



Master of Science in Nursing (MSN) Program

Student Handbook 2025-2026

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Dean of the School of Nursing

CAMPBELLSVILLE MAILING ADDRESS & CONTACT INFORMATION

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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 to pass certification examinations, 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 capabilities 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 being prepared, critically thinking about what you have read, applying the knowledge to coursework and the clinical environment, and interacting with your instructors in the course room. Correspond with the instructors. 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, FAADN

Dean of the School of Nursing, Professor of Nursing

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SECTION I: GENERAL INFORMATION

		MSN POLICY NO.	500-01
POLICY NAME:	Campbellsville University: History, Mission, Core Values, Baptist Higher Education Values		
SUBJECT:	Campbellsville University: History, Mission, Core Values, Baptist Higher Education Values		
EFFECTIVE DATE:	January 2018		
POLICY HISTORY			
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025		
REVISED DATE	May 2021, May 2022, May 2023, May 2025		
PURPOSE			
A description of Campbellsville University’s History, Mission Statement, Core Values and Baptist Higher Education Values			

PROCEDURE:

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 many of our students attend classes on the 75-acre main campus located in the heart of Campbellsville, Kentucky or on one of the regional education centers in eight locations across the Commonwealth and in Los Angeles, CU also has a robust online undergraduate and graduate student enrollment. Campbellsville University has eight academic divisions, each headed by a Dean 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's Mission: Campbellsville University is a Christian institution dedicated to academic excellence, solidly grounded in the liberal arts, fostering integrity and Christian servant-leadership within a caring environment.

Campbellsville University's Vision: Campbellsville University, centered in Christ, filled with hope, equipping students to shape the world. Where every student serves with excellence making a global impact for the glory of God.

Campbellsville University's Core Values:

- To foster and achieve academic excellence through associate, baccalaureate, graduate, doctoral and certificate programs delivered through face-to-face, hybrid and online modalities.
- 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 21st 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.

POLICY NAME:	Student Handbook Purpose
SUBJECT:	Student Handbook Purpose
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020; August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020; August 2020, May 2021
PURPOSE	
A description of MSN Program Student Handbook	

PROCEDURE:

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.



POLICY NAME:	The National Certification Examination
SUBJECT:	The National Certification Examination
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	May 2021, May 2023, June 2024, May 2025
PURPOSE	
A description of The National Certification Examination options after successfully completing all of the Master of Science in Nursing Program/option requirements.	

PROCEDURE:

FNP certification examinations are offered by the American Academy of Nurse Practitioners (AANP) and the American Nurses Credentialing Center (ANCC). The MSN Program, FNP and Postgraduate certificate tracks prepare students to meet the educational eligibility requirements to take either of the national certification examinations.

The program ensures successful completion of:

- The nationally recognized competencies of the nurse practitioner role and the population specialties - Family/Across the Life Span.
- The APRN core (advanced physical assessment, advanced pharmacology, and advanced pathophysiology).
- Course content in health promotion and/or maintenance and differential diagnosis and disease management, including the use and prescription of pharmacologic and nonpharmacologic interventions.
- The NP educational program's required number of faculty-supervised direct patient care clinical hours. The minimum number of clinical practice hours to sit for certification is 500.
- Completion of a nationally accredited graduate, postgraduate, or doctoral Family Primary Care Nurse Practitioner educational program that is accredited by a nursing accrediting organization recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation.

The Master of Science in Nursing Program, Nurse Educator and Postgraduate Certificate tracks prepare students to meet the educational eligibility requirements to take the NLN Certified Nurse Educator exam.

The program ensures successful completion of:

- A Master's degree in nursing with a major emphasis in nursing education or a post-master's certificate in nursing education.

The student is responsible for all costs and fees associated with any of the examinations.

POLICY NAME:	License Application and Board Certification Registration
SUBJECT:	FNP License Application and Board Certification Registration
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, August 2020, May 2021
PURPOSE	
Outlines the information for FNP graduates as they near the end of the program.	

PROCEDURE:

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.

POLICY NAME:	Professional Accreditation
SUBJECT:	Professional Accreditation
EFFECTIVE DATE:	May 2021
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, July 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, May 2021, July 2021, May 2023
PURPOSE	
A description of Campbellsville University's MSN accreditation status.	

PROCEDURE:

The MSN program has been granted Initial Accreditation by the Accreditation Commission for Education in Nursing (ACEN). Please see below for disclosure statement.

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>

POLICY NAME:	Verification of Receipt of the MSN Student Handbook
SUBJECT:	Verification of Receipt of the MSN Student Handbook
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, July 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020; August 2020, May 2021, July 2021, May 2025
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:

The MSN Student Handbook will be distributed through the online MSN Student Resource Room and linked in every course syllabus and online on the FNP and Nurse Educator webpages. 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. An MSN Student Handbook Acknowledgement of Agreement and Understanding form will be signed upon admission and uploaded into an online repository attesting that the student has read the handbook and all questions have been answered to the student's satisfaction. Additionally, students acknowledge how handbook updates and related notifications will be communicated.

UNIVERSITY
School of Nursing

		MSN POLICY NO..	500-07
POLICY NAME:	Master of Science in Nursing Program Mission Statement, School of Nursing Vision Statement and Core Values, End-of-Program Student Learning Outcomes		
SUBJECT:	Master of Science in Nursing Program Mission Statement, School of Nursing Vision Statement and Core Values, End-of-Program Student Learning Outcomes		
EFFECTIVE DATE:	December 2018		
POLICY HISTORY			
REVIEWED DATE	December 2018, January 2019, January 2020, August 2020, May 2021, July 2021, May 2022, May 2023, June 2024, May 2025		
REVISED DATE	January 2020, May 2021, July 2021, June 2024, May 2025		
PURPOSE			
A description of the Master of Science in Nursing Program Mission Statement, CU School of Nursing Vision Statement and Core Values, and End-of-Program Student Learning Outcomes			

PROCEDURE:

Master of Science in Nursing Program Mission Statement

The Master of Science in Nursing program at Campbellsville University prepares advanced nursing professionals who are academically equipped, spiritually grounded, and committed to excellence in practice, education, and leadership. Rooted in Christian values, the program fosters integrity, servant leadership, and a compassionate approach to care. Through a Christ-centered, student-focused learning environment, graduates are empowered to serve diverse populations, advance the nursing profession, and make a meaningful impact locally and globally for the glory of God.

CU School of Nursing Vision Statement

The vision of the Campbellsville University School of Nursing is to develop caring, competent, and compassionate nurses through academic excellence, rigor, and relevancy. Graduates of the program will hold an understanding of the principles of Christian servant leadership, effective stewardship, empowerment through the use of current evidence- based practice and an appreciation for lifelong learning.

