Hours	Course Title
Semester 7	Graduate Term (G2 Fall/G5 Spring)	CJ 544	3	Introduction to Graduate Statistics
	Bi-Term #1	NUR 517	1	Leadership Role Competency, Practicum I (60-hour clinical experience)
	Bi-Term #2	NUR 518	3	Communications and Relationship Management/
NUR 519		1	Compassionate Leadership in Healthcare, Practicum II (60-hour clinical experience)	
Semester 8	Bi-Term #1	NUR 520	3	Business Ethics and Advocacy
		NUR 521	1	MSN Capstone I – Caring Theory (60-hour clinical experience)
	Bi-Term #2	NUR 522	1	MSN Capstone II – Scholarly Project (60-hour clinical experience)
Total Credit Hour 38 hrs.				Total 240 clinical hours (60 clinical hours per 1 credit hour)

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, May 2021

**EFFECTIVE:** January 2018; August 2021

**SUBJECT:**

## Master of Science in Nursing Family Nurse Practitioner and Health System Leadership Course Descriptions

**POLICY:** Master of Science in Nursing Family Nurse Practitioner and Health System Leadership Course Descriptions

**PURPOSE:** A description of the Master of Science in Nursing Courses and the number of credit hours designated for each course

**PROCEDURE:** Master of Science in Nursing Course Descriptions

### **CORE MSN Nursing Courses:**

**NUR 500 Leadership and Role Development for Advanced Nursing Practice** (2 cr.) This course introduces the student to the history and role development of an advanced practice nurse leader in complex healthcare systems and in today's society. Core leadership competencies will be explored including direct clinical practice, negotiation, collaboration, guidance, advocacy, problem-solving, managing diversity and ethical decision making.

**NUR 501 Health Care Delivery and Policy** (3 cr.) This course addresses social, cultural, and political perspectives on healthcare. Course material will include policy and advocacy for improving population health, healthcare reform, and global health care delivery. Also included are issues such as availability of and access to health care, actions for dealing with health care dilemmas, federal and state regulatory programs and health care financing.

**NUR 502 Advanced Health Assessment and Diagnostic Reasoning** (3 cr.) This course builds upon the baccalaureate level of nursing physical assessment knowledge leading to the development of advanced skills in physical, cognitive, nutritional and functional assessments of adults and children to provide culturally sensitive health care. Diagnostic reasoning is used to interpret data obtained from the physical assessment along with incorporation of appropriate diagnostic testing to form differential diagnoses.

**NUR 504 Healthcare Informatics and Clinical Decision Making** (3 cr.) This course focuses on the use of information technology systems in the delivery of health care. Students will focus on using new and upcoming technology for acquiring, analyzing and organizing data for use in clinical decision making and improving patient care. Topics include the foundations of informatics, information systems and applications, use of technology in evidence-based practice, and patient education and participation.

**NUR 506 Theory and Research for Evidence-based Practice** (4 cr.) This course links theory, research and practice. The students will critically analyze various multidisciplinary theoretical frameworks and how they can positively impact patient care. This course also examines the process of critically appraising scholarly research and translating this into practice. The research process of identifying problems, data collection and interpretation, and integrating findings into practice are explained.

**NUR 507 Investigative Project** (2 cr.) This project emphasizes utilization of theory and research to provide evidence-based care for the field of advanced practice nursing. The student will formulate a

clinical question and use appropriate research methods of data collection and interpretation culminating in scholarly answers that can be applied to clinical practice to improve the quality of care.

**NUR 508 Health Promotion and Disease Prevention – Population Health (2 cr.)** The goal of this course is to prepare the student to plan, implement and evaluate health promotion and disease prevention interventions to diverse population groups. Topics covered will be the relationship of public health issues and social problems, considerations for safety, finances, feasibility and effectiveness, community needs assessment, and providing age appropriate primary, secondary and tertiary prevention strategies.

### **Family Nurse Practitioner Option Nursing Courses:**

**NUR 503 Advanced Pharmacology (3 cr.)** This course provides advanced knowledge of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics needed in the use of drugs for prevention of chronic illness and treatment of disease processes in individuals across the life span. Emphasis is placed on appropriate drug selection and monitoring, patient education, and potential drug interactions. Students will evaluate pharmacologic interventions with regard to efficacy, safety, cost effectiveness, legalities, and ethical use.

**NUR 505 Advanced Pathophysiology (3 cr.)** This course provides nurses with an advanced understanding of the pathologic mechanisms of diseases frequently encountered in the primary care setting across the lifespan. The content is used to support clinical assessment and decision making in forming diagnoses and treatment plans using evidence-based research findings. Topics include cellular variations, the roles of genetics and genomics, and a systematic physiologic review of disease processes leading to appropriate pharmacologic and nursing interventions.

**NUR 509 Care of Adults Across the Lifespan I (3 didactic cr. and 1 clinical cr.)** Acute and chronic common health problems encountered across the adult lifespan are studied in this first of two sequential courses. Emphasis is placed on detailed history and physical examinations, forming differential diagnoses, interpreting relevant diagnostic tests and forming plans of care including pharmacologic and non-pharmacologic measures. Strategies will be based on evidence-based practice and fall within the scope of practice of a family nurse practitioner (FNP). 60 hrs. of clinical experience under the direct supervision of an approved licensed health care provider allows the student to apply critical thinking skills to the learned concepts in caring for adults and their families in a primary care setting.

**NUR 510 Care of Adults Across the Lifespan II (1 didactic cr. and 2 clinical cr.)** This course is a continuation of NURS 509 and expands upon the role of an FNP in caring for adults and their families. Students will further develop skills related to health promotion, prevention of illness, and diagnosis and management of common acute and chronic illnesses. 120 hrs. of practical experience with an approved licensed health care provider in a primary care setting is included in this course.

**NUR 511 Care of Children and Adolescents (2 didactic cr. and 2 clinical cr.)** This course focuses on the healthcare needs of children and adolescents. Emphasis is placed on differentiating normal and abnormal findings, shared decision making, patient/family education, and developing treatment plans within the scope of practice of the Advanced Practice Registered Nurse utilizing collaboration, co-management, and referral appropriately. 120 hrs. of relevant practical experience with an approved licensed health care provider is included in this course.

**NUR 512 Care of Women Across the Lifespan** (2 didactic cr. and 2 clinical cr.) This course focuses on the healthcare needs unique to women across the lifespan. Emphasis is placed on differentiating normal and abnormal findings, shared decision making, patient education, and developing treatment plans within the scope of practice of the Advanced Practice Registered Nurse utilizing collaboration, co-management, and referral appropriately. 120 hrs. of relevant practical experience with an approved licensed health care provider is included in this course.

**NUR 513 Synthesis of Advanced Practice Care of Patients in Primary Settings- Practicum - I** (2 clinical cr.) In this clinical practicum, the advanced practice nursing student will provide comprehensive care to patients and their families across the lifespan. The objective of this course is the integration of theory, knowledge, and skills from previous courses culminating in the effective, safe, culturally sensitive care of clients and their families within the scope of practice of a family nurse practitioner. This 120-hr. clinical practicum will be completed under the supervision of an approved licensed health care provider in a primary care setting.

**NUR 514 Synthesis of Advanced Practice Care of Patients in Primary Settings – Practicum - II** (2 clinical cr.) The final clinical practicum is the synthesis of all past course content and is the final bridge between formal education and independent practice of the family nurse practitioner. This 120-hr. practicum will be completed under the supervision of an approved licensed health care provider in a primary care setting.

**NUR 515 Entry into Independent Practice** (1 didactic cr.) This course prepares the graduate nurse practitioner for certification examinations, licensing, prescriptive practices, contract negotiations and practice management specific to their practice location.

#### **Health System Leadership Nursing Courses:**

**NUR 516 Quality and Safety in Healthcare** (3 cr.) This course will prepare the nursing leader with the knowledge and skills needed to lead patient safety and quality improvement initiatives at the micro and macro levels within healthcare setting. The course will have an emphasis on quality and safety issues central to nursing practice and how the nursing leader can facilitate reliability in healthcare settings.

**NUR 517 Leadership Role Competency, Practicum I** (1 didactic cr.; 60 practicum/clinical hours) This course examines the competencies of the nurse leader. Within the 60-hour practicum, the student is provided with an opportunity to observe and practice the nurse leader competencies and begin to develop and integrate healthcare leader skills and knowledge necessary to perform evidence-based advanced practice as a healthcare systems leader.

**NUR 518 Communications and Relationship Management** (3 cr.) This course is a study of communication in the context of a health system and within a nursing organization or department. The course will prepare the student to manage interpersonal relationships, perform human relationship practices and conflict resolution as well as communication with all members of the health care team and the community. The areas of communication that will be concentrated on include written, verbal, and non-verbal, presentations, meetings, diversity and listening skills.

**NUR 519 Compassionate Leadership in Healthcare, Practicum II** (1 didactic cr.; 60 practicum clinical hours) This course examines relationship-based nursing care leadership with a focus on leading oneself, leading others and leading an organization in a compassionate manner. Within the 60-hour practicum, the student is provided with an opportunity to observe leadership communication and

collaboration and integrate communication and collaboration skills through the development of trusting relationships with key stakeholders.

**NUR 520 Business Ethics and Advocacy** (3 cr.) This course covers principles of ethical thought as they apply to the nature of organizations, work, corporate culture, and the role of the individual and the organization in society. The student will be prepared to uphold ethical principles and compliance standards and to hold self-accountable to nursing and nursing leadership ethical standards of practice and to discuss, resolve and learn from ethical dilemmas. The student will also be prepared to promote clinical perspectives in organizational decisions, involve nurses and other staff in decisions that affect their practice and to represent the perspective of patients and families.

**NUR 521 MSN Capstone I - Caring Theory** (1 didactic cr.; 60 practicum/clinical hours) This course introduces Watson's Caring Theory as the basis for caring healthcare leadership evidence-based practice. Within the 60-hour practicum, the student will revisit the investigation project from NUR 507 and link the change agent role of the health care leader using Watson's Caring Theory as a conceptual framework to develop a Capstone project plan to improve quality of nursing practice within the practicum site.

**NUR 522 MSN Capstone II - Scholarly Project** (1 didactic cr.; 60 practicum/clinical hours) This course will examine the use of foundational thinking, systems thinking and change management processes in advanced problem-solving, decision-making, and establishing visionary thinking. Within the 60-hour practicum, the student will demonstrate achievement of program and healthcare leadership of systems outcomes. Students will synthesize knowledge, leadership skills to complete a scholarly project within the practicum site.

#### **Health System Leadership Required Non-Nursing Department Courses:**

**CJ 544 Introduction to Graduate Statistics** (3 cr.) This course is intended to provide graduate students with an introduction to statistics. The emphasis in this course will be upon understanding statistical concepts and applying and interpreting tests of statistical inference. Content will include but not be limited to the application of selected inferential statistical procedures, including advanced correlational methods, multiple regression, t-tests, ANOVA, two-way factorial ANOVA, reliability, and other advanced procedures. Computer software (SPSS) will be employed to assist in the analysis of data for this course. Students should have access to a computer, SPSS software, and the Internet.

**BA 604 Healthcare Finance** (3 cr.) This course addresses the processes and methods of financial management of healthcare institutions. The financial decision-making tools of costing, cost allocation, break-even analysis, short-term financial decision making, variance analysis, and business plans are covered. Cash flow and working capital management, and sources of long-term financing are also discussed, along with financial management concepts for managed care.

## **SECTION II- ACADEMIC POLICIES AND PROCEDURES**

**DATE:** January 2020

**REVIEWED:** December 2018, November 2019, August 2020, May 2021, May 2022, July 2022

**REVISED:** January 2020, August 2020, May 2021, July 2022

**EFFECTIVE:** December 2018

**SUBJECT:**

**Admission Timelines of Consideration for the Master of Science in Nursing Program**

**POLICY:** Admission Deadlines for the Master of Science in Nursing Program

**PURPOSE:** A description of the admission deadlines for the Master of Science in Nursing Program

**PROCEDURE:** Admission Deadlines for the Master of Science in Nursing Program

### **Fall Semester**

Priority consideration will be provided for completed applications received on or before August 1<sup>st</sup> for the Fall semester. Those received after August 1<sup>st</sup> may be considered based upon space availability and/or at discretion of the program faculty.

### **Spring Semester**

Priority consideration will be provided for completed applications received on or before December 15<sup>th</sup> for the Spring semester. Those received after December 15<sup>th</sup> may be considered based upon space availability and/or at the discretion of the program faculty.

Please note that the criminal background check must be completed prior to the first day of class.

**DATE:** January 2020

**REVIEWED:** December 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021, May 2022

**EFFECTIVE:** December 2018

**SUBJECT:**

### **Campbellsville University's Online Course Attendance Policy**

**POLICY:** Campbellsville University's Online Course Attendance Policy

**PURPOSE:** A description of Campbellsville University's Online course attendance policy.

**PROCEDURE:** Campbellsville University's Online Course Attendance Policy

**Rationale:** To establish expectations of student performance within the Master of Science in Nursing Program.

**Policy:** To be actively engaged in the online classroom and build a learning community student must interact within the classroom and with each other. When this does not occur, learning suffers and learning objectives cannot be meet. Therefor the following guidelines will be followed:

Bi-term and 8-week terms: Online student must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8<sup>th</sup> of the scheduled classes) without contract the student will be issued an official warning. After the second week (25%, 1/4<sup>th</sup> of the scheduled class) without contact the student would fail the course and a WA would be recorded.

**DATE:** January 2020

**REVIEWED:** December 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021, May 2022

**EFFECTIVE:** December 2018

**SUBJECT:**

### **Course Substitutions for Transferred Credits**

**POLICY:** Course Substitutions for Transferred Credits

**PURPOSE:** A description of the criteria and process for submitting course substitutions for transferred credits within the Master of Science in Nursing Program

**PROCEDURE:** Course Substitutions for Transferred Credits

Campbellsville University accepts courses from other regionally accredited colleges and universities. Students seeking to transfer course work must submit a written request along with transcripts, university course catalog descriptions, and other course information such as a syllabus or book list for faculty use in establishing course equivalency.

Once accepted into the School of Nursing a student may request to transfer in graduate credit hours completed within the last seven years. Students may transfer up to a maximum of 6 hours of master's level courses when compatible with this curriculum. Only courses with grades of "B" or better are considered. For consideration of a transfer course, the student must submit the following information to the Master of Science in Nursing Program Coordinator.

1. An official transcript of courses completed.
2. The course syllabus for the course you have taken previous and are seeking transfer or, if the syllabus is not available the catalog description of the course as printed on the university website or catalog.
3. Provide the following information required for the University Transfer Credit form: Student name, student ID, full address and phone number.

In order for the appropriate substitution to be made for required subjects for the Master of Science in Nursing Program, a **Course Substitution Request** must be completed by the student and the Dean of the School of Nursing/Associate Dean of the School of Nursing. This form will be sent to the appropriate Dean/Chair of the department which offers that course for final approval if needed. Approval will be determined based on a satisfactory comparison of the course with the equivalent course offered at Campbellsville University. Courses must meet the scholastic standards required at Campbellsville University.

It is highly recommended that the student meet with the advisor early in the program to review needed substitutions and comply with this procedure to ensure that requirements are being met timely for graduation.

Due to the nature of the Master of Science in Nursing Program, a transfer student coming into this program must complete a minimum of 50% of their core nursing coursework at Campbellsville University.

**DATE:** January 2020

**REVIEWED:** December 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021, May 2022

**EFFECTIVE:** December 2018

**SUBJECT:**

**Evaluation of Student Performance in the Master of Science in Nursing Program**

**POLICY:** Evaluation of Student Performance in the Master of Science in Nursing Program

**PURPOSE:** A description of the evaluation process of students in the Master of Science in Nursing Program

**PROCEDURE:** Evaluation of Student Performance

Students will be evaluated using varied means throughout the Master of Science in Nursing Program. Faculty may elect to use exams, quizzes, discussion board communication, written homework assignment, presentations and other means to assess student progress towards outcomes.

Faculty will adopt specific rubrics that will be used in each course, so that students are being evaluated in a similar manner from one course to another. Those rubrics are listed in each course and in the syllabus for the course.

Students are evaluated on the Student Learning Outcomes that are linked to every course through the course objectives and the learning strategies devised to meet those objectives.

**DATE:** January 2020

**REVIEWED:** December 2018, January 2019, January 2020, August 2020, May 2021, July 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021, July 2021

**EFFECTIVE:** December 2018

**SUBJECT:**

### **Final Grade Calculation for the Master of Science in Nursing Program**

**POLICY:** Final Grade Calculation for the Master of Science in Nursing Program

**PURPOSE:** A description of the process for final grade calculation and methods of evaluation for the MSN Program

**PROCEDURE:** Final Grade Calculation for the MSN Program

### **Calculation of Final Grade**

Student's final grades in each didactic course of the MSN program Master of Science in Nursing Program at Campbellsville University are calculated based on one thousand possible points. Total course points will be tallied. The points will then be converted into a percentage score and the one-time rounding is applied at this point in the calculation of the final grade. When rounding, a percentage point of 0.5 or higher will round to the next whole number. A percentage of 0.4 will be dropped and the whole grade will stand as is.

Using the points achieved in the example below, the total point accumulation is 854.9. The final grade then becomes  $854.9/1000$  or 85.49%. The grade is then rounded from the tenths position only and the 0.49% is dropped and the final grade is 85% which equates to a "B".

### **Grade Conversion**

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	< 59%

Instructors will post students' grades in Moodle within one week of the assignment. Students have one week beyond posting to make an appointment with Faculty to dispute their grade.

**DATE:** January 2020

**REVIEWED:** December 2018, January 2019, January 2020, August 2020, May 2021, June 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021, June 2021

**EFFECTIVE:** December 2018

**SUBJECT:**

### Testing Environment for Proctored Exams

**POLICY:** Testing Environment for Proctored Exams

**PURPOSE:** To establish guidelines for the testing environment for proctored exams Master of Science in Nursing Program

**PROCEDURE:** Testing Environment for Proctored Exams

A remote proctoring system will be used with online examinations as instructed by faculty to ensure student identification and promote integrity with examinations.

- Students are required to establish identity following the outlined procedures in the monitoring instructions. These instructions are found in the MSN New Student Orientation room, MSN Student Resource room and individual course rooms (when applicable).
- Students are responsible for self-testing the functionality of the system well in advance of all remotely proctored exams in their courses, so that any troubleshooting that is required can be accomplished. Check with your Exam Sponsor/Faculty member for available Practice Exams.

**Test Environment Requirements:** The online testing environment should mimic the 'in class' testing environment, and must conform to the following:

#### Testing Area:

- Sit at a clean desk or clean table (not on a bed or couch)
- Lighting in the room must be bright enough to be considered "daylight" quality. Overhead lighting is preferred; however, if overhead is not possible, the source of light should not be behind the student causing shadows or glares in the webcam.
- Be sure the desk or table is cleared of all other materials. This means the removal of all books, papers, notebooks, calculators, etc. Only your electronic device and ID are appropriate items to have on your workspace unless specifically permitted in posted guidelines for that particular examination.
- No writing visible on desk or on walls
- The following should not be used during your exam unless specifically allowed for that examination:
  - Excel
  - Word
  - PowerPoint
  - Textbooks
  - Websites
  - Calculators
  - Pen and/or Paper

- Close all other programs and/or windows on the testing computer prior to logging into the proctored test environment
- Do not have a radio or the television playing in the background
- Do not talk to anyone else--No communicating with others by any means
- The testing environment should be a private area in which you are alone in a room, no individuals shall be permitted in your testing area.

**Behavior:**

- Dress as if in a public setting
- You must not leave the room during the testing period at any time, unless specifically permitted in posted guidelines for that particular examination. You must not take the computer into another room to finish testing (exam must be completed in the same room the “Exam Environment View” is completed in)
- No use of headsets, ear plugs, or similar audio devices are permitted
- Do not use a phone for any reason. The only exception is to contact support or your instructor in the event of a technical issue

**Policy Violation Consequences:**

- If you are flagged for cheating, you will be contacted directly by Campbellsville University faculty and subject to penalties as articulated in the School Conduct Policy.
- For all other violations you may be notified by Software Secure on behalf of university faculty. This notification will be delivered by email after reviews are complete.
- The intent of these warnings is to allow you the chance to modify your behavior to comply with this policy before punitive action is required  
As outlined in CU’s policy, repeat offences will be subject to review and may result in a failing grade or expulsion.

**DATE:** January 2020

**REVIEWED:** December 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, May 2021

**EFFECTIVE:** December 2018

**SUBJECT:**

## Identification of Academically At-Risk Students within the Master of Science in Nursing Program

**POLICY:** Identification of Academically At-Risk Students within the Master of Science in Nursing Program

**PURPOSE:** A description of the process for identifying academically at-risk students within the Master of Science in Nursing Program

**PROCEDURE:** Identification of Academically At-Risk Students

Instructors will monitor the progress of students through each class, using formative and summative means to identify learning issues. When students are unsuccessful in their clinical performance or on tests used to assess learning in the classroom, instructors will counsel these individuals to determine factors that may impact learning. These factors may include study habits, work schedules, family obligations, testing issues such as anxiety, etc. The nursing instructor will help the student to identify potential barriers to learning and will advise that student accordingly.

Campbellsville University provides counseling services that can assist the student with such issues and with striking a balance between school, work and issues as those noted above. As deemed appropriate by the instructor, the student may be referred to the Office of Counseling Services by completing a referral form and contacting this office for an appointment.

**DATE:** January 2020

**REVIEWED:** December 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, May 2021

**EFFECTIVE:** December 2018

**SUBJECT:**

### Late Assignments

**POLICY:** Late Assignments

**PURPOSE:** A description of the process for submitting and grading late assignments in the Master of Science in Nursing Program

**PROCEDURE:** Late Assignments

Students may turn in assignments that earn credit up to 48 hours late. After 48 hours assignments shall not be accepted unless an extension has been granted by the faculty. The following percentage reduction will occur with all late assignments:

24 hours late = 20% reduction off possible grade

48 hours late = 30% reduction off possible grade

#### Example

Assignment	Worth 25 points
Turned in 24 hours late	5 points
New possible score	20 points

Assignment	Worth 25 points
Turned in 48 hours late	7.5 points
New possible score	17.5 points

**DATE:** January 2020

**REVIEWED:** December 2018, December 2019, January 2020, August 2020, June 2021, July 2021, May 2022

**REVISED:** December, 2019, January 2020, August 2020, June 2021, July 2021

**EFFECTIVE:** December 2018

**SUBJECT:**

### **Master of Science in Nursing Course Progression and Readmission**

**POLICY:** Master of Science in Nursing Program Master of Science in Nursing Program Course Progression and Readmission

**PURPOSE:** A description of the course progression for the Master of Science in Nursing Program Master of Science in Nursing Program readmission procedure

**PROCEDURE:** Master of Science in Nursing Program Course Progression

1. The student must follow the pre-determined plans of study for full or part-time for each course option in the MSN program.
2. A grade of "B" or better is required in all graduate nursing courses. If a grade of B is not obtained in a course, the student **cannot** progress in the graduate nursing program.
3. If a student does not successfully obtain a grade of B or above in any course, the student may request a review and permission to repeat the course from the Program Coordinator. The student must submit a completed Application for Continuation form to the Program Coordinator requesting to repeat the course during the semester prior to anticipated enrollment. Once permission is granted, the student will be allowed to repeat the course on a space available basis.
4. If a student receives a failure in the clinical portion of a course, both the didactic and clinical portions of the course must be repeated with the student obtaining a grade of B or higher in the didactic portion and a Pass in the clinical portion in order to progress in the program.
5. A total of one course repeat is allowed in the MSN program. A student receiving a grade of C or below for the second time will be dismissed from the program and is ineligible for readmission. The student must then follow the university judicial process for academic appeals.
6. A cumulative GPA of 3.0 is required for graduation from all MSN program options.
7. Students must complete degree requirements within six years of first enrolling in the graduate program.
8. One leave of absence can be granted for the duration of the student's program. For students seeking to take a leave of absence, a leave of absence request must be completed before the census date of the term. To request a leave of absence, students must submit a leave of absence application. The leave of absence application must be submitted to the Assistant Director of Online Enrollment and the MSN faculty for consideration and review. A leave of absence will significantly impact students' financial aid status. Students receiving any financial aid are required to consult with a financial aid counselor prior to submitting the application. If approved, the Assistant Director of Online Enrollment will notify the Office of Student Records and the Office of Academic Affairs

9. If a student is absent from coursework for more than one semester, formal reapplication to both the MSN program and the University is required.

### **Leave of Absence Guidelines**

1. Students can request a 16-week leave of absence.
2. Students can take "sit out" for 8 weeks as long as that term is preceded and followed by 8 weeks of course registration.
3. Students are permitted one (1) leave of absence during their academic program of study.
4. When possible, students will be registered for future courses to begin after the completion of the leave of absence.
5. If students fail to return after the leave period, they will be withdrawn and will be required to reapply for future admissions.
6. If students' requests are denied, they must register for the upcoming term or forfeit their places in the program.
7. Academic advisors will remain in contact with students during the leave of absence period to notify them of upcoming registration information. Students will communicate as needed with the academic advisor during the leave of absence.
8. Online advisors will monitor student registration and attendance based on 16-week requirement.

**Please see Medical/Mental Health/Personal Leave of Absence from the Master of Science in Nursing Program policy and procedure for additional information.**

The faculty has adopted a course order for progression that will help to guide students through the program. This order is suggested to ensure success of students based on recommendations of the accrediting body and on identified characteristics of the courses. Please see attached Curriculum Requirements and Progression for the Family Nurse Practitioner and Health System Leadership Options.

The Family Nurse Practitioner (FNP) option may be completed in six semesters (full-time) and nine semesters (part-time). The Health System Leadership option may be completed in five semesters (full-time) and eight semesters (part-time).