CU School of Nursing Core Values

- Caring
- Competence
- Compassion

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

1. Assimilates scientific findings to guide advanced nursing roles. (AACN 1,4,7; NONPF 1,4,7; NLN I, III, IV, VII)
2. Integrates organizational and systems leadership principles into practice. (AACN 7,10; NONPF 7,10; NLN V)
3. Develops quality improvement and research projects to improve health care outcomes. (AACN 1,4,5; NONPF 1,4,5; NLN IV, VI, VII)

4. Facilitates the provision of nursing practice by integrating informatics and technologies. (AACN 1,8; NONPF 1,8; NLN I, III)
5. Analyzes local, national, and global health policies and the relationship between policy and practice. (AACN 1,3,7; NONPF 1,3,7; NLN IV, V, VI)
6. Collaborates with other health professionals using effective communication to optimize health care outcomes. (AACN 3,6; NONPF 3,6; NLN II, IV, V, VIII)
7. Values principles of ethics in providing health care across the lifespan. (AACN 3,9; NONPF 3,9; NLN I, V, VIII)
8. Promotes cultural and spiritual sensitivity in providing health care to a diverse population across the lifespan. (AACN 2,3,9; NONPF 2,3,9; NLN I,II)
9. Functions as a master's prepared nurse using evidence-based practice to improve health outcomes for diverse groups across the lifespan. (AACN 1,2,3,4; NONPF 1,2,3,4; NLN II, III, IV, V, VI, VII, VIII)

Mapping to **AACN** Essentials, **NONPF** Role Core Competencies, **NLN** Nurse Educator Competencies

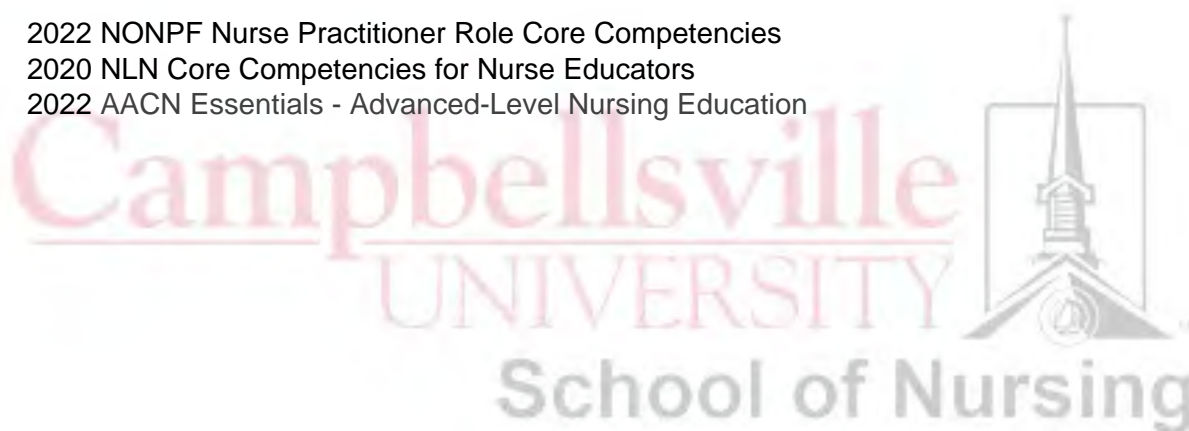


		MSN POLICY NO.	500-07a
POLICY NAME:	Role-specific Professional Competencies		
SUBJECT:	Role-specific Professional Competencies		
EFFECTIVE DATE:	May 2025		
POLICY HISTORY			
REVIEWED DATE			
REVISED DATE			
PURPOSE			
A description of the role-specific professional competencies addressed in the MSN Program			

Procedure:

The MSN program curricula support achievement of the following professional role-specific competencies.

- 2022 NONPF Nurse Practitioner Role Core Competencies
- 2020 NLN Core Competencies for Nurse Educators
- 2022 AACN Essentials - Advanced-Level Nursing Education



POLICY NAME:	Campbellsville University School of Nursing Master of Science in Nursing (MSN) Program Tracks
SUBJECT:	Campbellsville University School of Nursing Master of Science in Nursing (MSN) Tracks
EFFECTIVE DATE:	December 2018
POLICY HISTORY	
REVIEWED DATE	December 2018, January 2019, January 2020, August 2020, May 2021, July 2021, May 2022, August 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2021, July 2021, August 2022, May 2023, June 2024, May 2025
PURPOSE	
A description of the Master of Science in Nursing Program Plans of Study for all program tracks	

PROCEDURE:

The Family Nurse Practitioner (FNP) track may be completed in six semesters (full-time) and nine semesters (part-time). The Nurse Educator track can be completed in five semesters (full-time) and eight semesters (part-time). All MSN core courses must be completed prior to beginning the specialty courses for any MSN track.

Core Courses Year One Full-Time – All Program Tracks							
Semester 1 (Fall/Spring)		Semester 2 (Spring/Summer)			Semester 3 (Summer/Fall)		
1 st Bi-Term	2 nd Bi-Term	1 st Bi-Term		2 nd Bi-Term	1 st Bi-Term		2 nd Bi-Term
NUR 504**	NUR 506**	NUR 500	NUR 501	NUR 502**	NUR 508	NUR 505	NUR 503
Healthcare Informatics and Clinical Decision Making	Theory and Research for Evidence Based Practice	Leadership and Role Development for Advanced Nursing Practice	Health Care Delivery and Policy	Advanced Health Assessment and Diagnostic Reasoning	Health Promotion and Disease Prevention - Population Health	Advanced Pathophysiology	Advanced Pharmacology
3 Credit Hours (3 didactic credits)	4 Credit Hours (4 didactic credits)	2 Credit Hours (2 didactic credits)	3 Credit Hours (3 didactic credits)	3 Credit Hours (3 didactic credits)	2 Credit Hours (2 didactic credits)	3 Credit Hours (3 didactic credits)	3 Credit Hours (3 didactic credits)
7 Credit Hours (7 didactic and 0 clinical credits)		8 Credit Hours (8 didactic and 0 clinical credits)			8 Credit Hours (8 didactic and 0 clinical credits)		

***Total 23 didactic credit hours – Year One – Full-Time Study**

** BSN to MSN Transition Courses

Students that complete Campbellsville University's RN-to-BSN program will not begin Master of Science in Nursing (MSN) Core Courses until Semester Two (2), allowing them to work and acquire the required 2000 hours prior to entrance to the specialty courses.

**Semester One (1) will be for Master of Science in Nursing (MSN) students who did not attend Campbellsville University's RN-to-BSN Program*

Core Courses Year One Part-Time – All Program Tracks					
Semester 1(Fall/Spring)		Semester 2 (Spring/Summer)		Semester 3 (Summer/Fall)	
1 st Bi-Term	2 nd Bi-Term	1 st Bi-Term	2 nd Bi-Term	1 st Bi-Term	2 nd Bi-Term
	NUR 506**	NUR 501		NUR 505	
	Theory and Research for Evidence Based Practice	Health Care Delivery and Policy		Advanced Pathophysiology	
	4 Credit Hours (4 didactic credits)	3 Credit Hour (3 Clinical Credit)		3 Credit Hours (3 clinical credits)	
4 Credit Hours (4 didactic and 0 clinical credits)		3 Credit Hours (3 didactic and 0 clinical credits)		3 Credit Hours (3 didactic and 0 clinical credits)	

***Total 10 didactic credit hours – Year One – Part-Time Study**

Core Courses Year Two Part-Time – All Program Tracks					
Semester 1(Fall/Spring)		Semester 2 (Spring/Summer)		Semester 3 (Summer/Fall)	
1 st Bi-Term	2 nd Bi-Term	1 st Bi-Term	2 nd Bi-Term	1 st Bi-Term	2 nd Bi-Term
NUR 504**		NUR 500	NUR 502**	NUR 508	NUR 503
Healthcare Informatics and Clinical Decision Making		Leadership and Role Development for Advanced Nursing Practice	Advanced Health Assessment and Diagnostic Reasoning	Health Promotion and Disease Prevention - Population Health	Advanced Pharmacology
3 Credit Hours (3 didactic credits)		2 Credit Hours (2 didactic credits)	3 Credit Hours (3 didactic credits)	2 Credit Hours (2 didactic credits)	3 Credit Hours (3 didactic credits)
3 Credit Hours (3 didactic and 0 clinical credits)		5 Credit Hours (5 didactic and 0 clinical credits)		5 Credit Hours (5 didactic and 0 clinical credits)	

***Total 13 didactic credit hours – Year Two – Part-Time Study**

**** BSN to MSN Transition Courses**

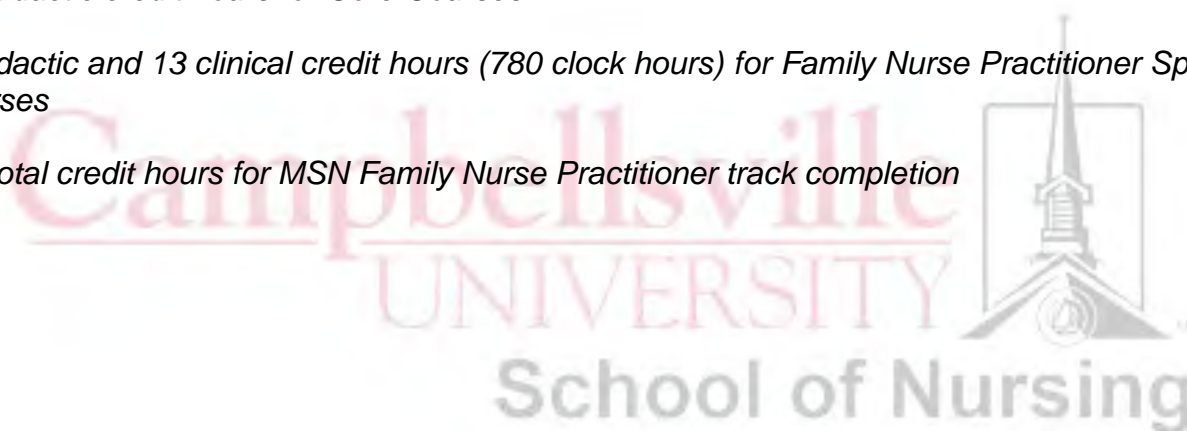
Family Nurse Practitioner Year Two FT or Year Three – PT		
Semester 1 (Fall/Spring)	Semester 2 (Spring/Summer)	Semester 3 (Summer/Fall)

1 st Bi-Term	2 nd Bi-Term	1 st Bi-Term	2 nd Bi-Term	1 st Bi-Term	2 nd 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 (180-hour clinical experience)	Synthesis of Advanced Practice Care of Patients in Primary Settings II (180-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)	3 Credit Hours (3 clinical credits)	3 Credit Hours (3 clinical credits)	1 Credit Hour (1 didactic credit)
7 Credit Hour (4 didactic and 3 clinical credits)		8 Credit Hours (4 didactic and 4 clinical credits)		7 Credit Hours (1 didactic and 6 clinical credits)		

**23 didactic credit hours for Core Courses*

**9 didactic and 13 clinical credit hours (780 clock hours) for Family Nurse Practitioner Specialty Track Courses*

**45 total credit hours for MSN Family Nurse Practitioner track completion*



Nurse Educator Specialty Courses				
Year Two if Full-Time or Year Three if Part-time				
Semester 4 (Fall/Spring)			Semester 5 (Spring/Summer)	
1 st Bi-term	2 nd Bi-term		1 st Bi-term	2 nd Bi-term
NUR 523	NUR 524	NUR 525	NUR 526	NUR 527
Curriculum Design for the Nurse Educator	Teaching Strategies for the Nurse Educator	Assessment and Evaluation Strategies for the Nurse Educator	The Developing Nurse Educator Practicum 1 (120-hour clinical experience)	Exploring the Nurse Educator Role Practicum 2 (120-hour clinical experience)
3 Credit Hours	3 Credit Hours	3 Credit Hours	3 Credit Hours (2 clinical credits)	3 Credit Hours (2 clinical credits)
9 Credit Hours (9 didactic credits)			6 Credit Hours (2 didactic and 4 clinical credits)	

***23 didactic credit hours for Core Courses**

***11 didactic and 4 clinical credit hours for Family Nurse Practitioner Specialty Track Courses**

***38 total credit hours (240 clinical experience hours) for Master of Science in Nursing (MSN) Nurse Educator track completion**

Post-Graduate Certificate Family Nurse Practitioner Track						
Semester 1 (Fall/Spring)		Semester 2 (Spring/Summer)		Semester 3 (Summer/Fall)		
1 st Bi-Term	2 nd Bi-Term	1 st Bi-Term	2 nd Bi-Term	1 st Bi-Term	2 nd 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 (180-hour clinical experience)	Synthesis of Advanced Practice Care of Patients in Primary Settings II (180-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)	3 Credit Hours (3 clinical credits)	3 Credit Hours (3 clinical credits)	1 Credit Hour (1 didactic credit)
7 Credit Hour (4 didactic and 3 clinical credits)		8 Credit Hours (4 didactic and 4 clinical credits)		7 Credit Hours (1 didactic and 6 clinical credits)		

Pre-requisites for track admission: (completed within preceding 5 years)

- Completion of stand-alone, graduate-level, 3-credit-hour-minimum courses in health assessment, pathophysiology, and pharmacology prior to admission into the program.
- Graduate course content in health promotion and disease prevention
- Applicants who hold a current national certification in an APRN role (NP, CNM, CAN, CNS) may be eligible for credit for pre-requisite courses if completed prior to the 5 years preceding admission to the program.

Total credit hours for FNP PGC certificate completion:

- **Specialty Courses – 22 cr.** (9 didactic & 13 clinical)
- **Includes 780 clock hours of clinical experience**

Developed 12/2024

UNIVERSITY OF
School of Nursing

Post-Graduate Certificate Nurse Educator Track				
Semester 1 (Fall/Spring)			Semester 2 (Spring/Summer)	
1 st Bi-term	2 nd Bi-term		1 st Bi-term	2 nd Bi-term
NUR 523	NUR 524	NUR 525	NUR 526	NUR 527
Curriculum Design for the Nurse Educator	Teaching Strategies for the Nurse Educator	Assessment and Evaluation Strategies for the Nurse Educator	The Developing Nurse Educator Practicum 1 (120-hour clinical experience)	Exploring the Nurse Educator Role Practicum 2 (120-hour clinical experience)
3 Credit Hours	3 Credit Hours	3 Credit Hours	3 Credit Hours (2 clinical credits)	3 Credit Hours (2 clinical credits)
9 Credit Hours (9 didactic credits)			6 Credit Hours (2 didactic and 4 clinical credits)	

Pre-requisites for track admission: (completed within preceding 5 years)

- Completion of stand-alone, graduate-level, 3-credit-hour-minimum courses in health assessment, pathophysiology, and pharmacology prior to admission into the program.
- Graduate course content in health promotion and disease prevention
- Applicants who hold a current national certification in an APRN role (NP, CNM, CAN, CNS) may be eligible for credit for pre-requisite courses if completed prior to the 5 years preceding admission to the program.

Total credit hours for FNP PGC certificate completion:

- **Specialty Courses – 15 cr.** (11 didactic & 4 clinical)
- **Includes 240 clock hours of clinical experience**

Developed 12/2024



		MSN POLICY NO.	500-09
POLICY NAME:	Master of Science in Nursing Course Descriptions		
SUBJECT:	Master of Science in Nursing Course Descriptions		
EFFECTIVE DATE:	January 2018; August 2021		
POLICY HISTORY			
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022, August 2022, May 2023, June 2024, May 2025		
REVISED DATE	January 2020, May 2021, August 2022, May 2023, June 2024, May 2025		
PURPOSE			
A description of the Master of Science in Nursing Courses and the number of credit hours designated for each course			

PROCEDURE:

CORE MSN NURSING COURSES:

NUR 500 Leadership and Role Development for Advanced Nursing Practice 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. (2 didactic cr.)