**Campbellsville University: Master of Science in Nursing Program (Family Nurse Practitioner)  
Plan of Study (Full-Time)**



Year One								
Semester 1 (Fall/Spring)			Semester 2 (Spring/Summer)			Semester 3 (Summer/Fall)		
1 <sup>st</sup> Bi-term		2 <sup>nd</sup> Bi-term	1 <sup>st</sup> Bi-term		2 <sup>nd</sup> Bi-Term	1 <sup>st</sup> Bi-term		2 <sup>nd</sup> Bi-term
NUR 500	NUR 504	NUR 506	NUR 507	NUR 501	NUR 505	NUR 508	NUR 503	NUR 502
Leadership and Role Development for Advanced Nursing Practice	Healthcare Informatics and Clinical Decision Making	Theory and Research for Evidence Based Practice	Investigative Project	Health Care Delivery and Policy	Advanced Pathophysiology	Health Promotion and Disease Prevention - Population Health	Advanced Pharmacology	Advanced Health Assessment and Diagnostic Reasoning
2 Credit Hours	3 Credit Hours	4 Credit Hours	2 Credit Hours	3 Credit Hours	3 Credit Hours	2 Credit Hours	3 Credit Hours	3 Credit Hours
9 Credit Hours (9 didactic and 0 clinical credits)			8 Credit Hours (8 didactic and 0 clinical credits)			8 Credit Hours (8 didactic and 0 clinical credits)		

Year Two						
Semester 4 (Fall/Spring)		Semester 5 (Spring/Summer)		Semester 6 (Summer/Fall)		
1 <sup>st</sup> Bi-term	2 <sup>nd</sup> Bi-term	1 <sup>st</sup> Bi-term	2 <sup>nd</sup> Bi-Term	1 <sup>st</sup> Bi-term	2 <sup>nd</sup> Bi-term	
NUR 509	NUR 510	NUR 511	NUR 512	NUR 513	NUR 514	NUR 515
Care of Adults Across the Lifespan I (60 hour clinical experience)	Care of Adults Across the Lifespan II (120 hour clinical experience)	Care of Children and Adolescents (120 hour clinical experience)	Care of Women Across the Lifespan (120 hour clinical experience)	Synthesis of Advanced Practice Care of Patients in Primary Settings I (120 hour clinical experience)	Synthesis of Advanced Practice Care of Patients in Primary Settings II (120 hour clinical experience)	Entry into Independent Practice
4 Credit Hours (3 didactic and 1 clinical credits)	3 Credit Hours (1 didactic and 2 clinical credits)	4 Credit Hours (2 didactic and 2 clinical credits)	4 Credit Hours (2 didactic and 2 clinical credits)	2 Credit Hours (2 clinical credits)	2 Credit Hours (2 clinical credits)	1 Credit Hour (1 didactic credit)
7 Credit Hours (4 didactic and 3 clinical credits)		8 Credit Hours (4 didactic and 4 clinical credits)		5 Credit Hours (1 didactic and 4 clinical credits)		

**Total 45 Credit Hours- [34 didactic credits and 11 clinical credits (660 clock hours)]**

**Campbellsville University: Master of Science in Nursing Program (Family Nurse Practitioner)  
Plan of Study (Part-Time) MSN21**



<b>Year One</b>			
<b>Semester 1 (Fall/Spring)</b>	<b>Semester 2 (Spring/Summer)</b>		<b>Semester 3 (Summer/Fall)</b>
<b>1<sup>st</sup> Bi-term</b>	<b>1<sup>st</sup> Bi-term</b>	<b>2<sup>nd</sup> Bi-Term</b>	<b>1<sup>st</sup> Bi-term</b>
NUR 500	NUR 504	NUR 506	NUR 507
Leadership and Role Development for Advanced Nursing Practice	Healthcare Informatics and Clinical Decision Making	Theory and Research for Evidence Based Practice	Investigative Project
2 Credit Hours	3 Credit Hours	4 Credit Hours	2 Credit Hours
2 Credit Hour <i>(2 didactic and 0 clinical credits)</i>	7 Credit Hours <i>(7 didactic and 0 clinical credits)</i>		2 Credit Hours <i>(2 didactic and 0 clinical credits)</i>

<b>Year Two</b>				
<b>Semester 4 (Fall/Spring)</b>		<b>Semester 5 (Spring/Summer)</b>	<b>Semester 6 (Summer/Fall)</b>	
<b>1<sup>st</sup> Bi-term</b>	<b>2<sup>nd</sup> Bi-term</b>	<b>1<sup>st</sup> Bi-term</b>	<b>1<sup>st</sup> Bi-term</b>	<b>2<sup>nd</sup> Bi-term</b>
NUR 501	NUR 505	NUR 508	NUR 503	NUR 502
Health Care Delivery and Policy	Advanced Pathophysiology	Health Promotion and Disease Prevention - Population Health	Advanced Pharmacology	Advanced Health Assessment and Diagnostic Reasoning
3 Credit Hours	3 Credit Hours	2 Credit Hours	3 Credit Hours	3 Credit Hours
6 Credit Hours <i>(6 didactic and 0 clinical credits)</i>		2 Credit Hours <i>(2 didactic and 0 clinical credits)</i>	6 Credit Hours <i>(6 didactic and 0 clinical credits)</i>	

**Campbellsville University: Master of Science in Nursing Program (Health System Leadership)  
Plan of Study (Full-Time)**



Year One								
Semester 1 (Fall/Spring)			Semester 2 (Spring/Summer)			Semester 3 (Summer/Fall)		
1 <sup>st</sup> BI-term		2 <sup>nd</sup> BI-term	1 <sup>st</sup> BI-term		2 <sup>nd</sup> BI-Term	1 <sup>st</sup> BI-term	Graduate Term (60 Summer/63 Fall)	2 <sup>nd</sup> BI-term
NUR 500	NUR 504	NUR 506	NUR 507	NUR 501	NUR 516	NUR 508	BA 604	NUR 502
Leadership and Role Development for Advanced Nursing Practice	Healthcare Informatics and Clinical Decision Making	Theory and Research for Evidence Based Practice	Investigative Project	Health Care Delivery and Policy	Quality and Safety in Healthcare	Health Promotion and Disease Prevention - Population Health	Healthcare Finance	Advanced Health Assessment and Diagnostic Reasoning
2 Credit Hours	3 Credit Hours	4 Credit Hours	2 Credit Hours	3 Credit Hours	3 Credit Hours	2 Credit Hours	3 Credit Hours	3 Credit Hours
9 Credit Hours (9 didactic and 0 clinical credits)			8 Credit Hours (8 didactic and 0 clinical credits)			8 Credit Hours (8 didactic and 0 clinical credits)		

Year Two						
Semester 4 (Fall/Spring)				Semester 5 (Spring/Summer)		
Graduate Term (62 Fall/66 Spring)	1 <sup>st</sup> BI-term	2 <sup>nd</sup> BI-term		1 <sup>st</sup> BI-term		2 <sup>nd</sup> BI-term
CJ 544	NUR 517	NUR 518	NUR 519	NUR 520	NUR 521	NUR 522
Introduction to Graduate Statistics	Leadership Role Competency, Practicum I (60 hour clinical experience)	Communications and Relationship Management	Compassionate Leadership in Healthcare, Practicum II (60 hour clinical experience)	Business Ethics and Advocacy	MSN Capstone I – Caring Theory (60 hour clinical experience)	MSN Capstone II – Scholarly Project (60 hour clinical experience)
3 Credit Hours	1 Credit Hour (1 clinical credit)	3 Credit Hours	1 Credit Hour (1 clinical credit)	3 Credit Hours	1 Credit Hour (1 clinical credit)	1 credit Hour (1 clinical credit)
8 Credit Hours (6 didactic and 2 clinical credits)				5 Credit Hours (3 didactic and 2 clinical credits)		

**Total 38 Credit Hours- [34 didactic credits and 4 clinical credits (240 clock hours)]**

**Campbellsville University: Master of Science in Nursing Program (Health System Leadership)  
Plan of Study (Part-Time) 183021**



<b>Year One</b>				
<b>Semester 1 (Fall/Spring)</b>		<b>Semester 2 (Spring/Summer)</b>		<b>Semester 3 (Summer/Fall)</b>
<b>1<sup>st</sup> BI-term</b>		<b>2<sup>nd</sup> BI-Term</b>		<b>1<sup>st</sup> BI-term</b>
NUR 500	NUR 504	NUR 506	NUR 516	NUR 507
Leadership and Role Development for Advanced Nursing Practice	Healthcare Informatics and Clinical Decision Making	Theory and Research for Evidence Based Practice	Quality and Safety in Healthcare	Investigative Project
2 Credit Hours	3 Credit Hours	4 Credit Hours	3 Credit Hours	2 Credit Hours
5 Credit Hours <i>(5 didactic and 0 clinical credits)</i>		7 Credit Hours <i>(7 didactic and 0 clinical credits)</i>		2 Credit Hours <i>(2 didactic and 0 clinical credits)</i>

<b>Year Two</b>			
<b>Semester 4 (Fall/Spring)</b>	<b>Semester 5 (Spring/Summer)</b>	<b>Semester 6 (Summer/Fall)</b>	
<b>1<sup>st</sup> BI-term</b>	<b>1<sup>st</sup> BI-term</b>	<b>Graduate Term <small>(08 Semester/03 Fall)</small></b>	<b>2<sup>nd</sup> BI-term</b>
NUR 501	NUR 508	BA 604	NUR 502
Health Care Delivery and Policy	Health Promotion and Disease Prevention - Population Health	Healthcare Finance	Advanced Health Assessment and Diagnostic Reasoning
3 Credit Hours	2 Credit Hours	3 Credit Hours	3 Credit Hours
3 Credit Hours <i>(3 didactic and 0 clinical credits)</i>	2 Credit Hours <i>(2 didactic and 0 clinical credits)</i>	6 Credit Hours <i>(6 didactic and 0 clinical credits)</i>	

Family Nurse Practitioner Option Prerequisite course(s):	Must be completed prior to:
-BSN from a regionally accredited U.S. college or university -Cumulative collegiate GPA of 3.0 or higher -Unencumbered current U.S. Registered Nurse (RN) License -2000 Patient Care Hours -Criminal Background Check -Other required documents (outlined in the student handbook policy, Admission Criteria for the Master of Science in Nursing Program)	Admission to program
None	NUR 500
None	NUR 504
None	NUR 506
NUR 506	NUR 507
None	NUR 501
None	NUR 505
None	NUR 508
None	NUR 503
None	NUR 502
NUR 500; NUR 501; NUR 502; NUR 503; NUR 504; NUR 505; NUR 506; NUR 507; NUR 508	NUR 509
NUR 500; NUR 501; NUR 502; NUR 503; NUR 504; NUR 505; NUR 506; NUR 507; NUR 508; NUR 509	NUR 510
NUR 500; NUR 501; NUR 502; NUR 503; NUR 504; NUR 505; NUR 506; NUR 507; NUR 508; NUR 509; NUR 510	NUR 511
NUR 500; NUR 501; NUR 502; NUR 503; NUR 504; NUR 505; NUR 506; NUR 507; NUR 508; NUR 509; NUR 510; NUR 511	NUR 512
NUR 500; NUR 501; NUR 502; NUR 503; NUR 504; NUR 505; NUR 506; NUR 507; NUR 508; NUR 509; NUR 510; NUR 511; NUR 512	NUR 513
NUR 500; NUR 501; NUR 502; NUR 503; NUR 504; NUR 505; NUR 506; NUR 507; NUR 508; NUR 509; NUR 510; NUR 511; NUR 512; NUR 513	NUR 514; NUR 515

Health System Leadership Prerequisite course(s):	Must be completed prior to:
-BSN from a regionally accredited U.S. college or university -Cumulative collegiate GPA of 3.0 or higher -Unencumbered current U.S. Registered Nurse (RN) License -2000 Patient Care Hours -Criminal Background Check -Other required documents (outlined in the student handbook policy, Admission Criteria for the Master of Science in Nursing Program)	Admission to program
None	NUR 500
None	NUR 501
None	NUR 502
None	NUR 504
None	NUR 506
NUR 506	NUR 507
None	NUR 508
None	NUR 516
None	NUR 517
None	NUR 518
None	NUR 520
NUR 517	NUR 519
NUR 507; CJ 544; NUR 519	NUR 521; NUR 522

# MSN Program Application for Continuation



This form is to be completed for requests to repeat a course in which a grade of B or better was not obtained. Only one course may be repeated in this program.

Student Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Date of Application: \_\_\_\_\_ Student email: \_\_\_\_\_

Student phone # \_\_\_\_\_

Course: \_\_\_\_\_ Course end date: \_\_\_\_\_

Grade received: \_\_\_\_\_

**Provide a summary of events leading to your unsuccessful grade in this course:**

**Provide a plan for success should you be able to retake this course. Include study plans, learning techniques, and additional resources as applicable:**

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

\_\_\_\_\_ *To be completed by Program Coordinator* \_\_\_\_\_

Status of request: Approved  Not Approved

Course name: \_\_\_\_\_ Date of next offering: \_\_\_\_\_

Program Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Information:**

**DATE:** January 2020

**REVIEWED:** December 2018, January 2019, January 2020, August 2020, May 2021, July 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021, July 2021

**EFFECTIVE:** December 2018

**SUBJECT:**

## Withdrawal from or Changing Option/Track in the Master of Science in Nursing Program

**POLICY:** Withdrawal from or Changing Option/Track in the Master of Science in Nursing Program

**PURPOSE:** A description of the process for withdrawing from or changing option/track in the Master of Science in Nursing Program

**PROCEDURE:** Withdrawal from or changing option/track in the Master of Science in Nursing Program

Students in the Master of Science in Nursing Program Master of Science in Nursing Program may have to withdraw from the program for personal reasons, academic reasons, health issues, and/or other factors.

The student is encouraged to discuss possible alternatives to withdrawal with his/her faculty advisor. When no other alternative seems viable to the student, the School of Nursing follows the same policy outlined in the *Campbellsville University Student Handbook* under —Refund and Withdrawal Policy.

Please also refer to the Online Policy and Procedure Leave of Absence policy.

The student is advised that if s/he chooses to leave unofficially—that is, without approval of the Vice President of Academic Affairs and the completion of withdrawal forms, s/he forfeits all rights to any reduction in his/her account and will receive an “F” in all applicable courses. To alleviate this situation, the student must follow the guidelines as stated in the *Campbellsville University Student Handbook*. Students who have financial aid should check the *Federal Student Financial Aid Handbook* to identify policy guidelines regarding this aid.

Students in the Master of Science in Nursing Program choosing to withdraw from a course with plan to apply for readmission, will need to email the Master of Science in Nursing Program Coordinator. Students may reenter the program after discussing progression with the Master of Science in Nursing Program Coordinator. Abandoning coursework without prior approval as noted above could subject the student to a reduction in GPA that might prove insurmountable or dismissible from the program.

It may be possible for the student to change specialty option (e.g., Family Nurse Practitioner, Health System Leadership) and/or track (e.g., full-time, or part-time) within the Master of Science in Nursing (MSN) Program and limited to **one** time only. If you wish to change option/track, we recommend that you do so while you are in your core courses because credits completed in the original specialty track will not transfer to a different specialty option. Changing to the Family Nurse Practitioner option is subject to the approval of the Dean of the School of Nursing/Associate Dean of the School of Nursing, and/or Program Coordinator, and the Clinical Coordinator. Additionally, the opportunity to change

specialty option and/or track will be further subject to the availability of space within the respective specialty option/track.

**DATE:** January 2020

**REVIEWED:** December 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021

**EFFECTIVE:** December 2018

**SUBJECT:**

### **Withdrawal from the MSN Program**

**POLICY:** Withdrawal from the MSN Program

**PURPOSE:** A description of the process for withdrawing from the MSN Program

**PROCEDURE:** Withdrawal from the MSN Program

Students in the MSN Program may have to withdraw from the program for personal reasons, academic reasons, health issues, and/or other factors.

The student is encouraged to discuss possible alternatives to withdrawal with his/her faculty advisor. When no other alternative seems viable to the student, the School of Nursing follows the same policy outlined in the *Campbellsville University Student Handbook* under —Refund and Withdrawal Policy.

Please also refer to the Online Policy and Procedure Leave of Absence policy.

The student is advised that if s/he chooses to leave unofficially—that is, without approval of the Vice President of Academic Affairs and the completion of withdrawal forms, s/he forfeits all rights to any reduction in his/her account and will receive an “F” in all applicable courses. To alleviate this situation, the student must follow the guidelines as stated in the *Campbellsville University Student Handbook*. Students who have financial aid should check the *Federal Student Financial Aid Handbook* to identify policy guidelines regarding this aid.

Students in the MSN Program choosing to withdraw from a course with plan to apply for readmission, will need to email the MSN Program Coordinator. Students may reenter the program after discussing progression with the MSN Program Coordinator. Abandoning coursework without prior approval as noted above could subject the student to a reduction in GPA that might prove insurmountable or dismissible from the program.

**DATE:** January 2020

**REVIEWED:** December 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021

**EFFECTIVE:** December 2018

**SUBJECT:**

**Medical/Mental Health/Personal Leave of Absence from the Master of Science in Nursing Program**

**POLICY:** Medical/Mental Health/Personal Leave of Absence from the Master of Science in Nursing Program

**PURPOSE:** A description of the process from taking a medical/mental health/personal leave of absence from the Master of Science in Nursing Program

**PROCEDURE:** Medical/Mental Health/Personal Leave of Absence

A student may request a leave of absence from the MSN Program due to a medical or mental health issue which impacts the student's ability to participate in the program. The request for the leave of absence must be submitted in writing by the student to the Master of Science in Nursing Program Coordinator and shall include a written certification from an appropriate and qualified health care provider stating (1) the basis for the leave of absence; and (2) the time period during which the student will be unable to participate in the program due to the medical or mental health issue. Students must cooperate fully with the University and provide all requested documentation and information so that the University can make a timely and informed decision regarding whether to grant the student's request for a leave of absence from the program.

The Dean of the School of Nursing/Associate Dean of the School of Nursing, along with the Master of Science in Nursing Program Coordinator, Clinical Coordinator and faculty are responsible for reviewing the student requests for leaves of absence and determining whether such requests shall be granted or denied.

If the student's request for a leave of absence is granted, the student will be eligible for readmission to the program under the following conditions:

- The student must request readmission into the program in writing to the Academic Standards Committee.
- The student must provide written documentation from an appropriate and qualified health care provider stating that the student is cleared to return to the program.
- A determination is made by the University that there is space availability for the student to reenter the program in the requested semester. If space for students is limited, preference will be given to the student with the highest course average and demonstrated satisfactory clinical performance at the time of the leave of absence.

The Dean of the School of Nursing/Associate Dean of the School of Nursing, along with the Program Coordinator, Clinical Coordinator and faculty, may establish conditions for readmission to the program, including but not limited to, any of the following:

- Mandatory Study Hours

- Mandatory Plan for Success
- Compliance with initial admission requirements

Students will be required to sign a written agreement acknowledging their expressed agreement to the conditions of readmission. Failure to comply with these conditions will result in the student's forfeiture of readmission to the Master of Science in Nursing Program.

All students are subject to the guidelines set forth in the Master of Science in Nursing Program's Progression Policy and Readmission Policy, which allow readmission to the program a single time during the student's participation in the program.

**DATE:** January 2020

**REVIEWED:** December 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021

**EFFECTIVE:** December 2018

**SUBJECT:**

### **Master of Science in Nursing Graduation Requirements**

**POLICY:** Master of Science in Nursing Graduation Requirements

**PURPOSE:** A description of the graduation requirements for the Master of Science in Nursing Program

**PROCEDURE:** Master of Science in Nursing Program Graduation Requirements

In order to fulfill the requirements for Master of Science in Nursing (MSN) graduation, the student must comply with the following:

- Successful completion of 45 credit hours in the Master of Science in Nursing Program, Family Nurse Practitioner options outlined in the respective curriculum plan.
- Successful completion of 38 credit hours in the Master of Science in Nursing Program, Health System Leadership option as outlined in the respective curriculum plan.
- Satisfactory completion of End of Program Student Learning Outcomes as evidenced by acceptable completion of coursework.
- Satisfy any applicable requirements required by the university.
- Payment of all applicable tuition and fees.

**DATE:** January 2020

**REVIEWED:** December 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, May 2021

**EFFECTIVE:** December 2018

**SUBJECT:**

### **MSN Weekly Devotional**

**POLICY:** MSN Weekly Devotionals

**PURPOSE:** A description of weekly devotionals in the online courses within the Master of Science in Nursing Program

**PROCEDURE:** MSN Weekly Devotionals

In an effort to uphold the mission of the University and the Master of Science in Nursing Program, one day per week a Christian Devotional shall be delivered in the course room.

- The instructor of the course may allow students to participate but shall not require it.
- In the event that students participate in the weekly devotional, the instructor shall have the lead role.
- The weekly devotional should consist of at least five minutes.
- Online courses will have one or more required threads directly related to Christian principles or Christian Servant Leadership.
- Relevant readings from the Bible and/or Christian Devotionals are acceptable means for delivering the weekly devotional.

## **SECTION III- STUDENT SERVICES**

**DATE:** January 2020

**REVIEWED:** December 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021

**EFFECTIVE:** December 2018

**SUBJECT:**

### Technology Requirements

**POLICY:** Technology Requirements

**PURPOSE:** A description of the technology requirements for the Master of Science in Nursing Program

**PROCEDURE:** Technology Requirements

As a distance learning program, Campbellsville University relies on technology, which is why it is so important for students to have the right equipment to ensure their success. Campbellsville University requires that all students own a laptop, a mobile device, and have a reliable Broadband internet connection. Although it is suggested that students obtain the highest quality products available to them, the following are the minimum technology requirements for the program:

Please visit the following web address to access CU's technical requirements for all online students: <https://www.campbellsville.edu/academics/schools-and-colleges/online-education/>

### Scanning Requirement:

Due to the nature of distance learning it is often necessary for students to submit signed documents, hand-written pages, or a digital copy of a paper certificate. In order to accommodate these needs the university recommends that each student either 1) become proficient in the use of a digital camera (the one in a current iPhone is acceptable) to appropriately digitize paper documents or 2) have ready access to a digital scanner for digitization. A scanner or printer with an integrated scanner may offer a better quality and an easier to implement solution than trying to utilize a camera as a scanner. In either case, the resulting file must be completely legible, submitted as a low to medium resolution JPG file, and typically smaller than 1MB per page.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Student Resources for Distance Education Students**

**POLICY:** Student Resources for Distance Education Students

**PURPOSE:** To ensure that students in distance education courses have the same accessibility to student resources as those who are attending classes on campus

**PROCEDURE:** Student Resources for Distance Education Students

The student should access the *CU Online Student Handbook*, which includes information related to various student resources, such as technical support, bookstore, online library, tutoring services, disability services, career services, student life/chapel online, and online netiquette. The *CU Online Student Handbook* also includes additional information that may be found to be helpful to the online student. Students should contact these services directly as needed.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

**Badgett Academic Support Center: Accessibility for Online Students**

**POLICY:** Badgett Academic Support Center: Accessibility for Online Students

**PURPOSE:** To provide online students with the process for obtaining academic support services through the Badgett Academic Support Center

**PROCEDURE:** Badgett Academic Support Center: Accessibility for Online Students

Online students have academic support resources available to them in the distance setting. Students can access these services by contacting the Badgett Academic Support Center directly by phone or by online request for services. Beginning in the fall, 2013, the BASC began sponsoring online tutoring services for students enrolled in distance education courses at Campbellsville University. Students should contact the center by one of the methods below:

- 1) Call (270) 789-5195 to sign up for tutoring sessions, or
- 2) Go to [www.campbellsville.edu](http://www.campbellsville.edu), click on “Academics” then “Academic Affairs” then “Academic Support” then “Tutoring and Writing Center”.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Campbellsville University Bookstore: Accessibility for Online Students**

**POLICY:** Campbellsville University Bookstore: Accessibility for Online Students

**PURPOSE:** To provide online students with the process for ordering books through Barnes and Noble on the Campbellsville University campus. Students can order and have the books shipped to them either through use of a credit or debit card or through designated authorization from financial aid, if the student qualifies for such aid. Students can access the Bookstore from the Quick Links button on the Campbellsville University website and from the Moodle homepage.

**PROCEDURE:** Campbellsville University Bookstore: Accessibility for Online Students

Students can use the online ordering system offered through Barnes and Noble on the CU website. The bookstore can ship textbooks and other needed supplies to the student's home address if the student chooses this option. Payment can be processed (1) through a debit or credit card in the online order system or (2) through authorization from financial aid, when the student qualifies for such aid.

(1) **Paying with a debit/credit card**—After enrolling for courses and identifying the course specific information, the student can go to the bookstore link on the Campbellsville University homepage. At this location, the student can follow the prompts and utilize the dropdown boxes to identify: the term, the department, the course, and the section for each course. This will look as noted below:

For NUR 500-01 Leadership and Role Development for Advance Nursing Practice the student would enter:

Fall 2019	NUR	500	01
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The student will then click "GO." The next page offers the option to enter multiple courses. Student may enter all courses for that given term. Click "Find materials for course(s)." This will take the student to a page, which lists course requirements and a price range for each. By clicking on the price range, students will receive a menu listing the formats in which this text is available and will have the option to choose the format and price that is suitable to his needs. The student will then be prompted to add this item to the cart. The student will be given information about availability and other options if indicated. After finalizing the selection process, the student will be taken to "Checkout" where he can enter his payment and shipping information. The student can either establish an account or use the guest checkout. If the student opts to do so, the student may pick up their selection(s) at the bookstore or may pay to have items shipped to their home.

**(2) Ordering with financial aid**—Students who qualify for financial aid resources can use the bookstore site to identify textbook needs. These students will email their order to [books@campbellsville.edu](mailto:books@campbellsville.edu). Send a detailed email including **name**, **student ID number**, **shipping address**, and **phone number** with a **listing of courses**. (It is not necessary to list the textbooks; these will be identified by the bookstore from lists provided by faculty.) Financial aid will provide verification of the student's eligibility for such resources. The student will receive a confirmation email and the books will be shipped within one to two days depending on availability. Shipping charges will be applied to the order.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020

**EFFECTIVE:** January 2018

**SUBJECT:**

**Campbellsville University Business Office: Accessibility for Online Students**

**POLICY:** Campbellsville University Business Office: Accessibility for Online Students

**PURPOSE:** To provide online students with access to Business Office services.

**PROCEDURE:** Campbellsville University Business Office: Accessibility for Online Students

The Business Office at Campbellsville University is available Monday through Friday from 8:00 a.m. to 5:00 p.m., excluding university holidays. Someone is available during these hours to discuss student accounts and to assist students with setting up payment schedules and other mechanisms.

Students may contact:

The Business office at (270) 789-5203 for additional information about payment plans.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, April 2021, May 2022

**REVISED:** January 2020, April 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Email Communication: Accessibility for Online Students**

**POLICY:** Email Communication: Accessibility for Online Students

**PURPOSE:** Students enrolled in distance education course must use their student email accounts when communicating with faculty and staff at Campbellsville University. This system helps to ensure that official communications are sent only to the student. It is important that students never share login information for email accounts to ensure privacy and confidentiality in communications.