NUR 501 Health Care Delivery and Policy 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. (3 didactic cr.)

NUR 502 Advanced Health Assessment and Diagnostic Reasoning 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. (3 didactic cr.)

NUR 503 Advanced Pharmacology 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. (3 didactic cr.)

NUR 504 Healthcare Informatics and Clinical Decision Making 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. (3 didactic cr.)

NUR 505 Advanced Pathophysiology 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. (3 didactic cr.)

NUR 506 Theory and Research for Evidence Based Practice 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. (4 didactic cr.)

NUR 508 Health Promotion and Disease Prevention – Population Health 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. (2 didactic cr.)

FAMILY NURSE PRACTITIONER TRACK SPECIALTY NURSING COURSES:

NUR 509 Care of Adults Across the Lifespan I 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. (3 didactic cr. and 1 clinical cr.)

Pre-requisites: MSN Core Courses or determined equivalent

NUR 510 Care of Adults Across the Lifespan II 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. (1 didactic cr. and 2 clinical cr.)

Pre-requisites: MSN Core Courses or determined equivalent, NUR 509

NUR 511 Care of Children and Adolescents 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. (2 didactic cr. and 2 clinical cr.)

Pre-requisites: MSN Core Courses or determined equivalent, NUR 509, NUR 510

NUR 512 Care of Women Across the Lifespan 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. (2 didactic cr. and 2 clinical cr.)

Pre-requisites: MSN Core Courses or determined equivalent, NUR 509, NUR 510, NUR 511

NUR 513 Synthesis of Advanced Practice Care of Patients in Primary Settings I 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 180-hr. clinical practicum will be completed under the supervision of an approved licensed health care provider in a primary care setting. (3 clinical cr.)

Pre-requisites: MSN Core Courses or determined equivalent, NUR 509, NUR 510, NUR 511, NUR 512

NUR 514 Synthesis of Advanced Practice Care of Patients in Primary Settings II 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 180-hr. practicum will be completed under the supervision of an approved licensed health care provider in a primary care setting. (3 clinical cr.)

Pre-requisites: MSN Core Courses or determined equivalent, NUR 509, NUR 510, NUR 511, NUR 512, NUR 513

Co-requisite: NUR 515

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

Pre-requisites: MSN Core Courses or determined equivalent, NUR 509, NUR 510, NUR 511, NUR 512, NUR 513

Co-requisite: NUR 514

NURSE EDUCATOR SPECIALTY NURSING COURSES

NUR 523 Curriculum Design for the Nurse Educator

This course provides the student an opportunity to explore and employ theoretical concepts in relation to the design, development, implementation, and evaluation of nursing curricula across all learning environments, and various types of nursing education programs. Emphasis will include the application of accreditation and educational standards along with evidence-based practices to guide the nurse educator in the development, implementation, and evaluation of nursing education program curricula. (3 didactic cr.)

Pre-Requisites: Completion of all MSN Core Courses or determined equivalent

NUR 524 Teaching Strategies for the Nurse Educator

This course provides the student an opportunity to explore a variety of theoretical perspectives related to instructional design, learning, academic course management, and practical application of those concepts with evidence-based informed andragogy to address various learning styles and needs of diverse adult learners across all learning environments, and various types of nursing education programs. Emphasis will include current and emerging technologies to enrich the teaching and learning experience across all learning environments. (3 didactic cr.)

Pre-Requisites: Completion of all MSN Core Courses or determined equivalent; NUR 523

NUR 525 Assessment and Evaluation Strategies for the Nurse Educator

This course equips learners with the necessary skills and knowledge to effectively assess and evaluate learning in a variety of educational settings. Content includes test construction, administration, and analysis, tools for written assignments, testing with simulation, and clinical evaluation strategies that align with best-practice standards for nursing education. (3 didactic cr.)

Pre-Requisites: Completion of all Core Courses or determined equivalent; NUR 523 and NUR 524.

NUR 526 The Developing Nurse Educator Practicum I

This course is designed to equip students with the essential skills and knowledge needed to develop in the nurse educator role within clinical educational settings. It emphasizes the practical application of educational theory, effective teaching strategies, and comprehensive assessment and evaluation methods. Students will complete 120 hours of supervised practicum experience in a clinically based learning environment. Additionally, students will initiate a Capstone Teaching and Learning Project to be completed in NUR 527. (1 didactic cr., 2 clinical cr.)

Pre-requisites: Completion of all Core Courses or determined equivalent; NUR 523, NUR 524, and NUR 525

NUR 527 Exploring the Nurse Educator Role Practicum II

This course is designed to equip students with the essential skills and knowledge needed to mature in the nurse educator role within academic educational settings. It emphasizes the practical application of educational theory, effective teaching strategies, and comprehensive assessment and evaluation methods. Students will complete 120 hours of supervised practicum experience in an academic learning environment. Additionally, students will complete a Capstone Teaching and Learning Project. (1 didactic cr., 2 clinical cr.)

Pre-requisites: Completion of all Core Courses or determined equivalent; NUR 523, NUR 524, NUR 525, and NUR 526

		MSN POLICY NO.	500-09a.
POLICY NAME:	BSN to MSN Transition Courses		
SUBJECT:	BSN to MSN Transition Courses		
EFFECTIVE DATE:	January 2024		
POLICY HISTORY			
REVIEWED DATE	June 2024, May 2025		
REVISED DATE			
PURPOSE			
To enable CU RN to BSN graduates to seamlessly progress into the Master’s program if they choose to continue their graduate education.			

PROCEDURE:

Three 500-level courses that are part of the MSN Core Courses have been designated as RN to MSN transition courses. The following courses are included in the RN to BSN curriculum and may be counted as master's credit hours for the CU MSN program if the student earns a grade of B or better.

NUR 502 - Advanced Health Assessment and Diagnostic Reasoning

Credits: 3

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

Credits: 3

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

Credits: 4

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.

SECTION II- ACADEMIC POLICIES AND PROCEDURES

		MSN POLICY NO.	500-15
POLICY NAME:	Admission Timelines of Consideration for the Master of Science in Nursing Program		
SUBJECT:	Admission Timelines of Consideration for the Master of Science in Nursing Program		
EFFECTIVE DATE:	December 2018		
POLICY HISTORY			
REVIEWED DATE	December 2018, November 2019, August 2020, May 2021, May 2022, July 2022, May 2023, June 2024, May 2025		
REVISED DATE	January 2020, August 2020, May 2021, July 2022		
PURPOSE			
A description of the admission timelines of consideration for the Master of Science in Nursing Program			

PROCEDURE:

Fall Semester

Priority consideration will be provided for completed applications received on or before August 1st for the Fall semester. Those received after August 1st 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 15th for the Spring semester. Those received after December 15th 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.

POLICY NAME:	Course Offerings for Small Class Size
SUBJECT:	Course Offerings for Small Class Size
EFFECTIVE DATE:	June 2024
POLICY HISTORY	
REVIEWED DATE	
REVISED DATE	
PURPOSE	
To facilitate student learning and achievement of EPSLOs	

PROCEDURE:

CU SON adheres to best practices for online education by creating a climate that enhances learning and promotes a sense of belonging by facilitating student interaction within courses. For this reason, the SON reserves the right to postpone admission of a cohort if the cohort size is less than 5 students. In the event that a cohort is not admitted for the upcoming term, students who have been accepted into the program will be offered admission for the following intake date.



POLICY NAME:	Campbellsville University's Online Course Attendance Policy
SUBJECT:	Campbellsville University's Online Course Attendance Policy
EFFECTIVE DATE:	December 2018
POLICY HISTORY	
REVIEWED DATE	December 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2021, May 2022
PURPOSE	
To establish expectations of student performance within the Master of Science in Nursing Program.	

PROCEDURE:

To be actively engaged in the online classroom and build a learning community, students must interact within the classroom and with each other. When this does not occur, learning suffers and learning objectives cannot be met. Therefore, 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%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

POLICY NAME:	Course Substitutions for Transferred Credits
SUBJECT:	Course Substitutions for Transferred Credits
EFFECTIVE DATE:	December 2018
POLICY HISTORY	
REVIEWED DATE	December 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, February 2025, May 2025
REVISED DATE	January 2020, August 2020, May 2021, May 2022, May 2025
PURPOSE	
A description of the criteria and process for submitting course substitutions for transferred credits within the Master of Science in Nursing Program	

PROCEDURE:

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.

Process for Consideration of Transfer Credits

Once accepted into the MSN program, a student may request to transfer in graduate credit hours completed within the last five years. Students may transfer up to a maximum of 12 hours of master's level courses if comparable with the CU MSN curriculum. Only courses with grades of "B" or better are considered. In order for the appropriate substitution to be considered, students must submit a request for **Course Substitution** to the MSN Program Coordinator and include the following information:

- Name of educational institution where course/s obtained.
- Syllabus for course/s being considered for transfer credit. If the syllabus is not available, the catalog description of the course as printed on the university website or catalog may be submitted.
- Student name, student ID, full address and phone number.

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 meets with the advisor early in the program to review needed substitutions and comply with this procedure to ensure that requirements are being met in a timely manner for graduation.

Due to the academic rigor of the CU MSN Program, a transfer student must complete a minimum of 50% of core nursing coursework at Campbellsville University. Transfer credits will only be accepted for courses taken within the preceding 5 years. Faculty reserve the right to require the student to demonstrate competency in course content prior to beginning the track specialty courses.

Transfer credits will not be accepted for any postgraduate certificate specialty courses.

Transfer of Laboratory and Clinical Hours

Laboratory and clinical hours **will not** be considered for transfer for any of the MSN Program clinical requirements for full-time, part-time, or post-graduate certificate applicants. All clinical hours for all tracks must be completed within the CU MSN program.



POLICY NAME:	Evaluation of Student Performance in the Master of Science in Nursing Program
SUBJECT:	Evaluation of Student Performance in the Master of Science in Nursing Program
EFFECTIVE DATE:	December 2018
POLICY HISTORY	
REVIEWED DATE	December 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2021, May 2022, June 2024
PURPOSE	
A description of the evaluation process of students in the Master of Science in Nursing Program	

PROCEDURE:

Students will be evaluated using a variety of methods 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 rubrics that will be used for specific assignments 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 shell in the LMS. Grading for each evaluation method will be clearly stated in the course syllabus.

Evaluation methods are linked to Learning Outcomes and Course Objectives for each course. Some evaluation methods mark achievement of the End of Program Student Learning Outcomes

POLICY NAME:	Final Grade Calculation for the Master of Science in Nursing Program
SUBJECT:	Final Grade Calculation for the Master of Science in Nursing Program
EFFECTIVE DATE:	December 2018
POLICY HISTORY	
REVIEWED DATE	December 2018, January 2019, January 2020, August 2020, May 2021, July 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2021, July 2021, May 2022
PURPOSE	
A description of the process for final grade calculation and methods of evaluation for the Master of Science in Nursing Program	

PROCEDURE:

Calculation of Final Grade

The student's final grade in each didactic course of the 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.

For example, if the total point accumulation is 854.9 then, the final grade 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 the learning management system within one week of the assignment. Students have one week beyond posting to make an appointment with Faculty to dispute their grade.

POLICY NAME:	Testing Environment for Proctored Exams
SUBJECT:	Testing Environment for Proctored Exams
EFFECTIVE DATE:	December 2018
POLICY HISTORY	
REVIEWED DATE	December 2018, January 2019, January 2020, August 2020, May 2021, June 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2021, June 2021
PURPOSE	
To establish guidelines for the testing environment for proctored exams Master of Science in Nursing Program	

PROCEDURE:

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 policy, repeat offences will be subject to review and may result in a failing grade or expulsion.

POLICY NAME:	Identification of Academically At-Risk Students within the Master of Science in Nursing Program
SUBJECT:	Identification of Academically At-Risk Students within the Master of Science in Nursing Program
EFFECTIVE DATE:	December 2018
POLICY HISTORY	
REVIEWED DATE	December 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, May 2021
PURPOSE	
A description of the process for identifying academically at-risk students within the Master of Science in Nursing Program	

PROCEDURE:

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.

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POLICY NAME:	Late Assignments
SUBJECT:	Late Assignments
EFFECTIVE DATE:	December 2018
POLICY HISTORY	
REVIEWED DATE	December 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, May 2021, May 2025
PURPOSE	
A description of the process for submitting and grading late assignments in the Master of Science in Nursing Program	

PROCEDURE:

Faculty recognize that the student may infrequently have unforeseen circumstances that interfere with timely completion of work. Arrangements may be made with the instructor before the assignment due date for an alternate due date. If the student does not submit the assignment by the agreed upon date, the assignment will be considered late.

Late assignment submissions after the initial or extended due dates will incur the following deductions:

- Work submitted up to 24 hours after the due date/time will receive a deduction of 10% of the grade;
- Work submitted 24 - 48 hours after the due date/time will receive a deduction of 20% of the grade.
- Work that is submitted after 48 hours will receive a zero but will be assessed for completion of the lesson objectives.

All assignments must be completed before the end of semester regardless of point deductions for successful achievement of the course objectives.

POLICY NAME:	Master of Science in Nursing Program Course Progression and Readmission
SUBJECT:	Master of Science in Nursing Program Course Progression and Readmission
EFFECTIVE DATE:	December 2018
POLICY HISTORY	
REVIEWED DATE	December 2018, December 2019, January 2020, August 2020, June 2021, July 2021, July 2022, August 2022, May 2023, June 2024, December 2024, May 2025
REVISED DATE	December, 2019, January 2020, August 2020, June 2021, July 2021, May 2022, August 2022, May 2023, June 2024, December 2024, May 2025
PURPOSE	
A description of the course progression for the 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. Faculty reserve the right to alter the sequence of the plan of study based on class size and other factors to optimize the educational experience.
2. All specialty courses will be completed by following a pre-determined plan of study.
3. 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.
4. 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 enrolment. The Master of Science in Nursing Program Coordinator, Clinical Coordinator and faculty are responsible for reviewing the student requests for continuation/readmission and determining whether such requests shall be granted or denied. Once permission is granted, the student will be allowed to repeat the course on a space available basis.
5. If a student receives a failure in either the didactic or clinical portion of a course, both 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.
6. 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.
7. A cumulative GPA of 3.0 is required for graduation from all MSN program options.

8. Students must complete degree requirements within six years of first enrolling in the graduate program.
9. If a student does not enroll in courses for 16 weeks or more, they must reapply to the university. However, an exception may be made if no required courses for the student's track or option were offered during that time, preventing them from enrolling.
10. Students are eligible for readmission after one 16-week break in coursework, unless the absence is approved by SON administration or faculty (see MSN policy 500-26). A second 16-week break requires additional approval under the same policy; otherwise, the student is not eligible for readmission after more than one unapproved absence.