**PROCEDURE:** Email Communications: Accessibility for Online Students

Upon registering for courses at Campbellsville University for the first time, the student will receive an email directing them to set up his university email account. The following information will be addressed to the student:

**SET-UP EMAIL ACCOUNT:** Once you have registered for your courses, you can set up your Campbellsville University email account. Follow the steps below:

1. Go to [www.campbellsville.edu](http://www.campbellsville.edu)
2. Click on TigerNet link towards the top of the page
3. Enter your student ID number and your pin; click Login
4. Click on the Home tab
5. On the left side of the welcome page you will see several bullets – Click on Student Email Account Information line. Repeat on the next page.
6. On the window telling you “Your Report Has Been Generated” click the link to view your report.
7. Follow all steps and a .pdf document will pop up containing your login information and directions on how and where to set up your email account. If the .pdf document happens to be blank, you will have to contact Information Technology (270-789-5012), so they can generate your login information.

Note:

- Your student email account will be auto-generated at approximately 7:00 a.m. on the morning after you enter courses in TigerNet for the first time. Please allow for this process to complete before you contact IT for assistance.
- If the .pdf document is blank, you will have to contact Information Technology (270-789-5012) for assistance. When contacting IT please be prepared to give your Student ID Number and a contact number where you can be reached.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021. May 2022

**REVISED:** January 2020, May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Use of Email as Official Correspondence with Students**

**POLICY:** Use of Email as Official Correspondence with Students

**PURPOSE:** A description of the process for using email as the official correspondence within the Master of Science in Nursing Program

**PROCEDURE:** Use of Email as Official Correspondence with Students

Campbellsville University provides each student with their own email account at the time of enrollment. This email serves as the official correspondence between Faculty and Students.

It is the responsibility of the student to check their account twice daily and to utilize the account for correspondence with Faculty and Staff. The Faculty and Staff will neither recognize nor respond to any email received from any other account.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Financial Aid Services: Accessibility for Online Students**

**POLICY:** Financial Aid Services: Accessibility for Online Students

**PURPOSE:** Students enrolled in distance education courses may require assistance of the Financial Aid Office. Information is available about potential sources of financing for school related expenses.

**PROCEDURE:** Financial Aid Services: Accessibility for Online Students

The Office of Financial Aid at Campbellsville University is available to students Monday through Friday 8:00 a.m. to 5:00 p.m., excluding university holidays. Distance Education students have a financial aid counselor assigned who will help them to file the FAFSA and will inform them about potential sources of financial aid. For additional information, contact the Financial Aid Department at (270) 789-5354.

The Office of Financial Aid handles the awarding of all scholarships, grants, loans, and student work. Financial aid awards are determined primarily by student's financial need. Students must submit an application for Admission and a Free Application for Federal Student Aid (FAFSA).

Students must maintain satisfactory academic progress to maintain financial aid eligibility. In most cases, students must also maintain full-time status to be eligible for financial aid. If students must withdraw from a class, they must do so officially as stated in the Campbellsville University Student Handbook in order to meet specific program guidelines and regulations. The student can consult the handbook for rules concerning refund of tuition, room, and meals according to withdrawal date/status. All students receiving financial aid are advised to seek academic counseling and financial aid advisement before deciding to change their enrollment status.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, June 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021, June 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Library Services: Accessibility for Online Students**

**POLICY:** Library Services: Accessibility for Online Students

**PURPOSE:** Students enrolled in distance education courses for the MSN Program will have need for access to library resources. Montgomery Library provides resources for the online student to ensure adequate accessibility to these services.

**PROCEDURE:** Library Services: Accessibility for Online Students

Student can access much needed resources by going to the Campbellsville University website and utilizing digital resources. Off-campus patrons can access the library's databases through our proxy server. The proxy server is password protected, but the password is available to students, staff, and faculty through the library tab in TigerNet and on the library resources page on the Moodle platform provided by Learning House for all of Campbellsville University's online programs.

Access library resources by the following steps:

1. Log-in to the Campbellsville University **TigerNet** account.
2. Enter your student ID and PIN (Personal Identification Number).
3. Click on the **Library** tab found at the top of the page.
4. Click on the icon **Library Username and Password** found on the far-left side of the page.
5. Library Username and Password for the current academic year can be found in **bold red letters**.
6. Now return to the Montgomery Library webpage at [www.campbellsville.edu/library](http://www.campbellsville.edu/library) and click on **Databases A-Z**, then **Off-campus Access** to enter the username and password. After entering them, be sure to click **Submit**.

**Database tutorials** for some commonly used databases can also be accessed from your TigerNet's Library page.

Students can also access media through the **Interlibrary Loan** system (ILL). Follow these steps listed below. ILL is a service that allows borrowing of materials from other libraries. This gives you access to materials that the Montgomery Library does not own, such as articles from our databases that do not contain the full text.

1. Download an Interlibrary Loan Request Form using this link: [https://docs.google.com/forms/d/e/1FAIpQLSdtW5tw3wvJUhj6fJRGbgakpLI\\_Rb6geNO\\_nmbL-vX0U7dO51w/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdtW5tw3wvJUhj6fJRGbgakpLI_Rb6geNO_nmbL-vX0U7dO51w/viewform)
2. Fill it out as completely as you can
3. Turn in the form to the library main desk. Because we require a signature for our records, we do not allow ILL requests by phone or by e-mail. However, you can fax it in to 270-789-5363.

**You will receive a call when your request comes in, so be sure to provide contact information!**

## **POLICY QUESTIONS & ANSWERS**

### **Who is allowed to place an ILL request?**

- Only current Faculty, Staff and Students

### **What about Alumni or Community Borrowers?**

- You'll need to borrow from the Taylor County Public Library. Don't worry! They handle ILL all the time, including borrowing from us! We can help you out with getting proper citation information, but the request must go through Taylor County Public Library.

### **When will I get my requests?**

- The official answer is "allow 2 weeks", but requests can come in earlier or later. To a great extent, it depends on the workload of the *lending* library.

### **Is it free?**

- Often it will be free, but there sometimes can be charges. Here's how we determine charges:
- We pass on *all* charges from the *lending* library. We have reciprocal borrowing with some libraries -- we don't charge them, and they don't charge us. If the library is out of our region, we may have to pay a fee just for borrowing. Occasionally the lending library will bill us for their postage in sending the item to us.
- Each semester, we give you a certain number of requests free of any Montgomery Library charges, even though we pay for quite a lot. We pay for postage to return items to the lending library, fees to use the automated ILL network, and fees for search time. Once you exceed your free requests, we usually have to start charging you for our postage at least. Here is the number of free requests by patron type:

**Faculty/Staff:** Ten books and ten journal articles per semester

**Graduate Students:** Eight books and twelve journal articles per semester.

**Undergraduate students:** Five books and six journal articles per semester

### **What problems could come up?**

- **Copyright rules on single journal titles:** Copyright guidelines are structured to encourage subscription or purchase of titles that are used repeatedly. Most institutions will only fill three articles from the same journal title. So, if you are very dependent on one specialized journal or want to see a whole "special issue", you can run out of allowable requests very quickly. You may need to investigate the purchase of back journal issues, or subscription.
- **Recent publications dates:** Many libraries do not lend items that are less than one-year old; although, we always ask anyway!
- **Dissertations:** Most libraries do not lend dissertations. While we can try, most dissertations are usually *purchased* through [UMI Dissertation Publishing](#). They typically cost about \$40 and come shrink-wrapped, delivered to you directly.

If the student has further questions related to accessibility of library resources, they can contact the Circulation Desk at 270-789-5024.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, June 2021, May 2022

**REVISED:** January 2020, May 2021, June 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Learning Management System: Accessibility for Online Students**

**POLICY:** Learning Management System: Accessibility for Online Students

**PURPOSE:** Students must utilize the Learning Management System to access course information and to interact in the online classroom.

**PROCEDURE:** Learning Management System: Accessibility for Online Students

The learning management system used by Campbellsville University School of Nursing is Moodle®. Students can access Moodle® by going to <https://www.campbellsville.edu/>, then “Students” and then “Moodle®”. Then, should a student require help, the student can go to “Moodle Student Help” located under Important Links. It is also here where students may access 24/7 technical support (24 hours/day, seven days/week).

CU online services offers an orientation call in which the advisor navigates any new student through TigerNet and Moodle. Students are also encouraged to take the tour offered in Moodle when they log in for the first time.

Students are encouraged to go to this resource and familiarize themselves with the materials found there prior to the beginning of course work. If students have questions about accessibility and use of the learning management system, they should contact the instructor for the assigned course prior to the class start date and get help so that they can be ready to start with the rest of the class.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, July 2021, May 2022

**REVISED:** January 2020, May 2021, July 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

## Disability Services

**POLICY:** Disability Services

**PURPOSE:** Students may suffer from disabilities, which may require special accommodations in order to participate in classroom activities. Campbellsville University is committed to the provision of reasonable accommodations for all students with learning and/or physical disabilities, as defined in Section 504 of the Rehabilitation Act of 1973 and with the American with Disabilities Act (ADA) of 1990. This legislation guarantees educational rights for the physically and learning disabled.

**PROCEDURE:** Disability Services

Campbellsville University is committed to the provision of reasonable accommodations for all students with learning and/or physical disabilities, as defined in Section 504 of the Rehabilitation Act of 1973 and with the American with Disabilities Act (ADA) of 1990. This legislation guarantees educational rights for the physically and learning disabled.

Students with medical diagnoses that qualify them for accommodations must contact Disability Services by calling 270.789.5450.

Services provided are:

- Disability services
- Academic accommodations
- Testing services

Campbellsville University is committed to providing equal educational opportunities and full participation for persons with disabilities. The Disability Services Coordinator advocates an atmosphere in which all students are afforded equal access and the opportunity to be involved in activities available at Campbellsville University. The Coordinator also serves as the liaison for students with the faculty, staff, and administration. To be eligible for services, students must identify themselves to the Disability Services staff located in the BASC (Badgett academic Support Center). Students are also required to provide documentation within the last 3 years explaining their disability. Until the appropriate documentation is provided, the department cannot support a student's request for services.

Regional and Online students, please email the disability coordinator for more information.

- [disabilityservices@campbellsville.edu](mailto:disabilityservices@campbellsville.edu)

## **SECTION IV- STUDENT AND FACULTY EXPECTATION POLICIES**

**DATE:** July 2021

**REVIEWED:** July 2021, May 2022

**REVISED:** July 2021, May 2022

**EFFECTIVE:** August 2021

**SUBJECT:**

**Permission to Use Examples of Student Work**

**POLICY:** Permission to Use Examples of Student Work

**PURPOSE:** To validate permission to use examples of student work.

**PROCEDURE:** Permission to Use Examples of Student Work

Students will be asked for permission to use examples of their work utilizing the “Master of Science in Nursing (MSN) Program Permission to Use Examples of Student Work” form. This form will then be submitted by the student to an online repository.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

**Faculty Accessibility**

**POLICY:** Faculty Accessibility

**PURPOSE:** To ensure that students have reasonable access to faculty in the online setting.

**PROCEDURE:** Faculty Accessibility

In an online setting, office hours are managed somewhat differently than in the face-to-face setting. Faculty will arrange office hours in the online setting that may be a specific time when students can access the faculty member either in the chat room of the learning management system (Moodle) or by phone. These hours will be posted in their Faculty Profile and in the syllabus for their classes. Students may also make appointments to meet with faculty to ensure availability.

Students can have access to faculty at any given hour through email. Students can expect a response to their email communications within twenty-four hours, except on weekends and holidays, when the response time may be up to 48 hours.

Telephone communications can sometimes be an alternative solution to discuss any questions or concerns that students may have. The phone number(s) for the faculty member are listed in the Faculty Profile, and in the syllabus for each course, and if the faculty member is full-time faculty a phone number may be located in the University's faculty/staff directory. If additional interaction is required for the distance student, faculty and student may elect to arrange for time in the chat room in the learning management system (Moodle) or a video conferencing platform.

Students are encouraged to maintain open communication with all faculty members. Faculty will be interacting through discussion boards and other means throughout the course. Students should become familiar with their faculty members and establish regular communication, so that when a need arises, communication will already be in place and contact will be seamless.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Methods of Evaluation of Student Performance**

**POLICY:** Evaluation of Student Performance

**PURPOSE:** To ensure that there are a variety of quantitative and qualitative assessments of student performance.

**PROCEDURE:** Evaluation of Student Performance

Students will be evaluated using varied means throughout the MSN Program. Faculty may elect to use exams, quizzes, discussion board communications, written homework assignments, presentations and other means to assess student progress toward outcomes.

Faculty will adopt specific rubrics that will be used in each course, so that students are being evaluated in a similar manner from one course to another. Those rubrics may be listed in each course and/or each course syllabus.

Students are evaluated on the End of Program Student Learning Outcomes that are linked to every course through the course objectives and the learning strategies devised to meet those objectives.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021, May 2022

**EFFECTIVE:** January 2018

**SUBJECT:**

### APA Requirements

**POLICY:** APA Requirements

**PURPOSE:** In preparation for further pursuits in higher education, the faculty adopts the APA format which is currently acceptable style for formal writings in nursing education.

**PROCEDURE:** APA Requirements

All formal writing assignments for the Master of Science in Nursing Program will use APA format. Students can receive assistance in following this format by contacting their course faculty and/or using the following resources:

- American Psychological Association. 2020. *Publication Manual of the American Psychological Association, 7<sup>th</sup> ed.* American Psychological Association.
- APA Style Tutorial can be accessed at: <https://apastyle.apa.org/blog/basics-7e-tutorial>  
Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01/>

Effective January 1, 2020, APA will now be graded through a deduction of points for errors and omissions within formal papers written in the Master of Science in Nursing Program. Faculty has determined that students should be able to receive all points for content and thought processes independent of the APA formatting; but after that determination, points will be deducted from the total score attained on the paper for mechanical errors such as spelling, grammar, and APA formatting throughout the document.

Each formal paper within the program is evaluated using a rubric. The rubric will now reflect 100% of the grade assigned to content and thought processes demonstrated in the paper. Then, up to 30% of the final grade for each paper may be deducted for errors, based on the evaluation rubric for the paper.

Faculty has provided a checklist for students, so that they can be fully aware of the items which will be assessed in each paper. By following this checklist, students can avoid the loss of points related to APA errors and omissions. Please see the attached checklist to follow this policy.

*Campbellsville University School of Nursing*  
*Exemplar: APA Checklist for APA Manual 7th ed.*  
*Student Paper Guidelines*

*Students should use this checklist as a means of identifying and eliminating APA errors or omissions from the paper before submitting for a grade.*

Please note that after the content of written assignments are graded then a similar rubric to the one shown below will be used to evaluate the APA requirements of the assignment. Up to 30% of the total points for the assignment can be deducted for errors in APA. The rubric shown below is based on a 50-point assignment. Students are advised and recommended to use the APA Checklist prior to submission of any written work.

Sample Rubric

<b><i>If the assignment is worth 100 pts.</i></b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
Deducted for APA Errors or Omissions	<b>-0</b>	<b>-4</b> for each of the following	<b>-8</b> for each of the following	<b>-12</b> for each of the following	<b>-15</b> for each of the following
<i>Grammar and spelling are correct and acceptable.</i>	0-2 grammatical and/or spelling errors noted.	3-5 grammatical and/or spelling errors noted.	6-10 grammatical and/or spelling errors noted.	11-20 grammatical and/or spelling errors noted.	>20 grammatical and/or spelling errors noted.
APA format is correct and acceptable according to the APA Checklist items (Exemplar).	All items are met from Exemplar	<u>One</u> of the items in Exemplar is missing or listed incorrectly.	<u>2-3</u> items in Exemplar are missing or listed incorrectly	<u>4-5</u> items in Exemplar are missing or listed incorrectly.	<u>&gt;5</u> items in Exemplar are missing or listed incorrectly.

## Campbellsville University School of Nursing Exemplar: APA Checklist for APA Manual 7<sup>th</sup> ed. Student Paper Guidelines

Students should use this checklist as a means of identifying and eliminating APA errors or omissions from the paper before submitting for a grade.

Title Page (APA Manual, 7 <sup>th</sup> ed., Page 31-37)	
<input type="checkbox"/>	<p><b>No running head</b> The running head is no longer required for student papers, unless requested by instructor.</p>
<input type="checkbox"/>	<p><b>Page numbers</b> Page number “1” is flush right, top of page. Use the “insert page number” feature in Word (from the “insert” ribbon) to input the page number on the title page with a right-justified tab at the far-right margin.</p>
<input type="checkbox"/>	<p><b>Title:</b> Focused and succinct, include essential terms Title case: first letter of first and any major words capitalized (four letters or greater), double spaced, and centered in the upper half of the page (3-4 lines down from the top margin). Times New Roman 12 pt. font, bold: no use of italics, underlining, abbreviations, or abnormal font size. If title is longer than one line, the main title and subtitle can be separated on double-spaced lines. (Note: title also appears at the top of the first page of text.)</p>
<input type="checkbox"/>	<p><b>Author/Student name</b> Name is double spaced under the title. It is not bold, underlined, or an abnormal font, and does not include credentials.</p>
<input type="checkbox"/>	<p><b>Institutional affiliation</b> The institutional affiliation is double spaced under student’s name. It is not bold, underlined, abbreviated, or an abnormal font. (Example-- School of Nursing: Campbellsville University)</p>
<input type="checkbox"/>	<p><b>Name of the Course</b> The course number and course name are double-spaced under the institutional affiliation. (Example-- NUR 370-01: Community Health Nursing I)</p>
<input type="checkbox"/>	<p><b>Instructor</b> Name of Instructor with appropriate prefix is double-spaced under name of course. (Example—Dr. Beverly Rowland)</p>
<input type="checkbox"/>	<p><b>Due Date</b> The date that the paper is due in the course syllabus/Moodle assignment date is double-spaced under instructor name. (Example—October 8, 2020)</p>
General Formatting (APA Manual, 7 <sup>th</sup> ed., p. 43-46)	

<input type="checkbox"/>	<p><b>Order of Pages</b></p> <p>The order sequence of the paper is: (Use page breaks to ensure separation of different parts of the paper)</p> <ul style="list-style-type: none"> <li>• Title Page</li> <li>• Abstract (if required, start on new page after title page, with no indentation)</li> <li>• Text (start on new page after abstract or title page)</li> <li>• References (start on new page after the text)</li> <li>• Tables (start on new page after the body of the text)</li> <li>• Figures (start on new page after the tables)</li> <li>• Appendices (start on new page after the figures)</li> </ul>
<input type="checkbox"/>	<p><b>Page numbers</b></p> <p>Use automatic page-numbering to insert page numbers in the top, right-hand corner of pages.</p>
<input type="checkbox"/>	<p><b>Font</b></p> <p>Preferred font for all nursing papers is Times New Roman, 12-pt.</p>
<input type="checkbox"/>	<p><b>Special Characters</b></p> <p>Special characters, when used, should be typed in using special characters functions of word-processing program.</p>
<input type="checkbox"/>	<p><b>Spacing</b></p> <p>Entire document is double-spaced only; do not add extra lines before or after headings, even if the heading falls at the end of a page.</p>
<input type="checkbox"/>	<p><b>Margins</b></p> <p>Margins are 1 inch on all sides, top, and bottom.</p>
<input type="checkbox"/>	<p><b>Paragraph Alignment</b></p> <p>Align all text to the left, leaving the right margin uneven, do not manually divide words at the end of a line and do not use the hyphenation function to break words at the end of a line. Only one space is now used between sentences.</p>
<input type="checkbox"/>	<p><b>Paragraph Indentation</b></p> <p>Indent the first line of every paragraph 0.5 in., with all other lines left-justified. For consistency, use the paragraph formatting function of the word-processing program.</p>
<input type="checkbox"/>	<p>Heading levels are consistent with APA 7<sup>th</sup> ed. heading style (see page 62 of the APA Manual) if headings are used. I have included level one and two headings in my paper if headings are used.</p>
<input type="checkbox"/>	<p><b>Paper Length</b></p> <p>The length of student papers is determined by the assignment guidelines. If a paper exceeds the target length, shorten it by stating points concisely and eliminating repetition.</p>
<b>Organization (APA Manual, 7<sup>th</sup> ed., p. 47-49)</b>	
<input type="checkbox"/>	<p><b>Introduction</b></p> <p>The title serves as the heading for this section of the paper, and the first paragraphs of the paper are understood to be introductory. Do not use a separate heading for the introduction. If sections are used within the introduction, those sections</p>

would have Level 2 headings, as noted in Heading Levels below:

**Heading Levels**

There are five possible heading levels, but the length and complexity of the paper determine how many headings are needed. Typically, three levels are used:

Level	Format
1	<b>Centered, Bold, Title Case Heading</b> Text begins as a new paragraph.
2	<b>Flush Left, Bold, Title Case Heading</b> Text begins as a new paragraph.
3	<b><i>Flush Left, Bold, Italic, Title Case Heading</i></b> Text begins as a new paragraph.

If additional headings are used, please refer to page 48 in the APA Manual for guidance.

**Mechanics of Style (APA Manual, 7<sup>th</sup> ed., p. 111-127, 153-191)**

**Pronouns**

Use “third-person” vs. “first-person,” when writing a formal paper. Seventh edition now allows use of “first-person” (I, we, etc.) when describing the work that you did as a part of your research and when expressing your own views. Do not use “we” if you do not have coauthors.

Do not use “we” to refer to people in general. (Called the editorial “we.”)

May now use a singular form of “they” to refer to someone whose gender is not known or is irrelevant to the context of the usage. Example given:  
“Each participant turned in their questionnaire.” (As opposed to saying, “his or her” questionnaire.)  
Do not use “he” or “she” alone as a generic third-person pronoun—either match the gender of the person being described or use “they.”

Use proper form of “who or “whom” according to rules noted on page 122.

**Punctuation**

Insert one space after the following:

- Periods or other punctuation marks at the end of a sentence
- Commas, colons, semicolons
- Periods that separate parts of a reference list entry
- Periods following initials in names

Do not insert a space in the following cases:

- After internal periods in abbreviations (a.m., i.e., U.S.)

	<ul style="list-style-type: none"> <li>• After periods in identity-concealing labels for study participants (E.I.M.)</li> <li>• Around colons in ratios (1:4)</li> </ul>
<input type="checkbox"/>	<b>Spelling</b> Spelling should conform to the <i>Merriam Webster.com Dictionary</i> . Utilize spell check within the word processing program to check spelling within the document. Read the paper carefully to catch any typos, left out words, punctuation issues, etc.
<input type="checkbox"/>	<b>Contractions</b> Do not use contractions—shortened forms of one or two words with apostrophes used in place of missing letters.
<input type="checkbox"/>	<b>Slang</b> Do not use slang or colloquialisms—informal expressions used in everyday speech or writing. Use precise scholarly language.
<input type="checkbox"/>	<b>Numbers (Pages 178-181)</b> Numbers that should be expressed in numerals: <ul style="list-style-type: none"> <li>• Numbers 10 and above (200 participants, 10<sup>th</sup> grade students, 105 stimulus words)</li> <li>• Numbers that immediately precede a unit of measurement (5 mg, 10.5 cm)</li> <li>• Numbers that represent statistical/mathematical functions, fractional or decimal quantities, percentages, ratios, percentiles or quartiles. (5%, 5<sup>th</sup> percentile, ratio of 16:1, 0.33 of the sample)</li> <li>• Numbers that represent time, dates, ages, scores and points on a scale, sums of money, and numerals as numerals (5 days, 8 months, 2 years old, 1 hr 34 min, ages 65-70 years)</li> <li>• Numbers that denote a specific place in a numbered series and parts of books and tables (Year 1, Grade 4, Item 5, Table 2, Figure 5, Chapter 1)</li> </ul>
<input type="checkbox"/>	Numbers that should be expressed in words: <ul style="list-style-type: none"> <li>• Zero through nine (except as described above)</li> <li>• Any numbers that begin a sentence, title or heading (when possible reword the sentence to avoid beginning with a number)</li> <li>• Common fractions (one fifth of the class, two-thirds majority)</li> <li>• Universally accepted usage (Twelve Apostles, Five Pillars of Islam)</li> </ul>
<input type="checkbox"/>	Combination of words/numerals: Use a combination of numerals and words to express back-to-back numerical modifiers (2 two-way interactions, ten 7-point scales)
<input type="checkbox"/>	<b>Decimals</b> Use a zero before the decimal point in numbers that are less than one, when the statistic can exceed 1 ( $t(20) = 0.86$ , $F(1, 27) = 0.57$ , 0.48 cm)
<input type="checkbox"/>	<b>Roman Numerals</b> If Roman numerals are part of the established terminology, do not change them to Arabic numerals (“Type II error,” not “Type 2 error”)

**In-Text Citations (APA Manual, 7<sup>th</sup> ed., p. 253-278)**

<input type="checkbox"/>	Each source cited in text must also appear in the reference list.
<input type="checkbox"/>	All citations must have two parts: (Author, date), or in the narrative citation: Author (date). If no date available, use (n.d.)
<input type="checkbox"/>	Paraphrased in-text citations include the author and the date. and specific part of the source (page #, paragraph # or section title) (see APA 7 <sup>th</sup> , Sections 8.23-8.24, p. 269-270).
<input type="checkbox"/>	Direct quotes should be avoided, but are occasionally necessary for specific statistical data.
<input type="checkbox"/>	Short quotations (< 40 words) are enclosed in “double quotation marks.” Direct quotations include the author and the date, and specific part of the source (page #, paragraph # or section title). The in-text parenthetical citation comes before the ending punctuation (see APA 7 <sup>th</sup> , Section 8.26, p. 271-272).
<input type="checkbox"/>	Block quotations (≥ 40 words) are shown as an indented block quote with no additional beginning paragraph indenting. Direct quotations include the author and the date, and specific part of the source (page #, paragraph # or section title). The parenthetical citation comes before the punctuation (see APA 7 <sup>th</sup> , Section 8.27, p. 272-273).
<input type="checkbox"/>	Basic In-Text Citation Styles can be found in a table on p. 266. Review for accuracy in listing in-text citations. Double-space the entire block quotation, with no extra space before or after it.
<b>References (APA Manual, 7<sup>th</sup> ed., p. 281-307)</b>	
<input type="checkbox"/>	The page title “References” is centered one inch from the top of the page and starts a new page. Times New Roman 12-point font is used, without attributes such as bolding, italics, or underlining.
<input type="checkbox"/>	All sources listed in the References have at least one corresponding in-text citation.
<input type="checkbox"/>	References are listed in alphabetical order, according to the first word of the reference.
<input type="checkbox"/>	All references are listed in the following order: (See tables on pages 283-284)  Author, I. (Date). Title in lower case except for Proper Nouns; unless a book, then appropriate caps. Source.  Answers the following questions: Author: Who is responsible for this work [individual, group, organization—ex., Centers for Disease Control (CDC)] Date: When was this work published? [year only] Title: What is this work called? [No italics or quotation marks for journal articles, edited book chapters; for books, reports, webpages, websites, italicize the title and use sentence case] Source: Where can I retrieve this work? [Journal, publisher, web URL, DOI, etc.] [Note: The location of the publisher is no longer required for the source.
<input type="checkbox"/>	All lines are double-spaced, both within and between each entry, and for each entry the hanging indent is used. (see APA 7 <sup>th</sup> , Section 9.43, p. 303)
<input type="checkbox"/>	For electronic articles, a DOI is used at the end, if available. I have included the URL if a DOI is unavailable.