The Family Nurse Practitioner (FNP) track may be completed in six semesters (full-time) and nine semesters (part-time). The Nurse Educator track may be complete in 5 semesters (full-time) and eight semesters (part-time). The Postgraduate Certificate FNP track may be completed in three semesters (full-time). The Postgraduate Certificate Nurse Educator track may be complete in two semesters (full-time).

Clinical Hour Completion

Clinical hours required in the following courses must be completed by the last day of the course in order for the student to pass the clinical portion of the course and advance in the track course progression.

FNP track: NUR 509, 510, 511, 512
Nurse Educator track: NUR 526, 527

The sum of the required clinical hours in NUR 513 and 514 (FNP track) may be completed at any point during either of the courses since both courses contain adult and pediatric hours and represent completion of the program track clinical hour requirements.

Any clinical hours obtained over the required amount in any course may be applied to clinical hour requirements for NUR 513 and 514.

Extenuating circumstances may interfere with a student obtaining the required number of clinical hours within a course. Accommodations for these unforeseen events will be considered on an individual basis.

Course Progression

Students must complete and receive a passing grade of B or higher in all MSN core courses prior to beginning any courses within a specialty track.

After core courses are completed, students must follow the course sequence within the plan of study for each program track and program option. Students must receive a passing grade of B or higher in each course before progressing onto the next course.

Course Progression for students who have been issued an incomplete in any course will be considered on a case by case basis (see policy 500-24).

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:

POLICY NAME:	Master of Science in Nursing Program Course Completion
SUBJECT:	Master of Science in Nursing Program Course Completion
EFFECTIVE DATE:	August 2023
POLICY HISTORY	
REVIEWED DATE	June 2023, June 2024
REVISED DATE	
PURPOSE	
A description of the time limitation for course completion if an incomplete is awarded for the course.	

PROCEDURE:

Extenuating circumstances may interfere with a student completing the requirements of a course by the last day of the course. Accommodations for these unforeseen events will be considered on an individual basis and may take the form of issuing an “Incomplete” for the course.

The Course Faculty along with the Program Coordinator may establish conditions for continuation in the course including a Mandatory Plan for Success.

In the event that a student does not complete all required course work by the last day of a course and is receiving a passing grade, an ‘Incomplete’ may be issued by faculty. All course requirements must be completed within 30 days of the last day of the course in order for the student to receive a final grade and credit for the course. If the course requirements are not met within 30 days, a grade of F may be issued for the course. After consultation with the MSN Program Coordinator, the decision about progressing to the next course will be determined on a case-by-case basis.

POLICY NAME:	Withdrawal from or Changing Option/Track in the Master of Science in Nursing Program
SUBJECT:	Withdrawal from or Changing Option/Track in the Master of Science in Nursing Program
EFFECTIVE DATE:	December 2018
POLICY HISTORY	
REVIEWED DATE	December 2018, January 2019, January 2020, August 2020, May 2021, July 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2021, July 2021, May 2023, May 2025
PURPOSE	
A description of the process for withdrawing from or changing option/track in the Master of Science in Nursing Program	

PROCEDURE:

Students in the 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.

The student is advised that if they choose to leave unofficially—that is, without approval of the Vice President of Academic Affairs and the completion of withdrawal forms, they forfeit all rights to any reduction in their 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 a plan to apply for readmission must 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 track and/or option (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 track. Changing to the Family Nurse Practitioner track is subject to the approval of the Dean of the School of Nursing, and/or Program Coordinator, and the Clinical Coordinator. Also, the opportunity to change specialty option and/or track will be further subject to space within the respective specialty option/track.

POLICY NAME:	Medical/Mental Health/Personal Leave of Absence from the Master of Science in Nursing Program
SUBJECT:	Medical/Mental Health/Personal Leave of Absence from the Master of Science in Nursing Program
EFFECTIVE DATE:	December 2018
POLICY HISTORY	
REVIEWED DATE	December 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024
REVISED DATE	January 2020, August 2020, May 2021, May 2022, May 2023, May 2025
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:

Students may request a leave of absence due to medical or mental health issues, family emergencies, or other unforeseen events that impact their ability to participate in the program. Requests must be submitted in writing to the MSN Program Coordinator. Medical or mental health-related requests must include documentation from a qualified healthcare provider stating the reason and expected duration of the leave. Family or other emergencies must be explained in detail by the student.

All required documentation must be submitted to allow timely review by SON administration and faculty. If approved, the leave will not count as an unapproved break and will not affect readmission eligibility (see MSN Policy 500-23).

Conditions for Return:

- For medical/mental health leaves: written clearance from a qualified provider is required.
- For other leaves: a written explanation of issue resolution is required.
- Reentry is subject to space availability; preference is given to students with higher course averages and satisfactory clinical performance.
- Students absent from course work for 16+ weeks must reapply to the university unless required courses for the student's track or option were not offered during that time, preventing them from enrolling.

The Dean, Program Coordinator, Clinical Coordinator, and faculty may set additional conditions for continuation, such as:

- A student-developed success plan
- Compliance with original admission requirements

Failure to meet these conditions may result in loss of program eligibility. Refer to MSN Policy 500-23 for readmission policies.

POLICY NAME:	Master of Science in Nursing Graduation Requirements
SUBJECT:	Master of Science in Nursing Graduation Requirements
EFFECTIVE DATE:	December 2018
POLICY HISTORY	
REVIEWED DATE	December 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
PURPOSE	
A description of the graduation requirements for the Master of Science in Nursing Program	

PROCEDURE:

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 MSN Program, Family Nurse Practitioner track/option outlined in the respective curriculum plan or,
- Successful completion of 38 credit hours in the MSN Program, Nurse Educator track or,
- Successful completion of 22 credit hours of specialty course in the Postgraduate Certificate FNP track or,
- Successful completion of 15 credit hours of specialty course in the Postgraduate Certificate Nurse Educator track
- 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.

POLICY NAME:	MSN Weekly Devotionals
SUBJECT:	MSN Weekly Devotionals
EFFECTIVE DATE:	December 2018
POLICY HISTORY	
REVIEWED DATE	December 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, May 2021, May 2025
PURPOSE	
A description of weekly devotionals in the online courses within the Master of Science in Nursing Program	

PROCEDURE:

To uphold the mission of the University and the Nursing Program, one Christian devotional will be delivered to the online course room each week. The 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 for delivering the weekly devotional.



SECTION III- STUDENT SERVICES

		MSN POLICY NO..	500-30
POLICY NAME:	Technology Requirements		
SUBJECT:	Technology Requirements		
EFFECTIVE DATE:	December 2018		
POLICY HISTORY			
REVIEWED DATE	December 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025		
REVISED DATE	January 2020, August 2020, May 2021, May 2022, June 2024, May 2025		
PURPOSE			
A description of the technology requirements for the Master of Science in Nursing Program			

PROCEDURE:

As a distance learning program, Campbellsville University relies on technology and it is important for students to have the right equipment to ensure academic 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:

[Computer Requirements](#)

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.

POLICY NAME:	Student Resources for Distance Education Students
SUBJECT:	Student Resources for Distance Education Students
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2021, May 2025
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:

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. A handbook link is at the top of each course shell within the LMS.

POLICY NAME:	Badgett Academic Support Center: Accessibility for Online Students
SUBJECT:	Badgett Academic Support Center: Accessibility for Online Students
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2021
PURPOSE	
To provide online students with the process for obtaining academic support services through the Badgett Academic Support Center	

PROCEDURE:

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, click on “Academics” then “Academic Affairs” then “Academic Support” then “Tutoring and Writing Center”.