	Use the hyperlink format of the DOI (not necessary to include the words “Retrieved from” before a DOI or URL. <a href="http://dx.doi.org/10.xxx/xxx.xxxx">http://dx.doi.org/10.xxx/xxx.xxxx</a>
<input type="checkbox"/>	Only initials are used for first and/or second names of authors. There is one space between initials’ e.g., Lewis, C. S.
<input type="checkbox"/>	If there are multiple authors, they are listed in the order they appear on the original source. Authors in the references are separated by commas (even for two authors) and an ampersand is used before the last one. Up to 20 authors are able to be listed in the reference page with the citation.
<input type="checkbox"/>	Titles of journals are given in italics, as are volume numbers.
<input type="checkbox"/>	Titles of journal articles and websites are in lower case except for the first word, the first word after a colon, and any proper nouns.
<input type="checkbox"/>	Issue numbers are enclosed (when needed) in parentheses and not formatted with italics.
<input type="checkbox"/>	Write the page range for the article after a comma and the issue number. Separate page numbers with a dash, followed by a period. Separate discontinuous page numbers by commas. (Example, 39-47, 50.)
<b>General Editing and Grammar for Student Use</b>	
<input type="checkbox"/>	I have used the <i>Exemplar APA Checklist</i> to find and eliminate errors before submission.
<input type="checkbox"/>	I have used spell check and grammar check in my word processing program and corrected, if needed, any noted mistakes.
<input type="checkbox"/>	I have read through my paper (even aloud) to determine flow and find any spelling errors that might not be found with spell check, e.g. using <i>their</i> when it should be <i>there</i> .
<input type="checkbox"/>	I have verified that all track changes and other electronic formatting software comments have been removed before submission.

Reference:

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The Official guide to APA style, (7<sup>th</sup> ed.)*. American Psychological Association.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

**Grading Scale**

**POLICY:** Grading Scale

**PURPOSE:** To define the system of grading adopted by the Master of Science in Nursing Program

**PROCEDURE:** Grading Scale

The Master of Science in Nursing Program uses a 1000-point system for grading in each course. This ensures that students are familiar with the grading requirements from one course to another. Points will be distributed according to each faculty member's required assignments for a given course. Grading will be performed according to the following scale:

**GRADING SCALE**

A=900-1000

B=800-899

C=700-799

D=600-699

F=599

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

## Netiquette Guidelines

**POLICY:** Netiquette Guidelines

**PURPOSE:** To ensure acceptable communication and to promote a collegial environment in the online learning community.

**PROCEDURE:** Netiquette Guidelines

In an online course, nearly all of the communication occurs on the Internet; therefore, it is important to establish some guidelines for communication that will help to promote a satisfactory online learning community.

1. Imagine your message on a billboard. Anything you send can be forwarded, saved and printed by people it was never intended for. Never send anything that will reflect badly on you or anyone else. \*In the MSN courses, discussions may involve sensitive patient or employment-related information. Make sure that all private information is de-identified before posting.
2. Remember that emails/discussions in the learning management system are recorded for educational purposes. Emails sent from your workplace/school can be monitored by people besides the sender and reader, and are technically company/school property.
3. Avoid offensive comments. Anything obscene, libelous, offensive or racist does not belong in an electronic communication such as email or discussion board, even as a joke.
4. Keep your message Cool. Email messages can easily be misinterpreted because we do not have the tone of voice or body language to give us further cues. Using multiple explanation points, emoticons, and words in all capital letters can be interpreted as emotional language.
5. Be careful about forwarding messages. If you are not sure if the original sender would want to forward the message, do not do it.
6. Do not expect an answer right away. Email messages may be delivered quickly, but your recipient may not read it right away.
7. Do not sacrifice accuracy for efficiency. Do not send sloppy, unedited email. Experts say that for every grammar mistake in an email, there is an average of three spelling mistakes. While the odd spelling mistake is overlooked, when your readers have to break communication to decipher a word or message, at best, you will look sloppy, if not illiterate. At worst, they may stop reading.
8. Include the message thread. Keep the original message for a record of your conversation. However, when sending a new message to the same person, start a new thread with a new subject line.

9. Do not type in all CAPS. It is perceived as YELLING. However, do not write with only small letters, as this is perceived as being lazy, because it makes it more difficult for people to read.
10. Write clear, organized messages, with a subject line that gives enough information for the reader to file it and find it later.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2022

**REVISED:** January 2020, May 2022

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Disruption of Internet Services**

**POLICY:** Disruption of Internet Services

**PURPOSE:** To establish a means for students to notify faculty of disruption of services and to make up lost work during such times.

**PROCEDURE:** Disruption of Internet Services

In order to participate in online courses, the student must have access to Internet Services. In the unlikely event that Internet Services are disrupted by a weather event or outage of services beyond the student's control, the student should contact their course faculty, either by phone or in person to explain the absence from coursework and make arrangements for making up the work. At the earliest possible convenience, it is anticipated that the student will make up any missed work according to a schedule determined with the Course faculty.

Most disruptions should be of a temporary nature and not cause a serious difficulty for the student. Faculty will make every reasonable attempt to work with the student to enable an opportunity to make up lost work. However, it may become necessary for the student to seek alternative sites for Internet use, such as the library or a campus computer lab. If the disruption is extended, it may become necessary for the student to take an "incomplete" in the course. See policy regarding "Incomplete" in the *Campbellsville University Student Handbook*.

**DATE:** January 2020

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**REVISED:** January 2020, August 2020, May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

**Academic Honesty**

**POLICY:** Academic Honesty

**PURPOSE:** To ensure academic honesty and integrity within the MSN program.

**PROCEDURE:** Academic Honesty

Campbellsville University is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others. In order to meet these values, students at Campbellsville University are expected to adhere to the highest standards of academic integrity. By honoring and enforcing this Academic Integrity Policy, the university community affirms that it DOES NOT tolerate academic dishonesty.

The Master of Science in Nursing Program strives to preserve for all its students an environment that is conducive to academic honesty. Pursuant to this is the belief that all members of the academic community will be individually responsible for promoting academic honesty. In addition, because the public has a high degree of trust in health care providers, and because the Master of Science in Nursing Program educates future graduate level nurses, students are expected to behave in an ethical manner in all activities and phases of the educational process. Both faculty and students are expected to uphold the code of ethics specific to their professional discipline.

Knowledge of violations of academic honesty is to be reported to faculty. In all cases where a question of an academic dishonesty exists, the faculty is responsible for reviewing the circumstances surrounding the questionable behavior. Subsequent action, if any, shall be in accordance with established policies and procedures.

Examples of academic dishonesty include, but are not limited to, sharing your work with others, failing to appropriately cite references-plagiarism, violating academic policies and procedures within the program, misconduct, cheating, or concealing cases of academic dishonesty.

### **Definitions**

**Plagiarism:** Copying from another source or individual without attribution; copying large sections or large percentages of a paper from another source or individual.

**Cheating:** Utilizing source materials or notes, including electronic sources, for closed book tests or assignments; working with other students on individual tests or assignments.

### **Consequences**

Students who commit any act of academic dishonesty may receive from the faculty member a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without the possibility of withdrawal. A student who believes a faculty member has dealt unfairly with them in a case involving academic dishonesty, misconduct or any other academic infraction of program policies or procedures may appeal the decision/s with the Program

Coordinator through the formal complaint procedure found in the Master of Science in Nursing (MSN) Program Student Handbook. If the student wishes to appeal any decision made by the Program Coordinator, they may appeal to the Dean of the School of Nursing/Associate Dean of the School of Nursing followed by an appeal to the Academic Council by writing a letter to Academic Affairs if the issue continues to be unresolved.

The consequences for plagiarism or other acts of academic dishonesty include:

- Report of plagiarism made to Program Coordinator
- A grade of F on the assignment
- A grade of F for the course

Repeated acts of academic dishonesty can result in suspension or expulsion from the University. Students in online courses should not collaborate on assignments (including quizzes) unless instructed to do so by the instructor. If you are approached/contacted by another student with a request or offer to collaborate or “help”, inform them that this is not allowed in the course and contact faculty member teaching your course to report the incident.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

**Code of Conduct**

**POLICY:** Code of Conduct

**PURPOSE:** To define the expectations of behaviors while in the MSN program.

**PROCEDURE:** Code of Conduct

Be aware that any misconduct such as cheating, plagiarism or other acts requiring disciplinary action are addressed in the *Campbellsville University Student Handbook*. Due to the dire consequences dishonesty may have in the nursing profession, each student is to assume accountability for professional conduct and appropriate moral and ethical behaviors, which include truthfulness, confidentiality and awareness of clients' rights. A breach of this professional conduct will result in the student facing disciplinary sanctions as outlined in the *Campbellsville University Student Handbook*.

The faculty reminds students that this is an educational program which prepares the student to be a liberally-educated professional nurse. The same responsible and accountable behaviors are expected of students that will be expected upon completion of the Master of Science in Nursing Program and employment in health care agencies. It is the expectation of the School of Nursing that students will be responsible adults and display appropriate professional conduct among faculty, students, and the healthcare community. Finally, as members of the Campbellsville University community, students are expected to uphold the mission and objectives of the University.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

## Complaints

**POLICY:** Complaints

**PURPOSE:** To define a complaint and the process necessary to file a grievance. A complaint is defined as a formal expression of dissatisfaction related to a policy, procedure, consequence, action, statement or other inequality in treatment or discriminatory acts.

**PROCEDURE:** Complaints

The following steps will be initiated in processing a complaint:

- All complaints must be recorded on the appropriate form and signed and dated by the individual making the complaint. The complaint forms are available in the MSN Student Resource Room (see form to follow this policy).
- If a parent or other concerned person wishes to address concerns related to a student, the student must give written consent or accompany them in person. Federal law prohibits faculty and administration from speaking with a parent or concerned person without student consent.
- All complaints involving faculty or staff will be addressed by the complainant at the level in the institution where the concerns lie before moving up the chain of command.
- All complaints will be routed through the Program Coordinator.
- The Program Coordinator or their designee will give written acknowledgment of the complaint, within ten (10) working days.

The complaint will be processed in the following manor:

- The student should meet with the party involved and discuss the concern.
- A complaint form is located in the MSN Student Resource Room and may be submitted via email to the Program Coordinator. All written complaints will be maintained by the Program Coordinator in a secure file within SharePoint. This file can only be accessed by the Program Coordinator or the Dean of the School of Nursing/Associate Dean of the School of Nursing.
- Complaints will normally be processed within two weeks. If additional time is needed to process the complaint, the complainant will be notified.
- If the complainant is not satisfied with results obtained through the process outlined above, they may ask for review by the Dean of the School of Nursing.
- If the matter is not resolved in this manner, the grievance should be forwarded to the Vice President of Academic Affairs for further consideration.
- All students have a right to due process which is handled through the Judicial Process as outlined in the *Campbellsville University Student Handbook*. Please refer to this document for further information.

**Note:** At any point in the complaint process, resolution of the complaint will terminate the process. A written record of the actions taken will be maintained. It is understood that all supportive information and the release of information must be submitted with a complaint.

**Campbellsville University  
School of Nursing  
Complaint Form**

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Does this complaint directly involve another person (student, faculty, staff or administrator)?

\_\_\_\_\_

Have you attempted to resolve this matter with the person directly involved?

\_\_\_\_\_

If so, explain:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nature of Complaint:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Outcomes (if any) that you would hope to see regarding this complaint

\_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Note:** *The Complaint Form must be completed in its entirety in order for the complaint to be processed.*

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Confidentiality of Information**

**POLICY:** Confidentiality of Information

**PURPOSE:** To define approach to confidentiality in the Master of Science in Nursing Program.

**PROCEDURE:** Confidentiality of Information

Professional nurses understand the value of confidentiality in the workplace. Students in this program will adhere to confidentiality as though in the workplace. Discussions in the classroom are designed to derive benefit from student experiences and, as such, may entail information of a confidential nature. This policy serves as a reminder to use caution to de-identify any information that is discussed/shared in the virtual classroom. Revealing patient-related information could result in expulsion of the student. When in the practicum/clinical setting, students must adhere to the confidentiality policies of that agency/facility as well.

#### Confidentiality Reminders:

1. Patient information should only be discussed with other members of the health care team who have a need-to-know. Do not discuss patient information with anyone else, including fellow employees and your family members.
2. Do not tell unauthorized persons that you saw or have knowledge of a patient being seen as an inpatient/outpatient, unless the patient authorizes you to do so (Example: telling a church pastor or family that a patient is hospitalized.). Authorized persons are those members of the health care team who have a legitimate need-to-know.
3. Do not access any information (Example: looking in a neighbor's medical record) unless authorized in your job duties. Do not access more information that is necessary to perform your job.
4. Speak quietly and discreetly so patients, visitors, and others will not overhear your telephone or other conversation with or about patients.
5. If you have a question regarding which family members of a patient you are authorized to speak with concerning a patient's medical information, ask the patient or your supervisor.
6. Before answering questions concerning a patient over the phone, verify with whom you are speaking, to determine whether they are authorized to receive the information.
7. Do not leave papers containing patient information (Example: O.R. schedules, test results, open charts) in open view of unauthorized persons. Likewise, turn your computer screen away from open view and/or use a privacy screen for the computer monitor.
8. Do not discard papers containing patient information in the trashcan. Shred them onsite using the designated shredder or place them in the secure receptacle onsite for contracted shredding company to shred. Never rely on hand-shredding them.

9. When copying documents containing patient information, make sure that any defective copies are destroyed (see above).
10. Ask visitors to step out of a patient's room when conversations take place regarding medical treatment, diagnosis, etc., unless the patient authorizes the visitor to be present. Speak softly if there is a roommate, to protect the patient's privacy as much as possible.
11. When your duties require you to handle confidential information of your friends or acquaintances, if possible, ask for reassignment to protect that person's privacy as much as possible.
12. In faxing patient information to authorized facilities, verify that the recipient is attending the fax machine, especially if their machine is shared by other persons or departments. Use caution in dialing fax numbers. Always use a fax cover sheet with confidentially statement when faxing documents.
13. Intentional or unintentional breaching confidentiality could result in clinical failure at the faculty member's discretion.
14. Do not use the intercom system about confidential information regarding a patient.
15. Do not transfer calls from your area to the room of a secured patient.
16. Refer media inquiries regarding patient information to the faculty member/clinical preceptor.
17. When making a phone call to relay patient or other confidential information, if the party is not home, do not leave detailed information on answering machines or with another person answering the phone. Simply state your name, number, and ask that the intended person return your call.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

**Smoking**

**POLICY:** Smoking

**PURPOSE:** To relay Campbellsville University smoking regulations

**PROCEDURE:** Smoking

As of January 1, 2010, the campus of Campbellsville University became a smoke-free campus. Smoking or use of any tobacco or electronic/vapor devices are not permitted during clinical; furthermore, a student may be denied the opportunity to participate in clinical assignment if they smell of smoke on person, hair or clothing and will be counted as an absence.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, June 2021, May 2022

**REVISED:** January 2020, August 2020

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Social Networking, Professionalism & HIPAA Violations**

**POLICY:** Social Networking, Professionalism & HIPAA Violations

**PURPOSE:** To describe expectations related to social networking, professional and confidentiality.

**PROCEDURE:** Social Networking, Professionalism & HIPAA Violations

Social networking sites can and do have educational and marketing purposes. However, some students lose their inhibitions and have a false sense of security and privacy regarding posts, blogs, videos, and pictures they apply to a personal site. Numerous employers are looking at prospective employee's social networking sites and are using unprofessional content posted to make decisions to hire or set a resume/application aside.

Campbellsville University is a Christian based university and the profession of Nursing is seen as a caring and professional career. Therefore, unprofessional behavior and breaches of client confidentiality can be disastrous for the student, the university, and the profession of Nursing. Examples of social networking sites include but are not limited to Facebook, Twitter, MySpace, Instagram and You Tube. Forms of communication include but are not limited to pictures, video, blogs, and postings.

Therefore, in accordance with Campbellsville University School of Nursing's mission and the American Nurses Association (ANA) Code of Ethics for Nurses, any student found to be acting in an unprofessional manner or breaching the Health Insurance Portability and Accountability Act (HIPAA) in social networking sites may be subject to disciplinary action up to and including dismissal from Campbellsville University School of Nursing.

Examples of unprofessional behavior include written languages of profanity, degrading/negative comments regarding clients or others, posting of sexual activities, nude/semi-nude provocative photos, and postings regarding abuse of alcohol and/or drugs and any dialogue that could be considered harmful to the University's students, faculty, staff, or agencies associated with the University.

It is the duty of the student (s) to report any act of unprofessional behavior or breaches in patient confidentiality to any faculty or the Program Coordinator. While enrolled in the MSN Program, students will maintain professional boundaries/relationships with faculty/staff via social networks.

In addition, some nursing faculty may have a professional Facebook page, twitter account, and/or other social media sites that allows for professional networking with students, alumni, and professional organizations. If the faculty member chooses to have a social media site, the faculty member will be responsible for the content and management of the site. These sites can have many benefits to the student and faculty such as connecting with enrolled students and alumni; posting upcoming events; sharing of ideas and professional images; and links that are beneficial to the learning process.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, July 2021, May 2022

**REVISED:** January 2020, August 2020, July 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Student Responsibilities**

**POLICY:** Student Responsibilities

**PURPOSE:** To describe the expectations and responsibilities of student within the Master of Science in Nursing Program.

**PROCEDURE:** Student Responsibilities

Students are expected to be self-motivated and responsible for their own learning. The nursing profession requires intensive training and preparation, as well as life-long learning. Students will be responsible for maintaining their assignments and for preparation for all didactic and clinical learning experiences.

It is the responsibility of the student to keep up with the required clinical hours and to submit documentation as indicated by the clinical faculty.

Students are also responsible for upholding their financial responsibilities to the University. This includes compliance with any regulations or requirements associated with financial aid. Students can refer to that section in the *Campbellsville University Student Handbook* for more information related to this subject.

Students are responsible to ensure that their learning environment is free from distractions. This includes being accountable for all outside tasks that may interfere with the academic environment: financial responsibilities, child care or elder care (if applicable), work obligations, etc. The student should ensure that these duties are met, so that they can focus all efforts on study.

As students of Campbellsville University, individuals are responsible to conduct themselves in a manner that is consistent with the Christian values upheld by this institution. Whether on campus or on field trips with University groups, students are expected to maintain the Campbellsville Philosophy of Behavior as outlined in the *Campbellsville University Student Handbook*.

Upon graduation, students must comply with licensure requirements as noted in the policy on Eligibility for Licensure.

**DATE:** January 2020

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**REVISED:** January 2020, August 2020, May 2021, July 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

### Approximate Costs of the Master of Science in Nursing Program Options and Full-Time and Part-Time Tracks

**POLICY:** Approximate Costs of the Master of Science in Nursing Program options and Full-Time and Part-Time Tracks

**PURPOSE:** To outline the approximate costs related to all aspects of the Master of Science in Nursing Program options and Full-Time and Part-Time Tracks

**PROCEDURE:** Approximate Costs of Master of Science in Nursing Program options and Full-Time and Part-Time Tracks

Aside from the costs of tuition and books, there are certain costs inherent in nursing that are not usual and expected costs associated with other programs. The School of Nursing tries to anticipate these costs and to alert the student of changes as they occur.

### APPROXIMATE COST OF THE Master of Science in Nursing (MSN) PROGRAM, Family Nurse Practitioner Option (Full-Time Track)

FEE	1 <sup>ST</sup> SEMESTER	2 <sup>ND</sup> SEMESTER	3 <sup>RD</sup> SEMESTER	4 <sup>TH</sup> SEMESTER	5 <sup>TH</sup> SEMESTER	6 <sup>TH</sup> SEMESTER	Refund Policy
ESTIMATED TUITION*	\$5,031.00	\$4,472.00	\$4,472.00	\$3,913.00	\$4,472.00	\$2,795.00	See CU Student Handbook
ROOM/BOARD	N/A	N/A	N/A	N/A	N/A	N/A	Student Purchase
TECHNOLOGY	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	Non-Refundable
STUDENT ACTIVITY FEE	N/A	N/A	N/A	N/A	N/A	N/A	Non- Refundable
BOOKS	VARIABLES BY COURSE	Visit Bookstore					
COURSE FEE**	N/A	N/A	N/A	N/A	N/A	N/A	Non- Refundable
BACKGROUND/IMMUNIZATION	INCLUDED IN COST OF TUITION	Non- Refundable					
DRUG/ALCOHOL	N/A	N/A	N/A	\$40.00	\$40.00	N/A	Non- Refundable
WHITE LAB COAT	COST	N/A	N/A	N/A	N/A	N/A	Personal purchase
WATCH WITH SECOND HAND	COST VARIES	N/A	N/A	N/A	N/A	N/A	Student Purchase
IMMUNIZATIONS/CPR/TB	COST VARIES DEPENDING	RENEWAL FEES VARY	Student Purchase				
LAPTOP	COST VARIES	N/A	N/A	N/A	N/A	N/A	Student Purchase
PERSONAL HEALTH INSURANCE	COST VARIES DEPENDING	RENEWAL FEES VARY	Student Purchase				

<b>UpToDate®</b>	INCLUDED IN COST OF TUITION	Non- Refundable					
<b>SHADOW HEALTH®</b>	N/A	N/A	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	N/A	N/A	Non- Refundable
<b>SUTURE PRACTICE KIT</b>	N/A	N/A	N/A	N/A	\$30.00	N/A	Student Purchase
<b>PROFESSIONAL LIABILITY INSURANCE</b>	INCLUDED IN COST OF TUITION	N/A					
<b>CLINICAL PARKING/ NAME TAG</b>	VARIES BY SITE	Student Purchase					
<b>ONLINE CLINICAL PLATFORM</b>	N/A	N/A	N/A	VARIES BY SITE	VARIES BY SITE	VARIES BY SITE	Student Purchase
<b>ADVANCED PRACTICE EDUCATION ASSOCIATES (APEA)®</b>	N/A	N/A	N/A	N/A	N/A	INCLUDED IN COST OF TUITION	Non- Refundable
<b>GRADUATION FEE</b>	N/A	N/A	N/A	N/A	N/A	\$100.00	Non-Refundable
<b>CERTIFICATION EXAM/LICENSURE</b>	N/A	N/A	N/A	N/A	N/A	Approximate \$350.00 for the examination; APRN License Application- \$165.00	Student Purchase

\* Estimated tuition is \$25,155.00 with an estimated program length of 2 years (6 Semesters). Tuition and program length may vary based on transfer credits and financial aid. Speak to an enrollment counselor for more information.

\*\*Course fees are refundable according to the policy stated in the Campbellsville University Student Handbook. Each student must provide their own supplies and provide transportation to and from clinical sites

### APPROXIMATE COST OF THE Master of Science in Nursing (MSN) PROGRAM, Family Nurse Practitioner Option (Part-Time Track)

FEE	1 <sup>ST</sup> SEM ESTER	2 <sup>ND</sup> SEM ESTER	3 <sup>RD</sup> SEM ESTER	4 <sup>TH</sup> SEM ESTER	5 <sup>TH</sup> SEMESTER	6 <sup>TH</sup> SEMESTER	7 <sup>TH</sup> SEMESTER	8 <sup>TH</sup> SEMESTER	9 <sup>TH</sup> SEMESTER	Refund Policy
<b>ESTIMATED TUITION*</b>	\$1,118.00	\$3,913.00	\$1,118.00	\$3,354.00	\$1,118.00	\$3,354.00	\$3,913.00	\$4,472.00	\$2,795.00	See CU Student Handbooks
<b>ROOM/BOARD</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Student Purchase

<b>TECHNOLOGY FEE</b>	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	Non-Refundable
<b>STUDENT ACTIVITY FEE</b>	N/A	Non-Refundable								
<b>BOOKS</b>	VARIABLES BY COURSE	Visit Book store								
<b>COURSE FEE**</b>	N/A	Non-Refundable								
<b>BACKGROUND/IMMUNIZATION TRACKER</b>	INCLUDED IN COST OF TUITION	Non-Refundable								
<b>DRUG/ALCOHOL SCREEN</b>	N/A	N/A	N/A	\$40.00	N/A	\$40.00		\$40.00	N/A	Non-Refundable Student Purchase with additional as required by facility
<b>WHITE LAB COAT</b>	COST VARIES	N/A	Personal purchase							
<b>WATCH WITH SECOND HAND</b>	COST VARIES	N/A	Student Purchase							
<b>IMMUNIZATIONS/CPR/TB</b>	COST VARIES DEPENDS	RENEWAL FEE	Student Purchase							

	NDIN G ON SOUR CE	S VAR Y								
<b>LAPTOP</b>	COST VARIE S	N/A	Stud ent Purc hase							
<b>PERSONAL HEALTH INSURANC E</b>	COST VARIE S DEPE NDIN G ON SOUR CE	REN EWA L FEE S VAR Y	Stud ent Purc hase							
<b>UpToDate®</b>	INCL UDE D IN COS T OF TUIT ION	INC LUD ED IN CO ST OF TUI TION	Non- Refu ndab le							
<b>SHADOW HEALTH®</b>	N/A	N/A	INCL UDE D IN COS T OF TUITI ON	INCL UDE D IN COS T OF TUITI ON	N/A	N/A	N/A	N/A	N/A	Non- Refu ndab le
<b>SUTURE PRACTICE KIT</b>	N/A	N/A	N/A	N/A	\$30.00	N/A	N/A	N/A	N/A	Student Purchas e
<b>PROFESSI ONAL LIABILITY INSURANC E</b>	INCLU DED IN COST OF TUITI ON	INCL UDE D IN COS T OF TUITI ON	N/A							
<b>CLINIC AL PARKI NG/ NAME TAG FEES</b>	VARI ES BY SITE	VARI ES BY SITE	VARI ES BY SITE	VARI ES BY SITE	VARI ES BY SITE	VARI ES BY SITE	VARI ES BY SITE	VARI ES BY SITE	VARI ES BY SITE	Stud ent Purc has e
<b>ONLIN E CLINIC AL PLATF ORM</b>	N/A	N/A	N/A	N/A	N/A	N/A	VARI ES BY SITE	VARI ES BY SITE	VARI ES BY SITE	Stud ent Purc has e
<b>ADVANCED PRACTICE EDUCATIO N ASSOCIATE S (APEA)®</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	INCL UDE D IN COS T OF TUITI ON	Non- Refu ndab le

<b>GRADUATION FEE</b>	N/A	\$100.00	Non-Refundable							
<b>CERTIFICATION EXAM/LICENSE</b>	N/A	Approximate \$350.00 for the examination; APRN License Application- \$165.00	Student Purchase							

\* Estimated tuition is \$25,155.00 with an estimated program length of 3 years (9 Semesters). Tuition and program length may vary based on transfer credits and financial aid. Speak to an enrollment counselor for more information.

\*\*Course fees are refundable according to the policy stated in the Campbellsville University Student Handbook. Each student must provide their own supplies and provide transportation to and from clinical sites.

### **APPROXIMATE COST OF THE Master of Science in Nursing (MSN) PROGRAM, Health System Leadership Option (Full-Time Track)**

<b>FEE</b>	<b>1<sup>ST</sup> SEMESTER</b>	<b>2<sup>ND</sup> SEMESTER</b>	<b>3<sup>RD</sup> SEMESTER</b>	<b>4<sup>TH</sup> SEMESTER</b>	<b>5<sup>TH</sup> SEMESTER</b>	<b>Refund Policy</b>
<b>ESTIMATED TUITION*</b>	\$5,031.00	\$4,472.00	\$4,472.00	\$4,472.00	\$2,795.00	See CU Student Handbook S
<b>ROOM/BOARD</b>	N/A	N/A	N/A	N/A	N/A	Student Purchase
<b>TECHNOLOGY FEE</b>	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	Non-Refundable
<b>STUDENT ACTIVITY FEE</b>	N/A	N/A	N/A	N/A	N/A	Non-Refundable
<b>BOOKS</b>	VARIES BY COURSE	Visit Bookstore				
<b>COURSE FEE**</b>	N/A	N/A	N/A	N/A	N/A	Non-Refundable
<b>BACKGROUND / IMMUNIZATION TRACKER</b>	INCLUDED IN COST OF TUITION	Non-Refundable				
<b>DRUG/ALCOHOL SCREEN</b>	N/A	N/A	N/A	\$40.00	N/A	Non-Refundable Student Purchase

						with additional as required by facility
<b>WHITE LAB COAT</b>	COST VARIES	N/A	N/A	N/A	N/A	Personal purchase
<b>WATCH WITH SECOND HAND</b>	COST VARIES	N/A	N/A	N/A	N/A	Student Purchase
<b>IMMUNIZATIONS/ CPR/TB</b>	COST VARIES DEPENDING ON SOURCE	RENEWAL FEES VARY	RENEWAL FEES VARY	RENEWAL FEES VARY	RENEWAL FEES VARY	Student Purchase
<b>LAPTOP</b>	COST VARIES	N/A	N/A	N/A	N/A	Student Purchase
<b>PERSONAL HEALTH INSURANCE</b>	COST VARIES DEPENDING ON SOURCE	RENEWAL FEES VARY	RENEWAL FEES VARY	RENEWAL FEES VARY	RENEWAL FEES VARY	Student Purchase
<b>UpToDate®</b>	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	Non-Refundable
<b>PROFESSIONAL LIABILITY INSURANCE</b>	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	N/A
<b>CLINICAL PARKING/ NAME TAG FEES</b>	VARIES BY SITE	VARIES BY SITE	VARIES BY SITE	VARIES BY SITE	VARIES BY SITE	Student Purchase
<b>ONLINE CLINICAL PLATFORM</b>	N/A	N/A	N/A	VARIES BY SITE	VARIES BY SITE	Student Purchase
<b>GRADUATION FEE</b>	N/A	N/A	N/A	N/A	\$100.00	Non-Refundable
<b>CERTIFICATION EXAM</b>	N/A	N/A	N/A	N/A	Approximate \$350.00 for the examination	Student Purchase

\* Estimated tuition is \$21,242.00 with an estimated program length of 2 years (5 Semesters). Tuition and program length may vary based on transfer credits and financial aid. Speak to an enrollment counselor for more information.

\*\*Course fees are refundable according to the policy stated in the Campbellsville University Student Handbook.

Each student must provide their own supplies and provide transportation to and from clinical sites.

### **APPROXIMATE COST OF THE Master of Science in Nursing (MSN) PROGRAM, Health System Leadership Option (Part-Time Track)**

<b>FEE</b>	<b>1<sup>ST</sup> SEMESTER</b>	<b>2<sup>ND</sup> SEMESTER</b>	<b>3<sup>RD</sup> SEMESTER</b>	<b>4<sup>TH</sup> SEMESTER</b>	<b>5<sup>TH</sup> SEMESTER</b>	<b>6<sup>TH</sup> SEMESTER</b>	<b>7<sup>TH</sup> SEMESTER</b>	<b>8<sup>TH</sup> SEMESTER</b>	<b>Refund Policy</b>
<b>ESTIMATED TUITION*</b>	\$2,795.00	\$3,913.00	\$1,118.00	\$1,677.00	\$1,118.00	\$3,354.00	\$4,472.00	\$2,795.00	See CU Student Handbook

									S
<b>ROOM/BOARD</b>	N/A	Student Purchase							
<b>TECHNOLOGY FEE</b>	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	Non-Refundable
<b>STUDENT ACTIVITY FEE</b>	N/A	Non-Refundable							
<b>BOOKS</b>	VARIABLES BY COURSE	Visit Bookstore							
<b>COURSE FEE**</b>	N/A	Non-Refundable							
<b>BACKGROUND/IMMUNIZATION TRACKER</b>	INCLUDED IN COST OF TUITION	Non-Refundable							
<b>DRUG/ALCOHOL SCREEN</b>	N/A	N/A	N/A	\$40.00	N/A	\$40.00	\$37.00	\$40.00	Non-Refundable Student Purchase with additional as required by facility
<b>WHITE LAB COAT</b>	COST VARIES	N/A	Personal purchase						
<b>WATCH WITH SECOND HAND</b>	COST VARIES	N/A	Student Purchase						
<b>IMMUNIZATIONS/ CPR/TB</b>	COST VARIES DEPENDING	RENEWAL FEES VARY	Student Purchase						

	ON SOURCE								
<b>LAPTOP</b>	COST VARIES	N/A	Student Purchase						
<b>PERSONAL HEALTH INSURANCE</b>	COST VARIES DEPENDING ON SOURCE	RENEWAL FEES VARY	Student Purchase						
<b>UpToDate®</b>	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	Non-Refundable
<b>PROFESSIONAL LIABILITY INSURANCE</b>	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	INCLUDED IN COST OF TUITION	N/A
<b>CLINICAL PARKING/ NAME TAG FEES</b>	VARIABLES BY SITE	VARIABLES BY SITE	VARIABLES BY SITE	VARIABLES BY SITE	VARIABLES BY SITE	VARIABLES BY SITE	VARIABLES BY SITE	VARIABLES BY SITE	Student Purchase
<b>ONLINE CLINICAL PLATFORM</b>	N/A	N/A	N/A	N/A	N/A	N/A	VARIABLES BY SITE	VARIABLES BY SITE	Student Purchase
<b>GRADUATION FEE</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$100.00	Non-refundable
<b>CERTIFICATION EXAM</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<u>Approximate \$350.00 for the examination</u>	Student Purchase

\* Estimated tuition is \$21,242.00 with an estimated program length of 3 years (8 Semesters). Tuition and program length may vary based on transfer credits and financial aid. Speak to an enrollment counselor for more information.

\*\*Course fees are refundable according to the policy stated in the Campbellsville University Student Handbook. Each student must provide their own supplies and provide transportation to and from clinical sites.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

**Dismissal from the Master of Science in Nursing Program**

**POLICY:** Dismissal from the Master of Science in Nursing Program

**PURPOSE:** To describe the process and rationale for Master of Science in Nursing Program dismissal

**PROCEDURE:**

Dismissal from the Master of Science in Nursing Program

Students may be dismissed from the Master of Science in Nursing Program when they have failed to achieve clinical and/or academic standards that are established and in place for each class. The syllabus for each class and each clinical segment ascertains the objectives for that class and specific criteria that must be met to remain in good academic standing. Students will be counseled by course faculty about their individual progress throughout the semester and advised accordingly. When all efforts to fulfill the requirements of the Master of Science in Nursing Program have failed and the student is in jeopardy of failure, the student may be advised to withdraw to avoid receiving a failing grade that will further endanger their overall grade point average. However, it is the ultimate responsibility of the student to monitor their grades/progress and make a decision to withdraw from the Master of Science in Nursing Program.

Students may also be dismissed from the Master of Science in Nursing Program for violations of the University Philosophy of Behavior in accordance with the *Campbellsville University Student Handbook*.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, May 2022

**REVISED:** January 2020, May 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Educational Resources**

**POLICY:** Educational Resources

**PURPOSE:** To outline the process for using available resources within the Master of Science in Nursing Program

**PROCEDURE:** Educational Resources

A limited selection of videos, textbooks, review books and other materials are maintained in the School of Nursing building. Educational resources such as videos, review books, and other materials may be borrowed at the instructor's discretion. All resources must be returned as specified by the instructor. Unreturned or damaged resources will result in an "Academic Hold" until the item is returned or replaced.

**DATE:** February 2021

**REVIEWED:** February 2018, January 2019, January 2020, August 2020, May 2021, June 2021, July 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021, June 202, July 2021, May 2022

**EFFECTIVE:** February 2018

**SUBJECT:**

**Master of Science in Nursing Program Admission Requirements and Documents Required for Admission Consideration**

**POLICY:** Master of Science in Nursing Program Admission Requirements and Documents Required for Admission Consideration

**PURPOSE:** To outline admission requirements and document requirements for the Master of Science in Nursing Program

**PROCEDURE:** Master of Science in Nursing Program Admission Requirements and Documents Required for Admission Consideration

**To apply to Campbellsville University's Master of Science in Nursing Program, prospective students must complete/provide/satisfy the following:**

**Application to the University**

Complete an application for admission to Campbellsville University. This application is available online at [https://tigernet.campbellsville.edu/ICS/Apply/Apply\\_Now.jnz](https://tigernet.campbellsville.edu/ICS/Apply/Apply_Now.jnz).

**Previous Degree Requirements**

Completed a BSN degree from a regionally accredited U.S. college or university.

**Official Transcripts**

Provide one official copy of all transcripts from each college or university attended previously.

**GPA Requirements**

Have a cumulative collegiate GPA of 3.0 or higher on a 4.0 scale.

**Licensure Information**

A copy of a current, valid, unencumbered RN license, verification/validation from a state licensing board website or Nursys® must be submitted. All licenses will be verified before admission into the program and each student is required to submit verification/validation from a state licensing board website or Nursys® every semester the student is enrolled in the program.

**Patient Care Hours Verification Form(s)**

Submit verification for having worked at least 2,000 patient care hours within the last two years as a Registered Nurse (RN). These patient care hours must be documented. No volunteer or non-paid hours will count towards the 2,000 patient care hours. The applicant will need to have their current employer/previous employer(s) Human Resource (HR) Department complete the Patient Care Hours Verification Form. Applicants must submit a separate form for each employment site. The Patient Care Hours Form will be the only form of documentation accepted to verify patient care hours.

### **Recommendation/Reference Supporting Application for Admission to the Master of Science in Nursing Program Form (three required)**

These forms may be obtained from the enrollment counselor.

#### **SECTION 1 (to be completed by applicant)**

The applicant must complete section 1 prior to the designated reference completing section 2 of the Recommendation/Reference Supporting Application for Admission to the Master of Science in Nursing Program Form.

#### **SECTION 2 (to be completed by reference)**

The reference identified/selected by the applicant completes section 2 after the applicant has completed section 1 of the Recommendation/Reference Supporting Application for Admission to the Master of Science in Nursing Program Form. Have three (3) recommendations/references, and which must have been completed within one year of the date of submission. No more than three recommendations will be accepted and only three should be submitted. In the event that more than three recommendations are submitted, only the first three received shall be utilized for scoring purposes. Applicants should instruct each of the chosen individuals to complete and submit the Recommendation/Reference Supporting Application for Admission to the Master of Science in Nursing Program Form directly to the designated enrollment counselor.

### **The Recommendation/Reference Supporting Application for Admission to the Master of Science in Nursing Program Form will be the only form of documentation accepted for recommendations.**

The individuals who are acceptable to complete the Recommendation/Reference Supporting Application for Admission to the Master of Science in Nursing Program Form must have known the applicant for a minimum of one-year and additionally meet one or more of the following:

- A current clinical supervisor, nurse, manager, or other health care provider who has direct knowledge of your skills in the clinical or managerial setting and how those skills will translate into the Family Nurse Practitioner or Health System Leadership role.
- A professor, faculty member, Dean of the School of Nursing/Associate Dean of the School of Nursing, or academic advisor who can provide a meaningful assessment of your academic record. If you have been out of school for five years or more, a nurse educator or clinical instructor can provide the academic recommendation.
- A practicing clinical nurse professional or APRN who has served as a mentor and can address your abilities as a nurse and your potential to become a Family Nurse Practitioner or Health System Leader.

**Recommendation/Reference Supporting Application for Admission to the Master of Science in Nursing Program Form Rubric**

<b>Personal</b>	<b>Outstanding (4)</b>	<b>Above Average (3)</b>	<b>Average (2)</b>	<b>Below Average (1)</b>	<b>Not Observed (N)</b>
<b>Sensitivity to Change</b> Alert to and considerate of needs of clients and colleagues					
<b>Dependability</b> Quality of being trustworthy and reliable					
<b>Open Mindedness</b> Receptiveness to new ideas					
<b>Assertiveness</b> Quality of being self-assured and confident without being aggressive					
<b>Self-Confidence</b> Feeling of trust in one's abilities, qualities, and judgment					
<b>Integrity</b> Quality of being honest and having strong moral principles; moral uprightness					
<b>Flexibility</b> Willingness to change or compromise					
<b>Tolerance of Ambiguity</b> Functions without rigidly defined, externally imposed structure					
<b>Total Score</b>					

<b>Professional</b>	<b>Outstanding (4)</b>	<b>Above Average (3)</b>	<b>Average (2)</b>	<b>Below Average (1)</b>	<b>Not Observed (N)</b>
<b>Problem-Solving Ability</b> Uses a systematic approach to identify and solve problems					

<b>Accountability</b> Accepts responsibility for own decisions and actions					
<b>Leadership Potential</b> Able to motivate and direct others					
<b>Decision Making Ability</b> Considers alternatives and takes appropriate actions					
<b>Self-Directness</b> Plans and executes actions independently					
<b>Understands Limitations</b> Sets self-expectations congruent with own capabilities					
<b>Seeks Help Appropriately</b> When situation exceeds capabilities					
<b>Communication with Others</b> Establishes ideas succinctly and logically in writing and when speaking					
<b>Total Score</b>					

*Applicants scoring an average of 2.5 or greater on all Recommendation/Reference Supporting Application for Admission to the Master of Science in Nursing Program Forms and meeting all other admission criteria will be granted acceptance into the Master of Science in Nursing (MSN) Program.*

### **Technical and Performance Standards**

All applicants must verify in writing that they are able to meet technical and performance standards with or without accommodation. This is accomplished through the applicant completing the Technical and Performance Standards Form. This form must be completed and returned with the other required admission documentation.

### **Background Check Statement**

All applicants are required to complete a background check as the final step in the admissions process. Applicants may be admitted pending the successful completion of a satisfactory background check. Therefore, please note that the criminal background check must be completed prior to the first day of class. This will be retained in an online repository. Admittance into the program will be granted pending the successful completion of a satisfactory background check. Applicants with felony convictions will not be admitted.

## **SECTION V- CLINICAL POLICIES AND PROCEDURES**

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, July 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021, July 2021, May 2022

**EFFECTIVE:** January 2018

**SUBJECT:**

### Clinical Requirements

**POLICY:** Clinical Requirements

**PURPOSE:** The School of Nursing recognizes that students in the Master of Science in Nursing Program will have extensive practical experience. This policy is to outline the clinical requirements associated with the Master of Science in Nursing Program.

**PROCEDURE:** Clinical Requirements

Students in the FNP MSN option will be required to fulfill clinical hours in the following courses: NUR 509, NUR 510, NUR 511, NUR 512, NUR 513, and NUR 514. Students in the Health System Leadership MSN option will be required to fulfill clinical/leadership experience hours in the following courses: NUR 517, NUR 519, NUR 521, and NUR 522. The specific details of the clinical experience will be defined for students in the course syllabi. As with other clinical settings, the School of Nursing must comply with specified requirements inherent in those facilities. Requirements may vary depending on the selection of a site for the clinical experience.

All students entering the MSN Program will be required to show evidence of meeting the Immunization requirements and CPR Certification within 2 weeks of the start of the first course in the program (see Immunization Requirements policy). Students will also be required to complete one initial criminal background check upon admission to the program and annually thereafter. Both will be available to facilities that participate in the clinical experience. Students will have malpractice coverage through Nurses Service Organization (NSO) of 2,000,000 per occurrence and 5,000,000 aggregate. This policy will be purchased by the University and the expense included in the student tuition charges.

Campbellsville University School of Nursing will use an online repository for maintaining electronic files of immunization records, tuberculosis screening, CPR certification, HIPAA and OSHA training, proof of personal health insurance, and other required student supplied documents. Upon entry into the program, students will receive instructions on how to access the online repository system and submit the required documentation. Students should plan ahead to ensure all items are submitted timely and as required. Appropriate files/documents should be scanned and uploaded to the appropriate area in the repository. Fees for this service are included in tuition.

Drug and alcohol screening is required initially one year after entry into the program, every 6 months thereafter and any other time as required for a clinical placement. See the following Drug and Alcohol Screening policy.

Students must have the physical ability to participate in the activities/duties of the clinical in the FNP option or the Health System Leadership option setting. For this reason, students who undergo a major/extended illness or surgery that may impair their physical capability in the clinical setting must provide documentation of a medical release before entering the clinical phase of coursework. Examples of these conditions include, but are not limited to: contagious illness, soft tissue/ bone trauma, surgical procedure, cardiac or pulmonary disease processes, and childbirth. Students must be cleared by a medical provider to function without restriction in the clinical setting following any serious health condition. This requirement promotes both patient and student safety.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, April 2021, July 2021, May 2022

**REVISED:** January 2020, August 2020, July 2021

**EFFECTIVE:** January 2018

**SUBJECT:** Drug and Alcohol Screening

**POLICY:**

### **Drug and Alcohol Screening**

**PURPOSE:** Guidelines for Drug and Alcohol Screening for the MSN Program

**PROCEDURE:** Drug and Alcohol Testing/Drug –Free Environment

Because students in the MSN Program will be working in health care settings, it is imperative for the safety and well-being of patients, other students, health care workers, faculty members and others that students are not acting in an impaired state as a result of the use of drugs or alcohol. Therefore, students are required to have drug and alcohol testing beginning one year after they begin the MSN program, every 6 months thereafter, and any other time as required for a clinical placement. Further, students may also be tested if there is a reasonable suspicion that they may be impaired or otherwise under the influence of drugs or alcohol. Finally, students are subject to random drug and alcohol testing to be conducted at the discretion of the University.

Refusal to submit to a required drug and alcohol test is grounds for non-admittance to the clinical setting or dismissal from the MSN Program. Further, providing false information as part of a drug and alcohol test or attempting to manipulate the testing results through sample adulteration or other means is grounds for non-admittance to the clinical setting and/or dismissal from the MSN Program.

Drug and alcohol testing of students in the MSN Program will be conducted by an independent agency which is contracted by the University. Specific questions related to testing procedures and challenges to testing results should be directed to the agency conducting the testing. Students are responsible for the cost of testing.

A positive drug or alcohol test may result in a student-being denied placement at a clinical site. A student who has a confirmed positive test will be required to successfully complete a drug or alcohol rehabilitation program (which is approved by the Dean of the School of Nursing/Associate Dean of the School of Nursing) and meet other required conditions. These conditions will determine the student to be eligible to continue in the program or be considered for re-enrollment; and enrollment; and/or expulsion from the MSN Program. The Dean of the School of Nursing/Associate Dean of the School of Nursing shall make the final decision regarding appropriate action to be taken against an applicant or student as a result of a positive drug and alcohol test.

The University partners with various health care entities to provide clinical experiences for students as part of the educational requirements of the MSN Program. Students must consent to the University sharing the results of any drug and alcohol testing with health care entities where the student may be placed to complete a clinical experience. These health care entities may deny clinical access to students on the basis of the results of their drug and alcohol tests. When a student is denied clinical access under these circumstances, the student will be unable

to complete the required clinical component of the nursing course, which will result in a failing grade for the nursing course and may result in the student not being able to complete the MSN Program. Students will not be entitled to any reimbursement of tuition, fees, or other costs if they are unable to complete the MSN Program as a consequence of their drug and alcohol test results.

Students are required to notify their nursing/clinical faculty member of the use of any prescribed medication which may interfere with their ability to care for patients or otherwise participate in a clinical placement.

The following conduct is also prohibited by students in the MSN Program and will result in any of the disciplinary actions described above related to positive drug and alcohol tests:

- Use, possession or distribution of illegal substances or substances not used in accordance with the applicable prescription.
- Reporting to class, clinical placement or other student activity while in an impaired state due to drug or alcohol use.

Applicants and students must immediately notify the Dean of the School of Nursing/Associate Dean of the School of Nursing if they are the subject of any campus, criminal, or other investigation related to the use, possession, or distribution of alcohol or drugs or if they are charged with or convicted of a drug or alcohol-related offense. The Dean of the School of Nursing/Associate Dean of the School of Nursing will determine what action, if any, should be taken with regard to the student based upon these issues.

Students are subject to the other policies of the University related to discipline for the use, possession and/or distribution of drugs or alcohol.

#### **Procedure for dealing with apparent substance abuse in the clinical setting:**

In the event that a student appears to be impaired in the clinical setting, the preceptor or faculty should withhold the clinical assignment from the student. The preceptor should contact the clinical faculty; if unable to reach the clinical faculty for any reason, the preceptor will contact the Clinical Coordinator. Information related to the circumstances will be communicated to the Dean of the School of Nursing/Associate Dean of the School of Nursing to assess the factors involved and develop a plan. Upon determination that the student is not capable of taking an assignment, the preceptor will notify the student's emergency contact to come to the site. The preceptor will then inform the student that he or she is being dismissed from clinical for the day, and that the emergency contact has been notified to take them home. If a student is impaired, they must be transported and will not be allowed to drive away from the clinical setting. The student will be asked to report to the School of Nursing and will be counseled by the Dean of the School of Nursing/Associate Dean of the School of Nursing or a designee. (If the clinical is scheduled outside of normal office hours, the student will be advised to report to the Dean of the School of Nursing/Associate Dean of the School of Nursing at the next scheduled office time.) The Dean of the School of Nursing/Associate Dean of the School of Nursing will then send the student for testing as appropriate. Depending on the results of the testing, further action will be determined for possible clinical make-up or other action by the Dean of the School of Nursing/Associate

Dean of the School of Nursing. The preceptor will receive official correspondence related to outcomes as they apply to further clinical participation.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, June 2021, July 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021, June 2021, July 2021, May 2022

**EFFECTIVE:** January 2018

**SUBJECT:**

## **Immunization/Certification/Applicable Screenings/Orientation/Documentation Requirements**

**POLICY:** Immunization/Certification/Applicable Screenings/Orientation/Documentation

**PURPOSE:** The nature of education in the Master of Science in Nursing (MSN) Program includes a clinical component that will be conducted in facilities with patients and other health care workers. This entails the necessity of certain precautions to ensure safety of students and of others in the clinical setting. The program will maintain records of necessary documents for the clinical site.

**PROCEDURE:** Immunization/Certification/Applicable Screenings/Orientation

**Requirements:** Upon admission and thereafter, it is expected that any and all training modules/required documents are uploaded in the orientation course, as well, all immunizations, screenings, certifications, professional liability/health insurance, or any other required documents are satisfactorily submitted/completed. Upon admission, it is expected that during the first week, if not prior to the first week of classes, students will have all training modules/all required documents uploaded in the orientation course, as well, all immunizations, screenings, certifications, proof of personal health insurance, or any other required documents satisfactorily submitted/completed. Failure to meet any of these requirements will result in the student not being permitted to participate in any Master of Science in Nursing (MSN) Program related class/clinical activities. Furthermore, failure to meet these requirements may subject the student to dismissal from the Master of Science in Nursing (MSN) Program.

The Master of Science in Nursing (MSN) Program will use an online repository for maintaining electronic files of immunization records, background checks, personal health insurance, OSHA and HIPAA training, drug and alcohol screenings, CPR certification and other required documents. Upon admission to the program, students will be directed to the MSN Student Resource Room/MSN Program New Student Orientation Course for further information on the process of accessing the online repository. Files can be scanned/uploaded and sent via email, faxed to the company or mailed via the postal system. The company will conduct a background check that will be available to potential clinical sites. Students will not be required to pay for this service and this company will maintain files throughout their program. Liability insurance will be secured through the university insurance provider and included in the student's course fees or obtained privately by the student at the student's expense. Students will be expected to pay for the cost of any drug and alcohol screening.

### **Immunizations:**

The following immunizations are required for all students involved in clinical activities in academic Master of Science in Nursing Program. These requirements have been established to help protect health care providers and their patients during encounters with one another in clinical settings. We suggest that the only exclusion to these requirements be for medical

contraindications. Documentation of the medical contraindication must be submitted for the student's file.

Each student must show evidence that they have completed the following:

1. PPD and TB Assessment Form **Initial admission:** Applicant must provide proof of two-step tuberculin skin test (TST), proof or ongoing annual testing, or blood testing on the school provided form only (follows policy).

***\*For a 2-step PPD, it is recommended to allow 14 – days between, but not to exceed 21 days from the 1<sup>st</sup> administration until the 2<sup>nd</sup> administration of TST skin test to avoid false results.***

**Screening annually thereafter, or by request of clinical experience while enrolled in program:** Students must provide proof of a 1-step tuberculin skin test or blood testing on the screening tool provided (follows policy). Clinical affiliates may require a screening performed within a specified time frame prior to the beginning of the clinical experience. Students are to comply with the request of the facility upon notification to be eligible to attend the clinical experience.

**If a lapse occurs:** A lapse is defined as one calendar year plus one minute past last documented results. Students will not attend clinical assignments during a lapse in documented coverage. Students allowing a lapse in testing are required to provide proof of newly repeated 2-step tuberculin skin test or blood testing on the school provided form prior to returning to any clinical experience.

**For example:** Prior tuberculin skin test: 2<sup>nd</sup> step administered on 2/28/19 08:55am, student must have completed the annual tuberculin skin test or blood testing with documentation on school provided form no later than 2/28/20 08:56 am in order to show no lapse in coverage which would require a repeated two step skin test or blood testing.