POLICY NAME:	Campbellsville University Bookstore: Accessibility for Online Students
SUBJECT:	Campbellsville University Bookstore: Accessibility for Online Students
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022; May 2023, June 2024, May 2025
REVISED DATE	January 2020, May 2021, May 2022, June 2024
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:

The following information is provided to students about ordering books online through a virtual bookstore beginning Fall 2024.

Dear Students,

Campbellsville University is using a bookstore model where you order your textbooks through an integrated website and then have physical items delivered to you via mail while information for digital access is emailed and integrated in Moodle when possible. The new platform is designed to provide you with affordable course materials, convenience, and choice.

Created in partnership with Akademos, and powered by TextbookX, the virtual bookstore uses state-of-the-art technology to simplify the textbook ordering process and present a wide variety of low-cost materials all on one page. Akademos works with over 170 colleges and universities around the country and has provided students with many low-cost textbook options and significant savings.

Below are some essential bookstore tips:

You should visit the website to review your course list before the start of the term both to ensure you have them in time for the first day of class and to take advantage of the lowest prices available.

How do I access the virtual bookstore website?
campbellsville.textbookx.com

How does it work?

Log into the website with your school account to see a personalized page with the courses you registered for plus the texts that faculty and administrators assigned to them. You can then select from the new, used, rental, and e-book options available. The bookstore also hosts a marketplace, where

students around the country and third-party vendors sell new and used textbooks at heavily discounted prices.

Where can I deliver my course materials?

Deliver to your home or to campus. If you order digital course materials, access information will be emailed to you. The bookstore also has an e-library that keeps a record of all of the digital items you ordered so you can easily refer back to it in case you forgot how to access them.

Will there be a physical campus store?

Campbellsville University will be opening an on-campus retail/spirit store to sell branded merchandise like apparel and gifts and the required nursing uniforms. The campus store will also sell school supplies, snacks, and other items.

Bookstore benefits:

- Personalized: All of your courses and materials are listed on one page when you log in with your school account, removing the need to search across multiple channels for that information.
- Textbook variety: Select from new, used, e-book, and rental textbooks.
- Affordable prices: The bookstore has a marketplace where you can save an average of 60% off the list price of textbooks that are sold by students and vendors around the country.
- Optimized: It takes only minutes to review and order textbooks. The website is also mobile-optimized so you can order from any of your digital devices.
- Save on new books: Price match guarantee on new books.
- Free delivery options: Free economy shipping offers on retail items when the order is over \$49 (not including marketplace).
- Sell books: Post used textbooks for sale on the website's marketplace and name your selling price.
- Help when you need it: Year-round student support with 24/7 availability during the back-to-school season.

POLICY NAME:	Campbellsville University Business Office: Accessibility for Online Students
SUBJECT:	Campbellsville University Business Office: Accessibility for Online Students
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022; May 2023, June 2024, May 2025
REVISED DATE	January 2020
PURPOSE	
To provide online students with access to Business Office services.	

PROCEDURE:

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:

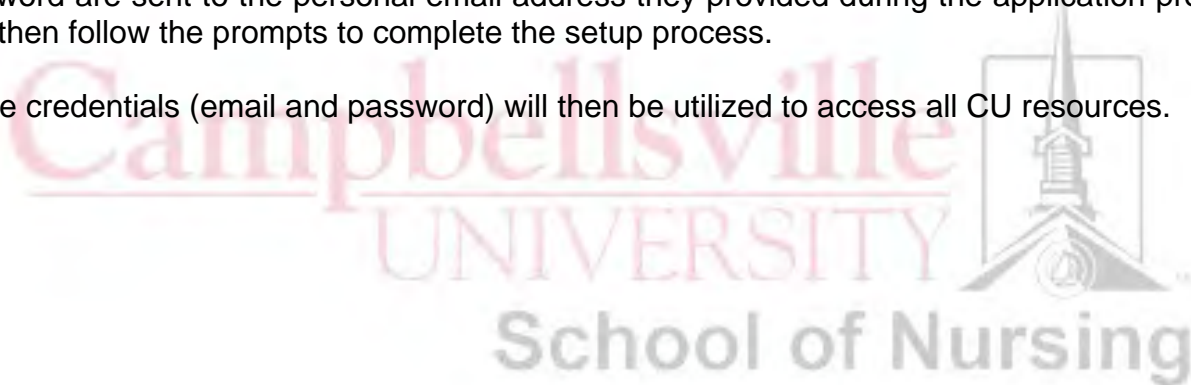
The Business office at (270) 789-5203 for additional information about payment plans.

POLICY NAME:	Email Communication: Accessibility for Online Students
SUBJECT:	Email Communication: Accessibility for Online Students
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, April 2021, May 2022; May 2023, June 2024
REVISED DATE	January 2020, April 2021; May 2023
PURPOSE	
Students enrolled in distance education courses 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:

Once a student accepts admission to the University, their new student CU email address and initial password are sent to the personal email address they provided during the application process. They may then follow the prompts to complete the setup process.

These credentials (email and password) will then be utilized to access all CU resources.



POLICY NAME:	Financial Aid Services: Accessibility for Online Students
SUBJECT:	Financial Aid Services: Accessibility for Online Students
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022; May 2023, June 2024, May 2025
REVISED DATE	January 2020
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:

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.

POLICY NAME:	Library Services: Accessibility for Online Students
SUBJECT:	Library Services: Accessibility for Online Students
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, June 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2021, June 2021, June 2024, May 2025
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:

Users authenticate for online access to library resources with their CU One Login credentials, the single sign-on for the Campbellsville University community. When searching CU Search, a user is prompted to sign in before they access the full text of an article or e-book. Students can access 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 on the Moodle platform provided by Learning House for all of Campbellsville University's online programs.

Database tutorials for some commonly used databases can also be accessed from the Library page.

Students can also access media through the Interlibrary Loan system (ILL). 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. An Interlibrary Load request can be made on the library site.

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

- Only current Faculty, Staff and Students

- **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



POLICY NAME:	Learning Management System: Accessibility for Online Students
SUBJECT:	Learning Management System: Accessibility for Online Students
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, June 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, May 2021, June 2021, May 2022, May 2025
PURPOSE	
Students must utilize the Learning Management System to access course information and to interact in the online classroom.	

PROCEDURE:

The learning management system used by Campbellsville University School of Nursing is Moodle®.

Students can access Moodle® by going to:

- <https://www.campbellsville.edu/> > “Menu”> “Moodle®”
- 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). Students may access Moodle via the university website under Popular Links on the menu or on the Support tab on any Moodle homepage.

CU's OPM (RisePoint) conducts orientation calls with students. Also, CU has a Fully Online Student Orientation course in Moodle that all online students are enrolled in.