**Positive reactors:** If you are a positive reactor, you will be directed to consult and work with a Healthcare provider until you are able to submit a subsequent screening form documenting the appropriate line item to show “the individual can be considered free of tuberculosis in a communicable form.” (For example, your provider will assess the presence or absence of symptoms suggestive of active infection and order a chest x-ray, medical treatment or blood testing or other as indicated in order to complete the documentation to show you are free of communicable disease on the school provided form).

Lake Cumberland District Health Department (June 2020r, Nov. 2019). Personal phone/email conferences with Harrison, M., RN, Nurse Supervisor Taylor County Health Department. “tb3reportoftbscreening1(1).docx” (November 2019). Retrieved from <https://chfs.ky.gov/agencies/dph/dpqj/hcab/Pages/ccsguide.aspx>

2. Proof of two **MMR's** (documented after age of 12 months) or proof of immunity (titer results) for Rubella, Mumps, and Measles or physician diagnosed case of mumps, indicating date of diagnosis.

- If you were born before 1950, no proof is necessary.

- If you were born between 1951-1956, you will need to show proof of one.
- If you were born 1957 and after, you will need to show proof of two.
- MMR vaccinations can be given to adults.

3. **Diphtheria, Tetanus, Pertussis (TDaP)** Proof TDaP vaccination within the last 10 years. Booster every 10 years must be kept current.

4. **Varicella: (Chicken Pox)** Antibody titer or 2 vaccinations.

Polio: Submit documentation of your completed primary series. There must be record of at least 3 vaccinations. Titers are acceptable instead of vaccinations.

5. **Hepatitis B Vaccine:** Three (3) injection series and positive antibody titer. Student may attend clinicals if they are in the process of receiving the immunization series. If the initial antibody titer is negative, the student will be instructed to visit their health care provider to initiate an additional immunization series. If the student has completed two immunization series and still has a negative antibody titer, a letter from the provider will be required to verify a non-responder status. The student may attend clinicals if they are within the immunization process. Student may decline the vaccination by completing a Declination Waiver.

6. **Influenza Vaccine:** Required to have each fall of the year.

7. **Communicable Disease Exposure:** Following exposure to a communicable disease, such as TB, Varicella, Mumps, Measles, Meningitis, Pertussis, etc, the student shall immediately report the occurrence verbally to the clinical preceptor and a supervising employee. The student shall follow the agency policy concerning exposure to a communicable disease.

### **CPR Certification**

Two-year CPR certification from the American Heart Association is required.

\*These immunizations and CPR certification are required by one or more Clinical Facilities used by all nursing programs at Campbellsville University.

### **Professional Liability Insurance**

The University will obtain professional liability insurance for each student through Nursing Service Organization (NSO) annually with the cost being covered in student tuition. Each student is required to have a professional liability insurance policy during the clinical component of the program. Students in the Health System Leadership track will be included in the University's Nursing Service Organization (NSO) professional liability coverage and Students in the FNP track will have a policy specific for a nurse practitioner student and include claim limits of \$5,000,000 aggregate and \$2,000,000 per claim. This policy will be specific to the area of family practice.

### **Personal Health Insurance**

The student will provide proof of personal health insurance upon admission to the program and at the beginning of each semester. A copy of the certificate of insurance will be uploaded by the student into the school approved, online repository.

### **MSN Student Handbook Acknowledgement of Agreement and Understanding**

The student will complete the approved form and upload into the online repository upon admission to the program and annually thereafter.

### **Permission to Use Examples of Student Work**

Students will complete the designated form by either agreeing to or declining use of student work.

### **Understanding and Acceptance of Risk**

Some degree of risk is inherent in the clinical setting. Students will complete the designated form and upload into the online repository.

### **OSHA and HIPAA Training**

Students will complete the assigned trainings upon acceptance into the program and annually thereafter.

### **RN License**

Students will provide a copy of their current RN license prior to admission into the program, with any renewal of license, and at the beginning of every semester.

### **MSN Program New Student Orientation Course**

Students will need to work through each module and training session to ensure they begin the MSN Program with the knowledge and skills needed to hopefully help augment success. Students may work through the modules at their own pace; however, it is expected that all training modules/uploading of any required documents in the orientation course will be completed during the first week, if not prior to, the first week of classes. Upon completion of all modules, students will sign and submit a student orientation form to validate that they have completed the required orientation for the Master of Science in Nursing (MSN) Program.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, May 2021, June 2021, July 2021, May 2022

**REVISED:** January 2020, August 2020, May 2021, June 2021, July 2021

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Criminal Background Check**

**POLICY:** Criminal Background Check

**PURPOSE:** Incoming students must submit to a criminal background check prior to starting courses in the Master of Science in Nursing Program. A student's conditional acceptance into the Master of Science in Nursing Program may be revoked based upon the results of the criminal background check when the results reveal information which indicates unfitness for the study and/or practice of nursing.

**PROCEDURE:** Criminal Background Check

Current students in the Master of Science in Nursing Program are required to submit to criminal background checks and other applicable screenings by a vendor that is approved by the University and as required by either the Program and/or clinical agency, for admission and annually thereafter. A student may be dismissed from the Master of Science in Nursing Program when the background check/applicable screenings reveal information which indicates unfitness for the study and /or practice of nursing.

Failure to provide truthful information as part of a criminal background check or other screening may result in dismissal from the Master of Science in Nursing Program or other appropriate sanction.

Students are required to immediately report (within 48 hours) any arrests and/or convictions which occur while the student is enrolled in the Nursing Program to the Dean of the School of Nursing/Associate Dean of the School of Nursing. Failure to timely report this information can result in the student's dismissal from the Nursing Program or other appropriate sanction.

The University partners with various healthcare entities to provide clinical experiences for students as part of the educational requirements of the Master of Science in Nursing Program. Students must consent to the University sharing the results of any criminal background check or other related screening/documentation with healthcare entities where the student may be placed to complete a clinical experience. These healthcare entities may deny clinical access to students on the basis of the results of their criminal background checks or other screening. When a student is denied clinical access under these circumstances, the student will be unable to complete the required clinical component of the nursing course, which will result in a failing grade for the nursing course and may result in the student not being able to complete the Nursing Program. Students will not be entitled to any reimbursement of tuition, fees or other costs if they are unable to complete the Nursing Program as a consequence of their criminal background/applicable screening results.

Students (incoming and current) are responsible for paying the cost of any required criminal background checks or other applicable screenings.

Students are also advised that the Kentucky Board of Nursing requires applicants for licensure to report criminal convictions and to submit to a criminal background check. Further, persons licensed or credentialed through the Kentucky Board of Nursing must report criminal convictions to the Board. Students are encouraged to seek guidance from their desired state/territory licensing/certification agency with any questions regarding reporting and/or other requirements.

Deniker, S. (November 2019). Personal & Email Communications with Steptoe & Johnson

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, April 2021, May 2021, May 2022

**REVISED:** January 2020, April 2021, May 2021

**EFFECTIVE:** May 2018

**SUBJECT:**

### Clinical Dress Code

**POLICY:** Clinical Dress Code

**PURPOSE:** When the student participates in any clinical associated with the Master of Science in Nursing Program, questions may arise related to dress for those experiences. This policy delineates guidelines for professional dress in the clinical setting.

**PROCEDURE:** Clinical Dress Code

The student is expected to dress professionally in accordance with the assigned setting. For many areas, this will require business casual and, for FNP students, a lab coat of the student's choosing. The lab coat may not be labeled or marked in any manner (for example, with the name or logo of an employing hospital). Shoes will be clean and neat and fulfill the requirements of the clinical setting. Again, no reference to a workplace or affiliation with another entity will be allowed.

Additional guidelines that may help are listed below:

1. Earrings- one per ear, post only
2. Piercings—ear lobe only, no nose, tongue, or facial piercings, no visible piercings.
3. Tattoos-no visible tattoos, any tattoos must be covered.
4. Hair must be clean and neat, a naturally appearing color
5. Nails-short, clean. Nail polish can be used if light neutral color, no black or unusual color. No artificial nails.
6. Make-up—daywear
7. Jewelry-watch with a second hand, one ring or one wedding band may be worn. No bracelets or anklets. Religious necklaces may be worn.
8. Personal hygiene-no gum chewing in patient areas. At all times student must be clean, neat and appropriately groomed while in clinical area. There are no exceptions to this policy. Beards and mustaches must be neatly trimmed.
9. Name Tag-Upon admission to the Master of Science in Nursing Program, students will be issued a name tag with the school logo and information that identifies them as students of Campbellsville University. This will be mailed to each student's home address. The student should maintain this name tag and wear it for all related clinical rotations to identify them as a student of Campbellsville University.
10. The student will be issued a cloth patch with the CU logo that should be affixed to the lab coat on the right upper chest area.
11. Business Casual Clothing should be worn under the white lab coat and name tag. If appropriate to wear nursing scrubs this is permissible. Further information will be outlined in your course syllabus.
12. There is no smoking allowed at any clinical setting by a Campbellsville University nursing student or faculty member.

If there are questions about the expected dress, the student should consult with the instructor for that class and seek additional guidance as indicated.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, April 2021, July 2021, May 2022

**REVISED:** January 2020, April 2021, July 2021

**EFFECTIVE:** February 2018

**SUBJECT:**

### Attendance at Clinical Experiences

**POLICY:** Attendance at Clinical Experiences

**PURPOSE:** To establish expectations of student performance within the Master of Science in Nursing Program.

**PROCEDURE:** Attendance at Clinical Experiences

In order to obtain the necessary clinical experience, the student must complete all of the clinical hour requirements in the program. When this does not occur, learning suffers and learning objectives cannot be met. Therefore, the following guidelines will be followed:

- You are expected to be punctual at the clinical site at the day and time decided upon by you and your preceptor.
- You should obtain a phone number and discuss the procedure of notifying the preceptor and faculty advisor for unexpected absences.
- In the case of an illness, injury, or family emergency that prevents you from attending, you must notify your preceptor and also your faculty advisor as soon as possible.
- A plan to make up any missed clinical hours must be presented to your faculty advisor and agreed upon by your preceptor.
- Failure to notify the preceptor as negotiated, prior to the beginning of the scheduled clinical day, is unprofessional, unacceptable and may place you and the clinical placement in jeopardy.
- In the event that you are unable to complete the required clinical hours in the designated period of time for that course, an extension will only be granted by agreement with the preceptor, clinical agency, faculty, and university. An incomplete will be issued in the course until the required clinical hours have been completed.

**DATE:** June 2020

**REVIEWED:** June 2020, August 2020, June 2021, May 2022

**REVISED:** June 2020, June 2021, May 2022

**EFFECTIVE:** June 2020

**SUBJECT:**

### **Alternatives for MSN Clinical Hour Completion**

**POLICY:** Alternatives for Clinical Hour Completion

**PURPOSE:** Extenuating and unexpected circumstances, either global or personal, may interfere with a student obtaining the required number of clinical hours in courses with a clinical component, including the FNP and the Health System Leadership options, within a designated time frame. –This program has developed guidelines to permit some flexibility in completing FNP clinical and Health System Leadership practicum or capstone experience hours. The FNP program requires 660 total clinical hours and the Health System Leadership program requires 240 clinical hours.

**PROCEDURE:**

### **Alternatives for Clinical Hour Completion**

**The following options will be considered on a case-by-case basis.**

1. If an FNP student is unable to obtain the 60 clinical hour requirement in NUR 509 Care of Adults Across the Lifespan I and receives a grade of B or better in the didactic portion of the course, they may receive an incomplete in the course and finish the remaining clinical hours in NUR 510 Care of Adults Across the Lifespan II. These hours must be completed by the end of the bi-term that includes NUR 510 to receive credit for both courses. These courses will now be considered co-requisites rather than NUR 509 being a prerequisite to NUR 510. Any hours above the 180-hour requirement for these courses may be applied to the adult clinical hours for NUR 513 and 514 required later in the program.
2. FNP student completion of clinical hours in the pediatric (NUR 511) and women's health (NUR 512) courses is strongly encouraged during the bi-term of the course. Exceptions with possible incompletes in courses will be considered by faculty on a case-by-case basis. Any hours above course requirements may be applied to the clinical hour requirements for NUR 513 and 514.
3. If an FNP student obtains more than the 60-hour clinical requirement in NUR 509, the additional hours may be carried over into NUR 510 and be used as a portion of the 120-hour requirement for this course. The student may not be in the clinical setting more than 12 hours in a 24-hour period.
4. If a Health System Leadership student obtains more than the 60-hour leadership practicum requirement in NUR 517, the additional hours may be carried over into NUR 519 and used as a portion of the 60-hour requirement for this course. In addition, if a Health System Leadership student obtains more than the 60-hour leadership experience requirement for NUR 521, the additional hours may be used as a portion of the 60-hour requirement for NUR 522 as long as the hours pertain to the scholarly project approved for the student to complete in NUR 522. In

both cases, the faculty member responsible for NUR 519 and NUR 522 must provide individual basis approval.

5. Even given the above alternatives the NP student is still unable to fulfill the clinical requirements in either 509, 510, 511, or 512, consideration will be given to allowing them to complete the hour deficiencies in the last two bi-terms of the program which include the following courses: Synthesis of Advanced Practice Care of Patients in Primary Settings – Practicum I and II. These practicum experiences already collectively include 240 hours of clinical experience. This decision will be made by faculty on an individual basis and will consider the student's time availability and other commitments and the student's success in the didactic portions of the program to that point.

6. Any clinical hours completed in excess of the requirements for NUR 509, 510, 511, or 512 may be banked and applied to the clinical hour requirements for NUR 513 and 514.

**DATE:** January 2020

**REVIEWED:** January 2018, January 2019, January 2020, August 2020, July 2021, May 2022

**REVISED:** January 2020, August 2020

**EFFECTIVE:** January 2018

**SUBJECT:**

### **Emergency Care During Clinical Experiences**

**POLICY:** Emergency Care During Clinical Experiences

**PURPOSE:** A plan for care of students in the event of illness or injury while participating in a clinical experience.

**PROCEDURE:** Emergency Care During Clinical Experiences

Students will be required to submit emergency numbers in the event that an emergency should occur during the clinical setting.

In the Clinical Setting:

When an illness or injury occurs in the clinical setting, the preceptor, faculty or staff will respond according to the situation presented. The student will be assisted to the emergency room outpatient clinic or home as indicated. The student or preceptor will notify the clinical faculty member as soon as possible regarding the situation. The clinical faculty member will notify the School of Nursing office of the event(s) and the faculty/staff of the School of Nursing will assist in notifying the emergency contact as appropriate. The student will be responsible for any cost of care that may be incurred. The clinical agency's policies on any specific injuries (i.e. needle stick) will be adhered to as appropriate.

**DATE:** June 2020

**REVIEWED:** June 2020, August 2020, May 2021, May 2022

**REVISED:** June 2020, August 2020

**EFFECTIVE:** June 2020

**SUBJECT:**

### **Grading System for the Clinical Experience**

**POLICY:** Grading System for the Clinical Experience

**PURPOSE:** The clinical experiences within each course will be included in the overall assessment of the student in achieving course objectives and end of program student learning outcomes.

**PROCEDURE:** Grading System for the Clinical Experience

The faculty will issue a grade of Pass/Fail based on personal observations during site visits, student evaluations with input from the clinical preceptor, and quality of student assignments based on standardized grading rubrics. A successful clinical component will include attainment of all of the learning objectives for that course satisfactory to the student's expected level of competence and completion of all required documentation including but not limited to clinical logs, skills checklists, SOAP notes, and history and physical notes. Weekly discussion posts or other assignments may also be required at the discretion of faculty.

**DATE:** June 2020

**REVIEWED:** June 2020, August 2020, April 2021, May 2021, May 2022

**REVISED:** June 2020, August 2020, May 2021

**EFFECTIVE:** June 2020

**SUBJECT:**

### **Clinical and Leadership Preceptor Requirements**

**POLICY:** Clinical and Leadership Preceptor Requirements

**PURPOSE:** The School of Nursing shall utilize Clinical and Leadership Preceptors as needed to accomplish the mission and objectives of the MSN Program.

**PROCEDURE:** Clinical and Leadership Preceptor Requirements

Clinical Preceptors will be selected and appointed based on the following criteria. The Clinical Preceptor for an NP student must be an advanced practice registered nurse, a physician, or a physician assistant who is credentialed and licensed in their area of expertise and in the state in which the clinical experience occurs. Preceptors will be academically and experientially qualified. The Clinical Preceptor must be licensed in the state of the clinical experience. The preceptor must have at least one year of clinical experience and in their field of practice as a board-certified provider. The Clinical Preceptor cannot be a medical resident. Students will have at least one APRN preceptor preferably in the same population focus as the program.

Clinical Preceptors for Health System Leadership students will be selected and appointed based on the following criteria. The Leadership Preceptor must be a leader in a healthcare-oriented organization and licensed in the state of the leadership experience. The preceptor must have been in the leadership role for at least one year and, preferably, is board certified in the field of leadership practice. The leadership preceptor will have at least master's degree preparation with a minimum of a bachelor's degree in nursing.

Clinical and Leadership Preceptors shall submit the following information:

- CV/Resume
- Professional License Information
- Proof of National Board Certification if applicable
- Documentation of specialty certifications
- Provide current contact information to faculty

Clinical Preceptors for Health System Leadership students

Orientation to Role

Members of the School of Nursing Faculty will orient the Clinical and Leadership Preceptors to their assigned role. Orientation will include clinical or leadership expectations, discussion of learning objectives for the specified teaching segment/preceptorship, review of skills and policies specific to Campbellsville University School of Nursing. This orientation process may take place in person, through paper deliverables, or by any electronic means.

**DATE:** June 2020

**REVIEWED:** June 2020, August 2020, May 2021, May 2022, August 2022

**REVISED:** June 2020, May 2022, August 2022

**EFFECTIVE:** June 2020

**SUBJECT:**

### **Preceptor and Clinical Site Selection for MSN Students**

**POLICY:** Preceptor and Clinical Site Selection for MSN Students

**PURPOSE:** Appropriate preceptors and clinical sites will be used by students to support the attainment of the knowledge and skills necessary to meet the end of program learning outcomes and practice as masters-prepared nurses.

**PROCEDURE:** Preceptor and Clinical Site Selection

Preceptors will be used in this program to direct the practicum and capstone experiences, be an effective role model, and foster confidence and independence in a real-world clinical setting. Prior to the start of each clinical experience, students will be asked for suggestions/recommendations of preceptors and clinical sites in their area that may provide excellent learning experiences. Procedures for requesting clinical sites and preceptors are available to students in the MSN Resource Room in the LMS. The Clinical Coordinator is available to the student for guidance in this process. Any requests must be approved by the Clinical Coordinator once all the required documentation has been submitted. The Program accepts ultimate responsibility for securing clinical sites and preceptors for the MSN FNP students. Students are allowed 48 hours upon receipt of a placement assignment to accept or decline the placement arranged for them by the Clinical Coordinator. If a student chooses to decline the assignment, the student will be responsible for securing their own preceptor and clinical site which must be approved by the Clinical Coordinator.

The student will be notified by email about the status of both preceptor and clinical site approvals within 10 business days after making a request. Sites and preceptors should be requested no later than 16 weeks prior to the start of the clinical rotation. Students must communicate to the Clinical Coordinator any difficulties in securing preceptors and clinical sites at least 16 weeks prior to the beginning of each clinical rotation. Students may choose preceptors and clinical sites that have already been approved for other students with the permission of the preceptor and clinical site representative. Any questions about prior preceptor and site approvals and required documentation should be immediately directed to the Clinical Coordinator to avoid delays in placement.

Once the site and preceptor have been approved the student is required to enter all clinical dates in the My Schedule section accessed on the Typhon homepage. Failure to have a scheduling request approved may result in the student not being able to count the clinical hours for that day. Students must also update the semester, course, preceptor, and clinical site information during each term in the Required Defaults on the Typhon home page.

Any delay in these procedures could result in the student being unable to begin the clinical rotation and potentially cause a delay in progressing through the program.

The student in the FNP track will have at least one clinical experience with an APRN during the course of the program.

- Clinical hours may not be completed in more than three locations per course.
- The student must spend at least 4 hours in the clinical setting to be able to count the hours, and no more than 12 hours in 24-hour period.
- Any carry over of clinical hours into other courses will be approved by faculty on a case-by-case basis.
- The student may not be paid for clinical hours or accrue clinical hours during scheduled employment hours.
- Site and preceptor selection for specific courses and limitations for clinical sites and hours are available in the MSN Student Resource Room in the learning management system.
- The student must adhere to the clinical sites' requirements for immunizations, safety training, HIPAA training, and any other vaccination, screening, or training policies.
- The student may only attend clinical experiences when the University main campus is open for business. This may extend beyond the dates of a particular course and, if so, must be approved by faculty on a case-by-case basis.

<b>Clinical Hours for Family Nurse Practitioner Track</b>				
<b>Unacceptable Settings</b>				
<b>Course</b>	<b>Hours</b>	<b>Skills Needed</b>	<b>Acceptable Settings</b>	<b>Unacceptable Settings</b>
<b>NUR 509</b>	60	Must be able to perform: ✓ Adult health histories ✓ Head-to-toe physical exams ✓ Formulate differential diagnoses ✓ Formulate plan of care	Primary care practicum settings seeing both male and female adult patients  Examples: ✓ Family practice ✓ Internal Medicine ✓ Long term care facilities ✓ Rural clinics ✓ NP based home health ✓ Veteran's administration  **Also acceptable with certain limitations: ✓ Urgent Care/Retail Health ✓ ER	✓ Intensive Care ✓ Inpatient hospital care ✓ OB/GYN ✓ Pediatrics ✓ Mental Health ✓ Specialties ✓ Palliative Care ✓ Most Specialties
<b>NUR 510</b>	120			
<b>**Hour limitations for NUR 509 and NUR 510.</b> You are not required to complete hours in the settings listed below, but if you elect to do so, the hour limitations will be strictly enforced. Emergency Department and Urgent Care/Retail Health: maximum of 90 hours. Examples: CVS, Kroger, Walmart, Fast Pace.				

<b>Course</b>	<b>Hours</b>	<b>Skills Needed</b>	<b>Acceptable Settings</b>	<b>Unacceptable Settings</b>
<b>NUR 511 Pediatrics</b>	120	<b>Peds</b> Must be able to perform: ✓ Complete pediatric health history ✓ Complete pediatric physical exam ✓ Formulate differential diagnoses ✓ Formulate plan of care	<b>Peds</b> ✓ Pediatric primary care practice ✓ *Family Practice (seeing only pediatric patients ages 18 and under) ✓ **Pediatric urgent care or ER	✓ High risk OB care. ✓ Any specialties ✓ Inpatient care ✓ Acute care ✓ Emergency room ✓ Inpatient ✓ Acute care
<b>NUR 512 Women's Health</b>	120	<b>Women's Health</b> Must be able to perform: ✓ Complete women's health history ✓ Head-to-toe prenatal and postpartum physical exams ✓ Well woman exam ✓ Formulate differential diagnoses ✓ Formulate plan of care	<b>Women's Health</b> ✓ *Family Practice (seeing only women's health patients) ✓ OB/GYN outpatient clinic ✓ Health Department ✓ Planned Parenthood	

\*If you choose a family care setting for women's health or pediatrics, you can only count ½ hour per patient seen. For example, if you see 10 pediatric or women's health patients in one day, you may only count this for 5 practicum hours.

\*\* Pediatric Urgent Care/ER hours are limited to a maximum of 60 hours.

<b>Course</b>	<b>Hours</b>	<b>Skills Needed</b>	<b>Acceptable Settings</b>	<b>Unacceptable Settings</b>
<b>NUR 513</b>	120 total hrs. (80 hours adult and 40 hours peds)	Must be able to perform: <ul style="list-style-type: none"> <li>✓ Complete adult health histories and head-to-toe adult physical exams</li> <li>✓ Complete pediatric health history and physical exam</li> <li>✓ Complete women's health history and well woman exam</li> <li>✓ Health history and head-to-toe prenatal and postpartum physical exams</li> </ul>	<ul style="list-style-type: none"> <li>✓ Primary care practicum settings seeing both male and female adult patients. Examples: <ul style="list-style-type: none"> <li>▪ Family practice</li> <li>▪ Internal Medicine</li> <li>▪ Long term care facilities</li> <li>▪ Rural clinics</li> </ul> </li> <li>✓ Primary care pediatric settings</li> <li>✓ Also acceptable with certain limitations: <ul style="list-style-type: none"> <li>▪ Urgent Care/Retail Health</li> <li>▪ ER</li> <li>▪ Specialties</li> <li>▪ NP based home health</li> <li>▪ Veteran's administration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Inpatient</li> <li>✓ Acute care</li> <li>✓ Some specialties</li> <li>✓ High risk OB</li> </ul>
<b>NUR 514</b>	120 total hrs. (80 hours adult and 40 hours peds)	<ul style="list-style-type: none"> <li>✓ Problem focused history and exam in all age groups.</li> <li>✓ Formulate differential diagnoses</li> <li>✓ Formulate plan of care</li> <li>✓ Implement plan of care</li> </ul>		

**Hour limitations for NUR 513 and 514.** These classes combine for a total of 240 clinical hours. If the clinical site sees a variety of populations, all clinical hours may be obtained at the same site. In **both** NUR 513 and NUR 514, students will spend 80 hours caring for adult and women's health patients and 40 hours caring for pediatric patients. Students may need to obtain all of the hours for each population within the same block of time based on preceptor and clinical site availability. Approval will be considered on a case-by-case basis and an incomplete given in NUR 513 if all hour requirements cannot be met until the following term. Students may spend up to 40 of the required hours in either course in a specialty area with faculty approval.

**The most efficient setting to meet the above requirements is a Family Practice Setting.**

**Only hours spent with your preceptor providing direct patient care may be counted as practicum hours. Any online activities, conferences or other indirect instruction or activities cannot be counted.**

<b>Clinical Hour Requirements for the Health System Leadership Track</b>				
<b>Course</b>	<b>Hours</b>	<b>Skills Needed</b>	<b>Acceptable Settings</b>	<b>Unacceptable Settings</b>
<b>NUR 517</b>	60 Hours	Must be able to: <ul style="list-style-type: none"> <li>✓ Demonstrate leader communication, collaboration, and relationship-building skills</li> <li>✓ Describe the skill components of foundational thinking</li> <li>✓ Utilize information management tools assigned for use in the practicum site</li> <li>✓ Provide basic information about each of the master's prepared health system leader competencies</li> <li>✓ Describe the role of the health system leader in the provision of evidence-based practice</li> </ul>	Nursing Executive or Leadership settings within a health care facility	Non-nursing departments within health care

<b>NUR 519</b>	60 Hours	Must be able to: <ul style="list-style-type: none"> <li>✓ Articulate the components of relationship-based nursing care leadership</li> <li>✓ Demonstrate compassionate leader behaviors</li> <li>✓ Develop trusting relationships</li> <li>✓ Examine the concept of leadership systems thinking</li> <li>✓ Present performance improvement using scientific findings and leadership competencies</li> <li>✓ Examine the interrelationship of leading oneself, leading others, and leading an organization</li> </ul>	Nursing Executive or Leadership settings within a health care facility	Non-nursing departments within health care
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<b>NUR 521</b>	60 Hours	<p>Must be able to:</p> <ul style="list-style-type: none"> <li>✓ Articulate the foundational concepts of Watson's Theory of Caring</li> <li>✓ Examine how Watson's nursing process parallels the scientific research process</li> <li>✓ Demonstrate the use of the change agent role in leadership</li> <li>✓ Critique own investigation project through lens of Watson's Theory of Caring</li> <li>✓ Create a capstone project plan using Watson's Theory of Caring</li> <li>✓ Present a capstone project plan pertinent to the capstone site</li> </ul>	Nursing Executive or Leadership settings within a health care facility	Non-nursing departments within health care
<b>NUR 522</b>	60 Hours	<p>Must be able to:</p> <ul style="list-style-type: none"> <li>✓ Relate foundational thinking, systems thinking and change management to advanced problem-solving and decision-making</li> <li>✓ Articulate the business skills important in advanced problem-solving and decision-making</li> <li>✓ Demonstrate visionary leadership in career planning</li> <li>✓ Create a scholarly project</li> <li>✓ Present a scholarly project pertinent to the capstone site and the faculty</li> </ul>	Nursing Executive or Leadership settings within a health care facility	Non-nursing departments within health care

**DATE:** June 2020

**REVIEWED:** June 2020, August 2020, May 2021, May 2022

**REVISED:** June 2020, May 2021

**EFFECTIVE:** June 2020

**SUBJECT:**

### **Responsibilities of Faculty, Preceptor, And Students in The Clinical Setting**

**POLICY:** Responsibilities of Faculty, Preceptor, and Students in the Clinical Setting

**PURPOSE:** Faculty, Preceptors and Students have distinct responsibilities that together support that the student has a valuable clinical experience and is successful in meeting the course and end of program learning outcomes.

**PROCEDURE:** Responsibilities of Faculty, Preceptor, and Students in the Clinical Setting

Prior to the start of a clinical rotation, the clinical faculty, the student and the preceptor attest that they have read and understand the responsibilities of each party. This is documented by signatures on the Student – Faculty – Preceptor Agreement and housed in Typhon.

### **Student Responsibilities in the Clinical Setting**

- Adheres to all policies and procedures for Campbellsville University, the School of Nursing, and the practicum facility including HIPAA and OSHA training.
- Respects patients and families with regard to privacy and cultural variances.
- Exhibits professional behaviors and appearance at all times.
- Provides the preceptor with contact information and obtaining contact information from the preceptor.
- Notifies the preceptor of sickness or other life event that would prevent the student from attending a scheduled clinical day.
- Distributes, complete and return to the University all required documentation from preceptors and clinical sites.
- Discusses with preceptor course objectives and personal goals for the clinical experience.
- Shares with preceptor the need for exposure to skills or certain clinical scenarios to enhance the individual clinical experience and asking questions as needed.
- Schedules clinical hours in consideration of the preceptor's schedule and available hours at the clinical site.
- Reminds preceptor of the need for student evaluations-as required for each course.
- Provides the required documentation of clinical hours and case logs as required in each course.
- Evaluates the preceptor and clinical site at the end of each clinical rotation.
- Facilitates scheduling of faculty virtual visits as required for each course.
- Communicates with preceptor any concerns about or barriers to an effective learning environment.
- Communicates with faculty any concerns or barriers that were not resolved after conferring with the preceptor.
- Complies with all clinical site policies.
- Documents in the electronic health system under the supervision and guidance of the preceptor.

- Refrains from performing any technique or procedure for which the student has not been adequately trained.

### **Faculty Responsibilities in the Clinical Setting**

- Ensures that each preceptor meets selection criteria as listed in the Campbellsville University MSN Practicum Handbook policy.
- Maintains respectful interaction with preceptor and student regardless of cultural or personality differences.
- Initiates and maintains contact with preceptor.
- Provides preceptor with documentation identifying and describing the requirements of the course.
- Provides preceptor with criteria for student evaluation and the number of direct clinical hours needed for that rotation.
- Conducts annual review including preceptor credentials and student evaluations of preceptors.
- Attends one or more virtual site visits with preceptor and student—as required for each course.
- Evaluates student’s success in meeting the objectives in the clinical setting with the input of the preceptor.
- Provide contact information including email addresses, office phone numbers, personal cell phone, emergency contact and best times to call.
- Supports students and preceptors in conflict resolution and prevention strategies.
- Provides guidelines for reporting student or patient care incidents.
- Provides access to preceptor to address urgent issues.
- Works with the Clinical Coordinator to arrange for practicum placement consistent with program outcomes and student learning objectives.
- Provides remediation or correction plans for the student as needed.
- Supports preceptor and provide resources and accommodations for the practicum experience.
- Evaluates case logs and other clinical documentation requirements as applicable in each course.
- Analyzes results of the preceptor survey and makes needed changes to the selection of preceptors based on the findings.

### **Preceptor’s Responsibility in the Clinical Setting**

#### **Logistics and Arrangements**

- Notifies appropriate individual (office manager, practice coordinator, etc.) of request for precepting
- Arranges for student orientation, including computer access
- Arranges clinical schedule with student (days, hours)
- Informs and prepare staff for student arrival and participation
- Informs student of practice epidemiology (common concerns and conditions seen in the practice)

- Assists with student access to patient health records
- Ensures examination space for patient encounters as applicable for the clinical experience
- Assists the student in learning the consultation and referral process in the clinical setting
- Is aware of information in the legal affiliation agreement with the student's program
- Reviews personal and course/clinical objectives with student

### **Preceptor Documentation Requirements (per program track requirements)**

- CV/resume
- Professional license information
- Documentation of specialty certifications
- Provides current contact information to faculty

### **Communication**

- Discusses any problems with student and faculty
- Enables student documentation of patient care consistent with the requirements of the clinical site. (If students have limited access to EHR, student can document on a form that may assist with preceptor's own computer charting)
- Is available onsite when student is present

### **Patient Encounters (as appropriate to program option)**

- Facilitates access to a variety of patients as students increase their clinical skills
- Validates student findings and provide feedback regarding their accuracy and significance
- Discusses and approve the plan of management with the student including diagnostic, therapeutic and follow-up plans

### **Evaluation**

- Provides formative and summative evaluation to document student's performance, consistent with student's agreement and personal objectives and course objectives.
- Confers with faculty advisor and student to discuss student's progress and learning needs

## **Student-Preceptor-Faculty Agreement**

The student enrolled in the Master of Science in Nursing Program will commit an average of \_\_\_\_\_ hours weekly participating in clinically sanctioned activities. The student will share in the evaluation of the preceptor and course content.

The preceptor will serve as a role model and will provide adequate opportunities for practice and success. The preceptor will provide support, encouragement, and professional feedback in difficult and complex situations. The preceptor will share various tools and references which will assist the student in the role transition to nurse practitioner.

The preceptor agrees to review the student's weekly activity log and provide supervision and guidance to facilitate the student's goals and expectations for the clinical experience. The preceptor also agrees to collaborate with the student and professor in an ongoing evaluation of the student's needs and clinical experiences.

The student agrees that all information concerning the involved agency, patients, or School/College of Nursing will be kept confidential. The student also agrees that the preceptor will provide a summative evaluation of the student's activities, professionalism, goal attainment, etc.

**STUDENT**

\_\_\_\_\_

NAME (Please Print)

\_\_\_\_\_

Student's Signature

\_\_\_\_\_

Date

**PRECEPTOR**

\_\_\_\_\_

NAME & TITLE (Please Print)

\_\_\_\_\_

Preceptor's Signature

\_\_\_\_\_

Date

**AGENCY**

\_\_\_\_\_

**FACULTY**

\_\_\_\_\_

NAME & TITLE (Please Print)

\_\_\_\_\_

Faculty Signature

\_\_\_\_\_

Date

**DATE:** June 2020

**REVIEWED:** June 2020, August 2020, May 2021, May 2022

**REVISED:** June 2020, August 2020, May 2021, May 2022

**EFFECTIVE:** June 2020

**SUBJECT:**

**Conflict of Interest**

**POLICY:** Conflict of Interest

**PURPOSE:** Preceptor and student should have a relationship that is conducive to an optimal learning experience.

**PROCEDURE:** Conflict of Interest

Students and preceptors should provide the program with documentation that a conflict of interest does not exist. Conflicts of interest include but are not limited to personal or social relationships and the preceptor having an authoritative position over the student in a setting other than in the clinical rotation. (See the following Conflict of Interest Statement).



**Master of Science in Nursing Program  
Conflict of Interest Statement**

I have secured \_\_\_\_\_ as my clinical preceptor for NUR  
\_\_\_\_\_.

The following signatures verify that there is no personal, social, or professional relationship with this preceptor that is inappropriate and would be an impediment to learning.

\_\_\_\_\_  
\_\_\_\_\_  
Student name (print) Student signature and date

\_\_\_\_\_  
\_\_\_\_\_  
Preceptor name (print) Preceptor signature and date

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**EFFECTIVE:** June 2020

**SUBJECT:**

### Individual Student Clinical Learning Objectives

**POLICY:** Individual Student Clinical Learning Objectives

**PURPOSE:** Course and personal objectives guide the learning experience and clarify direction for both the learner and the preceptor.

**PROCEDURE:** Individual Student Clinical Learning Objectives

The student shall construct student-specific learning objectives in addition to the course objectives for the clinical experience. The student will reflect and develop individual learning objectives that will meet and facilitate learning needs (e.g., assessment of abnormal heart sounds, skills acquisition, clinical use of the microscope, suturing, etc.) that are not explicit in the course or clinical objectives. The student should also provide a copy of the course objectives and evaluation criteria & forms if the preceptor has not received them.

Guidelines for developing individual learning objectives include the following:

- The student will write specific clinical objectives according to individual learning needs.
- The faculty member will discuss and approve the objectives before the student presents them to the preceptor.
- Examples of clinical objectives include gaining expertise in psychomotor skills, diagnostic reasoning, diagnostic labeling, interventions, documentation, and evaluation methods.
- Examples of clinical leadership objectives include gaining expertise in communication and relationship building, advanced leadership problem-solving, and nursing leadership business skills.
- Specific clinical objectives must have a consensus of approval among faculty, preceptor, and student.
- Clinical objectives should reflect the level of competency the student would like to achieve at the end of the clinical, e.g., minimal competency, proficient, etc.
- Clinical objectives should be congruent and complement the course objectives.
- A method for evaluation of individual objectives should include a method for evaluation that is measurable.
- Specific clinical objectives should be sufficiently limited in number so that appropriate attention can be directed toward each.

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**EFFECTIVE:** June 2020

**SUBJECT:**

### **Preparation for the Clinical Experience and Getting Started**

**POLICY:** Preparation for the Clinical Experience and Getting Started

**PURPOSE:** The clinical experience extends the learning environment of the classroom to integrate and synthesize theoretical concepts with clinical practice. Students should be prepared prior to the start of the experience to maximize learning during the rotation.

**PROCEDURE:** Preparation for the Clinical Experience and Getting Started

Students should prepare for the clinical experience by developing individual learning objectives, as previously discussed. Students should prepare for clinical by reading course texts and professional journals and using other audiovisual and electronic learning aids. Students are expected to be self-motivated and responsible for preparation for the clinical experience.

The preceptor should discuss the specific patient population and the most common clinical problems to expect in the clinical site. The preceptor may recommend materials and topics for review prior to the first clinical day. The student should review the common clinical problems relevant to the clinical site population. Follow-up reading of current reference material following the clinical day provides the student with the opportunity to increase the breadth of scientific and clinical knowledge from that gained in the clinical arena.

FNP students must bring their clinical diagnostic equipment (e.g. stethoscope, pen light, etc.). Otoscopes and ophthalmoscopes are generally available in treatment areas but ask your preceptor if there are any specific things you need to bring. Electronic resources, such as a smart phone or a tablet, can provide applications appropriate to the clinical experience and be valuable to student learning. It may be beneficial to have discussions with other students who have had the same or similar placements.

Health System Leadership students should bring an electronic resource, such as a smart phone or a tablet, to the clinical site as it may be beneficial for communication within the leadership environment and to provide applications appropriate to the clinical experience.

On the first clinical day, the preceptor will introduce the student to the clinical site, confidentiality and personnel policies, and to other members of the staff and provider team. The role of the student and the length of clinical placement will be relayed to the staff. Preceptor and student will discuss computer access, the procedure for the preceptor cosigning documents, eating and parking arrangements, and communication with other disciplines.

The student will share with the preceptor personal learning objectives and priorities as discussed previously. The student should learn something about the preceptor, when possible, to acknowledge the preceptor's background and broaden the educational experience. The preceptor will allow the student one day to "shadow" them to understand the particular style and pace of the clinical environment.

Each agency may require the student to complete the agency's HIPAA guide before beginning the clinical. The student must comply with HIPAA regulations regarding the protection of the privacy of all health information of patients encountered in the clinical site. All assignments must be submitted without any identifying data.

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**SUBJECT:**

### Clinical Documentation

**POLICY:** Clinical Documentation

**PURPOSE:** The clinical experience extends the learning environment of the classroom to integrate and synthesize theoretical concepts with clinical practice. Students should be prepared prior to the start of the experience to maximize learning during the rotation.

**PROCEDURE:** Clinical Documentation

#### Clinical Hour Time Logs (for all MSN options)

Documentation of clinical hours will be addressed in each individual course syllabus. It is the student's responsibility to maintain the clinical hour time log and obtain the preceptor's verification that validates the completion of the clinical hours. FNP students should seek faculty counsel on recording the hours for each age population seen (e.g., pediatrics, women's health, adult) if in a clinical site with multiple population foci. Maintaining separate clinical hours for each population provides clarity for documentation that can be provided to the certification bodies when applying for certification. This will be clarified in each individual course and will not pertain to leadership students.

#### Clinical Case Logs (for FNP option)

The student will be required to keep an electronic clinical case log for patient encounters in the clinical setting. Faculty for each course will give direction in the clinical course syllabus on: data to be included, number and type of patients seen, clinical problems evaluated, procedures performed, immunizations, medications prescribed, the frequency for submitting the logs, having the logs approved or returning it to the student for revisions.

#### *Patient Records*

In accordance with the provisions of HIPAA, all information relating to individual patients must be removed when the patient's case presentation is documented in clinical logs, history and physicals, case studies, etc.

With the advent of the electronic health record (EHR), many practices and agencies/institutions use EHRs. The student will need to identify the processes for obtaining access, documentation, and preceptor review and signature. Many different EHR programs are currently in use, and the experience of using one provides the opportunity to learn the benefits of the EHR and how best to document patient care and evaluate patient outcomes.

Patient documentation requirements will vary in the clinical setting and are up to the preceptor's discretion. These may include:

Documentation in the patient's electronic medical record which is then reviewed, edited and signed by the preceptor.

Written documentation in a teaching file separate from the actual patient medical record.

Collaborative documentation between student and preceptor either in a written or electronic medical record.

The student may also be asked by the course faculty to submit copies of the full documentation from some patient encounters. This will ensure that the ability to document correctly is assessed. The number of these documentations will be left to the discretion of the course instructor.

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**SUBJECT:**

### **Faculty Communication/Site Visits**

**POLICY:** Faculty Communication/Site Visits

**PURPOSE:** Student evaluation is the responsibility of the MSN faculty with input from the preceptor. Direct clinical observation of student performance is essential by both the faculty member and the clinical preceptor. Clinical observation by faculty may be accomplished using direct and/or indirect evaluation methods such as student-faculty conferences, computer simulation, videotaped sessions, clinical simulations, or other appropriate telecommunication technologies.

**PROCEDURE:** Faculty Communication/Site Visits

The clinical faculty will make at least one virtual site visit for each student during each clinical rotation. This visit should occur approximately half-way through the rotation with timing at the discretion of faculty. Scheduling will be facilitated by the student after obtaining both faculty and preceptor availability. A site visit should take place during each clinical rotation even if the student is at more than one site during one course.

- The FNP student clinical faculty visit should include an actual patient encounter if permitted by the preceptor and site management. If a patient encounter is planned, the faculty or student will obtain verbal permission from the patient in the exam room before the visit continues. The visit will be conducted using Zoom virtual meeting room. The student may use a tablet or cell phone for the encounter, but the student and patient must be visible to the clinical faculty throughout the exam. The faculty should have a time to converse alone with the preceptor, either after the patient encounter or at another pre-designated time, for a report on the student's progress and additional needs. The student will then be included in a conversation with faculty for further discussion about progress and goals for the remaining clinical time.
- The Health System Leadership clinical faculty visit may be conducted virtually with the preceptor and student discussing a leadership situation in which the student participated.

A second visit may be indicated based on the progress of the student at the time of the first visit or if any new issues with clinical performance arise. Instructions for the use of Zoom are in the MSN Student Resource Room.

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**SUBJECT:**

## Clinical Evaluation

**POLICY:** Clinical Evaluation

**PURPOSE:** Master's prepared nurses must perform competently, appropriately interact with patients and various professionals, and adapt to ever-changing health care systems. Evaluation of outcomes need to reflect these expectations. Measurement of the quality of the student's performance in the clinical setting is assessing attainment of educational competencies and learning outcomes. Evaluation provides opportunities to identify students' strengths and weaknesses and to provide experiences to enable students to successfully achieve educational competencies. In addition to student evaluation, the evaluation process includes appropriateness of clinical sites, quality of teaching/learning strategies, preceptor involvement, performance of faculty member(s), and the effectiveness of the overall educational program.

**PROCEDURE:** Clinical Evaluation

Faculty evaluation of the student's overall success in the clinical setting is specific to each course and included in the corresponding course syllabus. Evaluation methods include but are not limited to clinical notes, faculty site visits, written or verbal assignments, and preceptor and faculty evaluations.

Success is measured by standard rubrics that are specific to each course and evaluation method. The equivalent of Pass on each rubric must be achieved for the student to be successful in the clinical portion of the course. Additionally, the student must have a passing grading in the didactic portion of the course. Additionally, in order for a student to participate in clinical rotations, they must have a passing grade in the didactic portion of the course.

If faculty, preceptor, or student note a significant deficiency in performance in the clinical setting, the student and faculty will design a remediation plan and share with the preceptor. See below.

Evaluation templates for the clinical setting for faculty, student, and preceptor are included below and housed in the MSN program section of Typhon.

Performance in an unsafe manner may result in dismissal from the program at any point. Preventable injury of client or other person may also result in dismissal.

## Faculty Clinical Site Visit Evaluation of Student

Current Term:

Course:

Name and Location of Clinic:

Preceptor:

	Excellent	Good	Fair	Poor
<b>Chief Complaint</b>	Consistently presents patient's age, gender, and CC.	Sometimes omits patient's age, gender or CC.	Frequently omits patient's age, gender or CC.	Consistently omits patient's age, gender or CC.
<b>Differentials</b>	Consistently states appropriate differentials for the CC.	Sometimes omits some appropriate differentials.	Frequently omits appropriate differentials.	Consistently omits appropriate differentials.
<b>Subjective</b>	Consistently presents concise, organized, HPIs. Includes key ROS, PMH, FH and SH. No objective findings included in the history.	Objective data reported to preceptor are sometimes disorganized. Most abnormal exam findings are identified.	Objective data reported to preceptor are frequently disorganized. Critical abnormal exam findings are not identified.	Objective data reported to preceptor are consistently disorganized. Critical abnormal exam findings are not identified.
<b>Assessment</b>	Assessments are consistently accurate and show clear understanding of the patient's disease state(s) and current condition(s). Logically refutes the remaining differentials.	Assessments are sometimes inaccurate based on the subjective and/or objective data obtained. Differential diagnoses are sometimes not supported or refuted.	Assessments are frequently inaccurate based on the subjective and/or objective data obtained. Differential diagnoses are not supported or refuted.	Assessments are consistently inaccurate based on the subjective and/or objective data obtained. Differential diagnoses are not supported or refuted.
<b>Diagnostic Studies</b>	Diagnostic studies are consistently pertinent to either rule in or rule out differential dx without being excessive.	Diagnostic studies are sometimes not pertinent to either rule in or rule out differential dx or are sometimes excessive	Diagnostic studies are frequently not pertinent to either rule in or rule out differential dx or are frequently excessive.	Diagnostic studies are consistently not pertinent to either rule in or rule out differential dx or are frequently excessive
<b>Plan</b>	Plans are consistently appropriate and accurate for the diagnosis. Are individualized and supported by current evidence-based guidelines. Consistently includes pertinent health education, health promotion/disease	Plans are usually appropriate for the diagnosis but are sometimes "generic" and not well individualized to the patient. Are usually supported by current evidence-based guidelines. Sometimes omits pertinent health education, health promotion/disease	Plans are frequently not appropriate for the diagnosis or are too excessive. Are sometimes not supported by evidence-based guidelines. Frequently omits pertinent health education, health promotion/disease prevention and appropriate f/u.	Plans are consistently not appropriate for the diagnosis or are too excessive. Consistently not supported by evidence-based guidelines. Consistently omits pertinent health education, health promotion/disease prevention and appropriate f/u.

	prevention and appropriate f/u.	prevention and appropriate f/u.		
<b>Interpersonal Communications</b>	Consistently relates well to patients. Demonstrates sensitivity to the patients' culture, age, gender and socioeconomic status.	Usually relates well to patients. Sometimes insensitive to the patients' culture, age, gender and socioeconomic status.	Frequently has difficulty relating to patients. Frequently insensitive to the patients' culture, age, gender and socioeconomic status.	Consistently has difficulty relating to patients. Consistently insensitive to the patients' culture, age, gender and socioeconomic status.
<b>Professionalism</b>	Consistently professional in attire and in communication with preceptor & staff. Recognizes areas that need improvement and accepts constructive criticism.	Usually professional in attire and in communication with preceptor & staff. Usually recognizes areas that need improvement & accepts constructive criticism.	Frequently unprofessional in attire and in communication with preceptor & staff. Does not recognize areas that need improvement nor accepts constructive criticism.	Consistently unprofessional in attire and in communication with preceptor & staff. Does not recognize areas that need improvement nor accepts constructive criticism.

Pass: Yes \_\_\_\_\_ No \_\_\_\_\_

Observed Strengths:

Suggested Areas for Improvement:

Remediation Plan if Needed:

Clinical Faculty Signature:

Date:

## **Student Designed Remediation Plan**

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Course Faculty involved with this Learning Plan: \_\_\_\_\_

Briefly state the problem:

What do I need to accomplish?

Steps to resolution - how will I accomplish these objectives?

What resources will I need?

How will I demonstrate that I have reached my objectives?

What constitutes satisfactory performance for me?

What constitutes unsatisfactory performance for me?

Date for review of progress \_\_\_\_\_

Date for completion of the Learning Plan \_\_\_\_\_

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

Addition Site Visit Required: Yes \_\_\_\_\_ No \_\_\_\_\_

Faculty Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

## Preceptor Evaluation of Student, Student Self-Evaluation and Faculty Evaluation of Student

Student's Name: \_\_\_\_\_

# of Hours Completed: \_\_\_\_\_

Preceptor's Name: \_\_\_\_\_

Course Title & #: \_\_\_\_\_

COMPETENCY AREA: Professionalism	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
1. The student presents cases in an organized manner.					
2. The student maintains confidentiality and adheres to HIPAA.					
3. The student performs appropriate examinations on the patient.					
4. The student analyzes and interprets problems correctly.					
5. The student incorporates patient/family cultural preference, beliefs, and traditions into the management plan.					
6. The student demonstrates appropriate clinical judgement.					
7. The student demonstrates efficient use of time.					
8. The student assumes responsibility.					
9. The student has strong oral presentation skills.					
10. The student exercises sound judgement.					
11. The student pays attention to detail.					
12. The student has a strong work ethic.					
13. The student demonstrates critical thinking in planning for the optimal patient outcome.					
14. The student's appearance, demeanor, and reliability is appropriate.					
15. The student responds well to constructive criticism and feedback.					
16. The student establishes general patient acceptance/rapport.					
17. The student provides the patient with empathy and support.					
COMPETENCY AREA: Scientific Foundation	CONSISTENT & Self directed	Fairly Consistent	MODERATE guidance needed	Considerable Guidance Needed	Does Not Apply
1. Critically analyzes data and evidence for improving advanced nursing practice.					
2. Integrates knowledge from the humanities and sciences within the context of nursing science.					
3. Translates research and other forms of knowledge to improve practice processes and outcomes.					
4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.					
COMPETENCY AREA: Leadership	CONSISTENT & Self directed	Fairly Consistent	MODERATE guidance needed	Considerable Guidance Needed	Does Not Apply
1. Assumes complex and advanced leadership roles to initiate and guide change.					
2. Provides leadership to foster collaboration with multiple stakeholders (e.g., patients, community, integrated health care teams, and policy makers) to improve health care.					
3. Demonstrates leadership that uses critical and reflective thinking.					

4. Advocates for improved access, quality, and cost effective health care.					
5. Advances practice through the development and implementation of innovations incorporating principles of change.					
6. Communicates practice knowledge effectively both orally and in writing.					
7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.					
<b>COMPETENCY AREA: Quality</b>	<b>CONSISTENT &amp; Self directed</b>	<b>Fairly Consistent</b>	<b>MODERATE guidance needed</b>	<b>Considerable Guidance Needed</b>	<b>Does Not Apply</b>
1. Uses best available evidence to continuously improve quality of clinical practice.					
2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.					
3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact quality of health care.					
4. Applies skills in peer review to promote a culture of excellence.					
5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.					
<b>COMPETENCY AREA: Practice Inquiry</b>	<b>CONSISTENT &amp; Self directed</b>	<b>Fairly Consistent</b>	<b>MODERATE guidance needed</b>	<b>Considerable Guidance Needed</b>	<b>Does Not Apply</b>
1. Provides leadership in the translation of new knowledge into practice.					
2. Generates knowledge from clinical practice to improve practice and patient outcomes.					
3. Applies clinical investigative skills to improve health outcomes.					
4. Leads practice inquiry, individually or in partnership with others.					
5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.					
6. Analyzes clinical guidelines for individualized application into practice.					
<b>COMPETENCY AREA: Technology and Information Literacy</b>	<b>CONSISTENT &amp; Self directed</b>	<b>Fairly Consistent</b>	<b>MODERATE guidance needed</b>	<b>Considerable Guidance Needed</b>	<b>Does Not Apply</b>
1. Integrates appropriate technologies for knowledge management to improve health care.					
2. Translates technical and scientific health information appropriate for various users' needs.					
2a. Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.					
2b. Coaches the patient and caregiver for positive behavioral change.					
3. Demonstrates information literacy skills in complex decision making.					
4. Contributes to the design of clinical information systems that promote safe, quality, and cost effective care.					
5. Uses technology systems that capture data on variables for the evaluation of nursing care.					
<b>COMPETENCY AREA: Policy</b>	<b>CONSISTENT &amp; Self directed</b>	<b>Fairly Consistent</b>	<b>MODERATE guidance needed</b>	<b>Considerable Guidance Needed</b>	<b>Does Not Apply</b>
1. Demonstrates an understanding of the interdependence of policy and practice.					
2. Advocates for ethical policies that promote access, equity, quality, and cost.					
3. Analyzes ethical, legal, and social factors influencing policy development.					
4. Contributes in the development of health policy.					
5. Analyzes the implications of health policy across disciplines.					
6. Evaluates the impact of globalization on health care policy development.					
<b>COMPETENCY AREA: Health Delivery Systems</b>	<b>CONSISTENT &amp; Self directed</b>	<b>Fairly Consistent</b>	<b>MODERATE guidance needed</b>	<b>Considerable Guidance Needed</b>	<b>Does Not Apply</b>
1. Applies knowledge of organizational practices and complex systems to improve health care delivery.					
2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.					

3. Minimizes risk to patient and providers at the individual and systems level.					
4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.					
5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.					
6. Analyzes organizational structure, functions, and resources to improve the delivery of care.					
7. Collaborates in planning for transitions across the continuum of care.					
<b>COMPETENCY AREA: Ethics</b>	<b>CONSISTENT &amp; Self directed</b>	<b>Fairly Consistent</b>	<b>MODERATE guidance needed</b>	<b>Considerable Guidance Needed</b>	<b>Does Not Apply</b>
1. Integrates ethical principles in decision making.					
2. Evaluates the ethical consequences of decisions.					
3. Applies ethically sound solutions to complex issues related to individuals, populations, and systems of care.					
<b>COMPETENCY AREA: Independent Practice</b>	<b>CONSISTENT &amp; Self directed</b>	<b>Fairly Consistent</b>	<b>MODERATE guidance needed</b>	<b>Considerable Guidance Needed</b>	<b>Does Not Apply</b>
1. Functions as a licensed independent practitioner.					
2. Demonstrates the highest level of accountability for professional practice/					
3. Practices independently managing previously diagnosed and undiagnosed patients.					
3a. Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative and end of life care.					
3b. Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.					
3c. Employs screening and diagnostic strategies in the development of diagnoses.					
3d. Prescribes medications within the scope of practice.					
3e. Manages the health/illness status of patients and families over time.					
4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision making.					
4a. Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.					
4b. Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.					
4c. Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.					
4d. Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.					
<b>Student Strengths:</b>		<b>Areas for development/improvement:</b>			

Preceptor's Signature/Date : \_\_\_\_\_

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

**DATE:** June 2020

**REVIEWED:** June 2020, August 2020, May 2021, May 2022

**REVISED:** June 2020, August 2020, May 2021

**EFFECTIVE:** June 2020

**SUBJECT:**

**Evaluation of the Preceptor & Clinical Site by Student and Faculty**

**POLICY:** Evaluation of the Preceptor & Clinical Site by Student and Faculty

**PURPOSE:** Outlines the process of evaluating the preceptor and clinical site and rationale for conducting such evaluations.

**PROCEDURE:** Evaluation of the Preceptor & Clinical Site by Student and Faculty

Following the clinical rotation, the student should provide feedback to the preceptor on the quality of the learning experience, including the effectiveness of the preceptor's teaching and mentoring. In addition, students should provide the faculty with feedback on the effectiveness of the preceptor in supporting learning outcomes as well as the clinical site for facilitating learning (e.g. exam rooms available for student patient encounters). These surveys will be administered through Typhon and are included below. The faculty will evaluate the clinical site at the end of each rotation to guide use of the site in the future.

## Student Evaluation of Clinical Site

Student Evaluation of Clinical Site

Clinical Site \_\_\_\_\_

Preceptor \_\_\_\_\_

Term \_\_\_\_\_

	Strongly Agree	Agree	Disagree	Strongly Disagree
Orientation to the site included a tour of the facility and introductions to key people.				
Physical facilities were adequate.				
The site is receptive to student participation in patient care.				
The site provided a balance of learning experiences.				
The staff of the site were accepting of me as a student.				
The quality of patients seen and scheduled was appropriate.				
The clinical site was professional in appearance including cleanliness.				
The clinical site provided adequate supervision for student learning and safety.				
This site provided a variety of learning experiences.				

Please list and detail the clinical site's strengths:

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Please list and detail the clinical site's weaknesses:

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I would recommend this site to other students.

Yes \_\_\_\_\_ No \_\_\_\_\_

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

Additional Comments

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## Student Evaluation of Preceptor

Student Evaluation of Preceptor

Clinical Site \_\_\_\_\_

Preceptor \_\_\_\_\_

Term \_\_\_\_\_

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My preceptor was available for consultation				
2. My preceptor facilitated access to information and resources.				
3. My preceptor provided constructive and timely feedback.				
4. My preceptor provided opportunities for management of patient care appropriate to my level of experience.				
5. My preceptor encouraged problem solving through meaningful questioning				
6. My preceptor's ability as an educator helped me apply my skills as a student of this program				
7. My preceptor was a role model in utilizing evidence in choosing interventions for best practice.				
8. My preceptor discussed his/her expectations of me for this clinical rotation.				
9. My preceptor reviewed my documentation.				
10. My preceptor was respectful of me and my time.				
11. My preceptor interacted in a professional manner with me.				

Please list and detail the preceptor's strengths:

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Please list and detail the preceptor's weaknesses:

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I would recommend this preceptor to other students.

\_\_\_\_\_ Yes      \_\_\_\_\_ No

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Name (Print) \_\_\_\_\_

Additional Comments:

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**DATE:** June 2020

**REVIEWED:** June 2020, August 2020, May 2021, May 2022

**REVISED:** June 2020, August 2020, May 2021, May 2022

**EFFECTIVE:** June 2020

**SUBJECT:**

## Evaluation and Selection of Clinical Sites for the Master of Science in Nursing Program

**POLICY:** Evaluation and Selection of Clinical Sites for the Master of Science in Nursing Program

**PURPOSE:** To ensure that clinical sites meet the needs of the students and support course and end of program learning outcomes.

**PROCEDURE:** Evaluation and Selection of Clinical Sites for the Master of Science in Nursing Program

The Clinical Coordinator in conjunction with the Program Coordinator and other faculty will review potential clinical facilities to determine suitability for student learning needs. Annual evaluation of these clinical sites ensures that the sites continue to meet the selection criteria on an ongoing basis and allows for discussion of any alterations or new needs when contracts are reviewed for renewal. To ensure that those facilities provide the optimum learning experience for students to be able to achieve the student learning outcomes and meet the need for School of Nursing program outcomes, facilities shall meet the following selection criteria:

- 1) Patient volume at the proposed site is adequate to ensure sufficient numbers and types of patients to acquire the skills required to meet core curriculum guidelines, program goals and practice.
- 2) The proposed clinical site shall have adequate space available for students, including adequate conference rooms, areas for documentation, and break space as needed.
- 3) Clinical site has adequate resources available on site, including:
  - Access to personal protective equipment (unless students are notified to supply their own prior to the clinical experience);
  - Clearly written, accessible policies and procedures;
  - Licensed staff in adequate numbers who retain ultimate responsibility for client population;
  - Medical record system access as necessary for completion of learning outcomes;
- 4) Clinical site will collaborate with program to ensure appropriate orientation process is provided to introduce faculty and students to facility, department rules and policies, procedures for handling emergency codes, any variations in dress code, educational opportunities, etc.
- 5) Clinical site mission and philosophy are compatible with the objectives and learning needs of students within the program.
- 6) Clinical site agrees to communicate regularly with Clinical Coordinator to discuss any problems or potential risks that could affect student-learning outcomes.
- 7) Clinical site remains in good standing with accrediting body/Medicare-Medicaid certification of compliance.

Clinical faculty will evaluate the clinical site after each site visit. Any concerns or deficiencies will be discussed with the Clinical Coordinator and depending upon the gravity of the situation, addressed immediately or annually in the February staff meeting. Each site will be reviewed annually by the Clinical Coordinator using the following checklist. These reviews will be housed in Typhon in the documents section for each clinical site.

## Faculty Evaluation of Clinical Site

Location of site:     Urban \_\_\_\_\_ Rural \_\_\_\_\_

Name of faculty completing report: \_\_\_\_\_ Date \_\_\_\_\_

Name of preceptor \_\_\_\_\_

	Yes	No	N/A
Does the site have a dedicated work area for the students?			
Does the site present any safety concerns for the student?			
Do students have access to patient records either paper or electronic including lab and x-ray reports?			
Does the site provide opportunities for the students to assume increasing levels of independence based on their performance?			
Does the site advocate for ethical policies that promote access, equity, quality, and cost?			
Does the site have a sufficient number of patient available to meet student learning objectives?			
Is the site staff supportive of the student's learning in the clinical setting?			
Is the philosophy of the clinic/site to provide health promotion and disease prevention?			
Is philosophy of the clinic/site to provide disease diagnosis and management?			
Are community resources, other agencies, and professional disciplines involved with client welfare?			
Are students allowed to select clients according to their needs?			
Are students given the opportunity to follow-up with clients and/or problems of interest?			
Are the types of clients varied as to age, type of problem, etc.?			
Is adequate time given to see clients?			

Comments

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Practice site type: (circle one)

Physician owned clinic  
 Company or industrial clinic  
 Neighborhood health clinic  
 Urgent care setting

Nurse Practitioner owned clinic  
 School clinic  
 Inpatient hospital setting  
 Other

What is the primary population focus of this site? (circle one)

- |             |                      |
|-------------|----------------------|
| Family      | Adult/Gerontological |
| Pediatrics  | Women's Health       |
| Urgent Care | Specialty Area       |
| Other       |                      |

List ways this agency provides good clinical experience for students.

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List areas in which this agency needs improvement in order to provide optimal student learning.

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Identify the practicum level of the student most appropriate for placement at this practice facility.

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I would recommend this clinical site for other students.

Yes \_\_\_\_\_ No \_\_\_\_\_

# Campbellsville UNIVERSITY



## School of Nursing

### MSN FNP Clinical Site Annual Evaluation

\_\_\_\_\_ Clinical Site remains in good standing with accrediting body/Medicare-Medicaid certificate of compliance.

Comments:

\_\_\_\_\_ Clinical Affiliation Agreement is current.

Comments:

\_\_\_\_\_ The clinical site is compliant with items 1-6 in the attached policy.

Comments:

\_\_\_\_\_ Faculty site visit evaluations reviewed and approved with no action taken.

Comments:

\_\_\_\_\_ Student clinical site evaluations reviewed and approved with no action taken.

Comments:

I approve this clinical site for students in the CU Master of Science in Nursing Program:

\_\_\_\_\_yes

\_\_\_\_\_yes with conditions

\_\_\_\_\_no

Please explain if 'yes with conditions' or 'no' response.

Signature of Reviewer:

Date:

Title of Reviewer

**DATE:** June 2020

**REVIEWED:** June 2020, August 2020, April 2021, May 2022

**REVISED:** June 2020, April 2021

**EFFECTIVE:** June 2020

**SUBJECT:**

**Course Evaluation**

**POLICY:** Course Evaluation

**PURPOSE:** Outline the process and rationale for students completing course evaluations at the end of each course.

**PROCEDURE:** Course Evaluation

The student is encouraged to complete an evaluation at the end of each course that assesses the student's opinion of the course as a whole and the university faculty. This will be administered via student e-mail through Class Climate and the results distributed to the course faculty.

**DATE:** June 2020

**REVIEWED:** June 2020, August 2020, May 2021, May 2022

**REVISED:** June 2020, August 2020, May 2021

**EFFECTIVE:** June 2020

**SUBJECT:**

**Conflict Resolution in the Clinical Setting**

**POLICY:** Conflict Resolution in the Clinical Setting

**PURPOSE:** Outlines the process and procedure to managing conflict in the clinical setting.

**PROCEDURE:** Conflict Resolution in the Clinical Setting

Any event of conflict in the clinical setting should be reported to the preceptor in a professional manner. This should be done privately and should not be discussed with any of the clinical site staff or other students. The conflict should be explained in detail along with possible resolution options. Any preceptor/student conflicts that have the potential for an adverse effect on the clinical experience should be discussed with the faculty as soon as possible. Refer to the Complaints policy in the MSN Program Policy and Procedure Manual.

**DATE:** June 2020

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**REVISED:** June 2020, August 2020, May 2021

**EFFECTIVE:** June 2020

**SUBJECT:**

### **Risk Management and Incident Reporting Procedures**

**POLICY:** Risk Management and Incident Reporting Procedures

**PURPOSE:** Any incidents or adverse events occurring in the clinical setting should be reported promptly, correctly and to the appropriate faculty and administrators to support the safety of all involved parties.

**PROCEDURE:** Risk Management and Incident Reporting Procedures

Any incident occurring in the clinical setting should be brought to the attention of the preceptor and clinical faculty immediately. If the clinical faculty is not available, the Clinical Coordinator should be contacted. The student should not discuss the incident with anyone except the preceptor prior to having spoken with the clinical faculty unless required by legal authorities. After discussion with the clinical faculty, the student is to schedule a meeting with the Clinical Coordinator within 24 hours of the event. If the Clinical Coordinator is not available, the student or preceptor should contact the Program Coordinator. The student or preceptor should not write any description of the incident or refer to the incident in an email, forum or social media post. The student should complete the Incident Report Form located below.

## Clinical Incident Report Form

1. Use this form to report any unexpected patient incidents related to patient care or treatment, even if there is no adverse patient outcome (this includes errors, safety hazards, injuries and sentinel events).
2. This form is to be completed by CAMPBELLSVILLE UNIVERSITY students in addition to any reporting requirements of the facility/hospital.
3. Notify your clinical faculty & complete this form w/in 48 hours of the incident
4. After completion, keep a copy for your records and return the original to the Clinical Coordinator or Program Coordinator at CAMPBELLSVILLE UNIVERSITY via US mail at the following address:

Campbellsville University School of Nursing  
1 University Drive, UPO 800  
Campbellsville, KY 42718

Student Name \_\_\_\_\_ Clinical Course \_\_\_\_\_

Incident Date \_\_\_\_\_ Incident Time \_\_\_\_\_

Site Name: \_\_\_\_\_

Address: \_\_\_\_\_

Dept/Unit: \_\_\_\_\_

### Identification of Person(s) Potentially Affected by the Incident

Name \_\_\_\_\_ Role \_\_\_\_\_

Name \_\_\_\_\_ Role \_\_\_\_\_

Name \_\_\_\_\_ Role \_\_\_\_\_

### Witnesses, Including Onsite Staff

Name \_\_\_\_\_ Role \_\_\_\_\_

Name \_\_\_\_\_ Role \_\_\_\_\_

Name \_\_\_\_\_ Role \_\_\_\_\_

**Factually describe the incident. (Include only information that is in the chart; no subjective statements). Use additional paper as needed, but be succinct.**

**DATE:** June 2020

**REVIEWED:** June 2020, August 2020, May 2021, May 2022

**REVISED:** June 2020, May 2021, July 2021

**EFFECTIVE:** June 2020

**SUBJECT:**

**Preceptor Recognition/Thank You Certificate**

**POLICY:** Preceptor Recognition/Thanks You Certificate

**PURPOSE:** Outlines the process of expressing gratitude to the preceptors for the Master of Science in Nursing Program

**PROCEDURE:** Preceptor Recognition/Thank You Certificate

A letter of appreciation, including the number of clinical hours spent precepting and comments relating to the value of the preceptor's contributions to the student's learning, will be drafted by the university and delivered to the preceptor in a timely manner after the end of the clinical rotation. This will provide documentation for certification requirements. It is recommended that the student express their appreciation for the preceptor's efforts with a handwritten thank you note.

**DATE:** June 2020

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**EFFECTIVE:** June 2020

**SUBJECT:**

### **Bloodborne Pathogens Policy**

**POLICY:** Bloodborne Pathogens Policy

**PURPOSE:** Faculty and students of the School of Nursing at Campbellsville University must seek appropriate treatment, follow-up, and counseling after exposure to blood or body fluids to prevent and/or treat illness or injury.

**PROCEDURE:** Bloodborne Pathogens Policy

An exposure is defined as:

- A needle or other puncture wound from a source presumed to be contaminated with blood and/or body fluids.
- Direct contact of non-intact skin (open lesion, chapped, or abraded skin) with blood or body fluids
- Mucous membrane contact from a known source of blood or body fluids (a splash in the eye, mouth, or any other mucous membrane lining).

In the event that a student or faculty member is exposed to a bloodborne pathogen during a scheduled clinical experience the agency's exposure policy shall be followed. The student/faculty will, at a minimum:

- Initiate immediate treatment by:
- Cleaning the wound/skin area with soap and water.
- Flushing mucous membranes with tap water or saline.
- Serious injuries requiring suturing or physician intervention should be promptly evaluated according to agency's direction or according to insurance requirement of the faculty/student.
- Notify the appropriate agency representative.

Faculty will report the exposure to the appropriate supervisors and assist the student in completing any required agency documentation.

**The exposed individual is responsible for any costs related to testing and treatment of self and testing of the source.**

In the event that a student or faculty member is exposed to a bloodborne pathogen during a scheduled clinical experience while **NOT** in a traditional clinical setting (i.e. community-based experiences such as school health or community screening) the following procedure should be followed:

- Provide immediate first aid treatment as described above.
- Proceed to closest emergency facility to initiate post-exposure screening, treatment and counseling.
- The faculty/student is encouraged to seek post-exposure treatment per the Centers for Disease Control (CDC) Guidelines.

**The exposed individual is responsible for costs related to testing and treatment of self and testing of the source.**

Following exposure, nursing faculty should:

Complete the *Exposure Incident Report* (see below) and submit copies to the Dean of the School of Nursing/Associate Dean of the School of Nursing and Clinical Coordinator for review or follow-up.

While it is an individual decision whether to comply with the recommended post-exposure screening, treatment, counseling, or follow-up, the student/faculty should be offered available resources such as the Local Health Department.

Additional information on “Occupational Exposure to Bloodborne Pathogens” is available from the OSHA website, [www.osha.gov](http://www.osha.gov)

## Exposure Report Form

### Instructions

Please provide all requested information. Submit copies of this form to the Dean of the School of Nursing copied to the Clinical Coordinator within 24 hours of the incident.

### Part I • General Information

\_\_\_\_\_  
Name of Exposed Individual (print)

\_\_\_\_\_  
Date of Birth

\_\_\_\_\_  
Address

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

### Part II • Description of Incident

\_\_\_\_\_  
Date of Incident

\_\_\_\_\_  
Time (AM or PM)

\_\_\_\_\_  
Clinical Location (i.e., name of agency/facility as well as department or area where incident happened)

\_\_\_\_\_  
Location of body affected

\_\_\_\_\_  
Route of Exposure (puncture, needle stick, splash, etc.)

\_\_\_\_\_  
Substance or Type of Body Fluid Exposure



**Part III \* Post-Exposure and Follow-Up Examination**

I, \_\_\_\_\_, was involved in an exposure incident as defined by OSHA. A copy of the Incident Report is attached.

***Please place your initials in spaces provided below to acknowledge your understanding.***

\_\_\_\_\_ I understand that the purpose of post-exposure is to assure my full understanding of whether or not I have been exposed to or been infected with an infectious disease as a result of this incident.

\_\_\_\_\_ I understand it is my responsibility to seek emergency medical attention according to CDC guidelines. I elect to implement the following process below for treatment:

- My own personal physician,  
\_\_\_\_\_  
Name – Address – Phone Number
- Emergency  
Department: \_\_\_\_\_  
Name of Facility
- Other (Specify): \_\_\_\_\_
- I, of my own free will and volition, have elected not to have a medical evaluation (must be signed by a witness)

\_\_\_\_\_  
Name (print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Street Address with City, State, and Zip Code

\_\_\_\_\_  
Witness Name (print)

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

**DATE:** June 2020

**REVIEWED:** June 2020, August 2020, May 2021, May 2022

**REVISED:** June 2020

**EFFECTIVE:** June 2020

**SUBJECT:**

**Clinical Setting Student Personal Safety**

**POLICY:** Clinical Setting Student Personal Safety

**PURPOSE:** Outlines the potential hazards that may exist in a clinical setting to ensure students are aware of their surroundings.

**PROCEDURE:** Clinical Setting Student Personal Safety

Students should recognize that with any clinical setting potential hazards may exist. Students must be aware of the environment surrounding the clinical setting and take adequate precautions to ensure personal safety. Students are asked to observe safety regulations in transportation to and from the clinical site. Also, students must be observant when walking to and from the buildings and parking areas and be vigilant for signs of danger that may exist. Students are encouraged to be aware of and to utilize facility safety and security resources as needed. Being in the clinical setting inherently exposes students to the risk of exposures to communicable and infectious diseases.

**DATE:** June 2020

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**REVISED:** June 2020

**EFFECTIVE:** June 2020

**SUBJECT:**

**Confidentiality**

**POLICY:** Confidentiality

**PURPOSE:** Outlines the process of maintaining confidentiality in the clinical setting.

**PROCEDURE:** Confidentiality

Students must maintain patient confidentiality at all times. "Patient confidentiality" means that students and faculty/staff are not permitted to discuss patient information outside of the learning environment. Discussion in the learning setting should be limited to items pertaining to patient care. No patient-related documents are permitted outside the learning environment. Students must observe agency/facility policies regarding destruction of any forms used for educational purposes.

***Patient Confidentiality Reminders:***

- Patient information should only be discussed with other members of the health care team who have a "need-to-know." Do not discuss patient information with anyone else, including fellow employees and your family members.
- Do not tell unauthorized persons that you saw or have knowledge of a patient being seen as an outpatient, unless the patient authorizes you to do so (Example: telling a church pastor or family that a patient is hospitalized.) Authorized persons are those members of the health care team who have a legitimate "need-to-know."
- Do not access any information (Example: looking in a neighbor's medical record) unless authorized in your clinical duties. Do not access more information that is necessary to perform your role in the clinical setting.
- Speak quietly and discreetly so patients, visitors, and others will not overhear your telephone or other conversation with or about patients.
- If you have a question regarding which family members of a patient you are authorized to speak with concerning a patient's medical information, ask the patient or your preceptor.
- Before answering questions concerning a patient over the phone, verify with whom you are speaking, to determine whether they are authorized to receive the information

## Confidentially Reminders (continued)

- Do not leave papers containing patient information (Example: O.R. schedules, test results, open charts) in open view of unauthorized persons. Likewise, turn your computer screen away from open view and/or use screen saver or fade to dim.
- Do not discard papers containing patient information in the trashcan. Have them shredded or hand-shred them in small pieces before discarding them.
- When copying documents containing patient information, make sure that any defective copies are destroyed.
- Ask visitors to step out of a patient's room when conversations take place regarding medical treatment, diagnosis, etc., unless the patient authorizes the visitor to be present. Speak softly to protect the patient's privacy as much as possible.
- In faxing patient information to authorized facilities, verify that the recipient is attending the fax machine, especially if their machine is shared by other persons or departments. Use caution in dialing fax numbers. Always use a fax cover sheet with confidentially statement when faxing documents.
- Intentional or unintentional breaching confidentiality could result in clinical failure at the faculty's discretion.
- When making a phone call to relay patient or other confidential information, if the party is not home, do not leave detailed information on answering machines or with another person answering the phone. Simply state your name, number, and ask that the intended person return your call.
- Consult with your preceptor regarding any exceptions to these rules.

**DATE:** June 2020

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**EFFECTIVE:** June 2020

**SUBJECT:**

### **Mandatory Student Personal Health Insurance**

**POLICY:** Mandatory Student Personal Health Insurance

**PURPOSE:** Outlines the process of maintaining and verifying personal health insurance for the Master of Science in Nursing Program

**PROCEDURE:** Mandatory Student Personal Health Insurance

Personal health insurance is required by some/all of our clinical agencies and is needed to defray the cost of hospital and medical care for any illness or injury that might be sustained while in this program and the substantial monetary liability that the student might incur as a result of failure to have such insurance. This mandatory health insurance policy requires students to maintain insurance coverage as a condition of their enrollment. Each student must be enrolled in and maintain a Health Insurance policy throughout the program.

Upon admission to the program and annually, each student must provide proof of Health Insurance coverage with a copy of a Certificate of Coverage from their Insurance Company. In the event that such coverage lapses, is terminated, or changes, the student will notify the MSN Program Clinical Coordinator immediately. If found that the student is not covered, the student may be terminated from the program.

**DATE:** June 2020

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**REVISED:** June 2020

**EFFECTIVE:** June 2020

**SUBJECT:**

### **Medical Release After Illness**

**POLICY:** Medical Release After Illness

**PURPOSE:** Outlines the process of returning to the clinical setting after a medical illness.

**PROCEDURE:** Medical Release after Illness

Students performing in clinical rotations with Campbellsville University School of Nursing must demonstrate sufficient physical and emotional health to participate in the clinical setting.

The clinical health care facilities utilized by Campbellsville University School of Nursing require all health care providers to provide documentation of a medical release after experiencing a serious health condition. This requirement must be met prior to rendering patient care again. Examples of these conditions include, but are not limited to: contagious illness, soft tissue/ bone trauma, surgical procedure, cardiac or pulmonary disease processes, childbirth, etc. Students must be cleared by a medical provider to function without restriction in the clinical setting following any serious health condition. This requirement promotes both patient and student safety and therefore is highly important.

**DATE:** June 2020

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**REVISED:** June 2020, August 2020, May 2021

**EFFECTIVE:** June 2020

**SUBJECT:**

### **Name Tags**

**POLICY:** Name Tags

**PURPOSE:** Outlines the process of obtaining the Master of Science in Nursing Program Student name tag

**PROCEDURE:** Name Tags

Students are expected to wear their Campbellsville University School of Nursing name tags when they are in the clinical and/or any setting whereby they are representing the Master of Science in Nursing Program. Wearing the name tag is a matter of professionalism and is required in health care facilities to identify the student as such.

Prior to the beginning of the clinical experience, the student will be asked to supply the preferred name to be placed on the name tag and the administrative assistant will order name tags for all students.

Replacements for lost name tags or for name changes will be ordered at additional cost to the student. The Clinical Administrative Assistant for the Master of Science in Nursing Program should be contacted in the event of a lost name tag.