POLICY NAME:	Disability Services
SUBJECT:	Disability Services
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, July 2021, May 2022; May 2023, June 2024, May 2025
REVISED DATE	January 2020, May 2021, July 2021, May 2023
PURPOSE	
Students may suffer from disabilities, which may require special accommodation 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:

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:

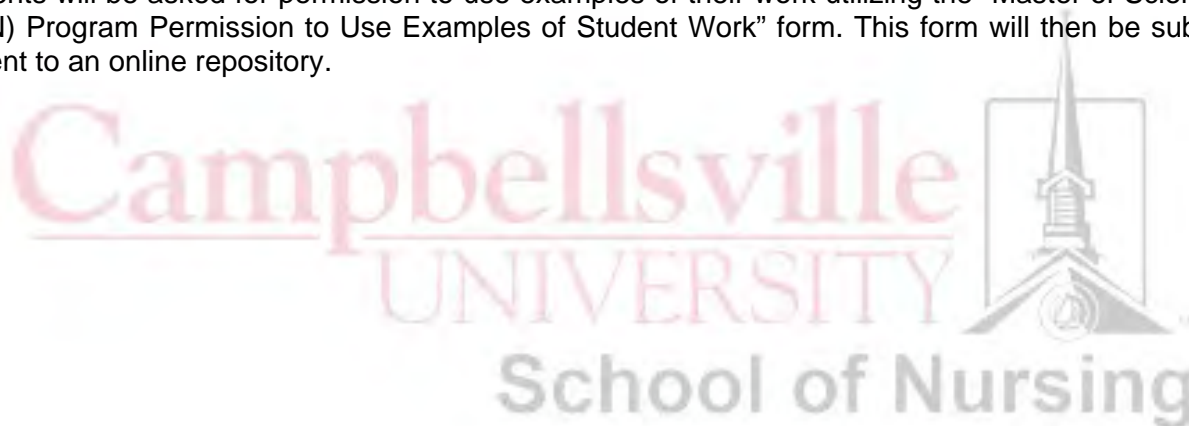
disabilityservices@campbellsville.edu

SECTION IV- STUDENT AND FACULTY EXPECTATION POLICIES

		MSN POLICY NO.	500-41
POLICY NAME:	Permission to Use Examples of Student Work		
SUBJECT:	Permission to Use Examples of Student Work		
EFFECTIVE DATE:	August 2021		
POLICY HISTORY			
REVIEWED DATE	July 2021, May 2022, May 2023, June 2024, May 2025		
REVISED DATE	July 2021		
PURPOSE			
To validate permission to use examples of student work.			

PROCEDURE:

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.



POLICY NAME:	Faculty Accessibility
SUBJECT:	Faculty Accessibility
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, May 2021, June 2024, May 2025
PURPOSE	
To ensure that students have reasonable access to faculty in the online setting.	

PROCEDURE:

In an online setting, office hours are managed somewhat differently than in the face-to-face setting. Faculty will be available a minimum of 8 hours per week. During this time online students may schedule appointments to meet face-to-face, virtually, or via phone. Additional appointment days/times may be available outside of office hours with faculty approval. Office hours will be posted in the syllabus for each course.

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.

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.

POLICY NAME:	MSN Program Scholarly Work Guidelines
SUBJECT:	MSN Program Scholarly Work Guidelines
EFFECTIVE DATE:	6/2024
POLICY HISTORY	
REVIEWED DATE	May 2025
REVISED DATE	
PURPOSE	
To set a standard of scholarly work in the MSN Program by addressing scholarly writing, APA 7 th edition formatting, and labeling of assignments.	

PROCEDURE:

Scholarly Writing:

To support graduate-level, scholarly writing, all discussion posts, papers, and other assignments that have written components must be reviewed and revised using Grammarly or an equivalent application. Exceptions are case studies or other clinical documentation that do not require a narrative format. All citations, references, and general formatting must follow APA 7th edition guidelines. Faculty reserve the right to return the assignment ungraded if there are numerous grammatical, spelling, or APA errors. Grade deductions for late assignments will be applied.

APA 7th Edition Requirements:

All formal writing assignments for the MSN Program will use APA 7th edition format. Faculty reserve the right to return an assignment ungraded if there are multiple APA formatting errors. Faculty may deduct points for APA errors after the content for the assignment has been graded. See assignment rubrics for detailed grading information. The APA Checklist at the end of this policy can be used as a means of identifying and eliminating APA errors and omissions from a paper before submitting for a grade. Faculty may require students to subscribe to an online APA formatting application for consistency.

Labeling of Files for Student Assignments:

Students are to label any file submissions for assignments in any course in the MSN Program using the following format:

StudentNameAssignmentNameCourse#

For example:

TammyHarrisPulmonaryNUR502

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.

Title Page (APA Manual, 7 th ed., Page 31-37)	
<input type="checkbox"/>	No running head The running head is no longer required for student papers, unless requested by instructor.
<input type="checkbox"/>	Page numbers 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.
<input type="checkbox"/>	Title: 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.)
<input type="checkbox"/>	Author/Student name Name is double spaced under the title. It is not bold, underlined, or an abnormal font, and does not include credentials.
<input type="checkbox"/>	Institutional affiliation 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)
<input type="checkbox"/>	Name of the Course The course number and course name are double-spaced under the institutional affiliation. (Example-- NUR 370-01: Community Health Nursing I)
<input type="checkbox"/>	Instructor Name of Instructor with appropriate prefix is double-spaced under name of course. (Example—Dr. Beverly Rowland)
<input type="checkbox"/>	Due Date The date that the paper is due in the course syllabus/Moodle assignment date is double-spaced under instructor name. (Example—October 8, 2020)
General Formatting (APA Manual, 7 th ed., p. 43-46)	
<input type="checkbox"/>	Order of Pages The order sequence of the paper is: (Use page breaks to ensure separation of different parts of the paper) <ul style="list-style-type: none"> • Title Page • Abstract (if required, start on new page after title page, with no indentation) • Text (start on new page after abstract or title page) • References (start on new page after the text) • Tables (start on new page after the body of the text) • Figures (start on new page after the tables) • Appendices (start on new page after the figures)

<input type="checkbox"/>	Page numbers Use automatic page-numbering to insert page numbers in the top, right-hand corner of pages.								
<input type="checkbox"/>	Font Preferred font for all nursing papers is Times New Roman, 12-pt.								
<input type="checkbox"/>	Special Characters Special characters, when used, should be typed in using special characters functions of word-processing program.								
<input type="checkbox"/>	Spacing 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.								
<input type="checkbox"/>	Margins Margins are 1 inch on all sides, top, and bottom.								
<input type="checkbox"/>	Paragraph Alignment 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.								
<input type="checkbox"/>	Paragraph Indentation 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.								
<input type="checkbox"/>	Heading levels are consistent with APA 7 th 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.								
<input type="checkbox"/>	Paper Length 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.								
Organization (APA Manual, 7th ed., p. 47-49)									
<input type="checkbox"/>	Introduction 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 would have Level 2 headings, as noted in Heading Levels below:								
<input type="checkbox"/>	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: <table border="1"> <thead> <tr> <th>Level</th><th>Format</th></tr> </thead> <tbody> <tr> <td>1</td><td>Centered, Bold, Title Case Heading Text begins as a new paragraph.</td></tr> <tr> <td>2</td><td>Flush Left, Bold, Title Case Heading Text begins as a new paragraph.</td></tr> <tr> <td>3</td><td>Flush Left, Bold, Italic, Title Case Heading Text begins as a new paragraph.</td></tr> </tbody> </table> If additional headings are used, please refer to page 48 in the APA Manual for guidance.	Level	Format	1	Centered, Bold, Title Case Heading Text begins as a new paragraph.	2	Flush Left, Bold, Title Case Heading Text begins as a new paragraph.	3	Flush Left, Bold, Italic, Title Case Heading Text begins as a new paragraph.
Level	Format								
1	Centered, Bold, Title Case Heading Text begins as a new paragraph.								
2	Flush Left, Bold, Title Case Heading Text begins as a new paragraph.								
3	Flush Left, Bold, Italic, Title Case Heading Text begins as a new paragraph.								
Mechanics of Style (APA Manual, 7th ed., p. 111-127, 153-191)									
<input type="checkbox"/>	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.
<input type="checkbox"/>	Do not use “we” to refer to people in general. (Called the editorial “we.”)
<input type="checkbox"/>	<p>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.</p> <p>Example given: “Each participant turned in their questionnaire.” (As opposed to saying, “his or her” questionnaire.)</p> <p>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.”</p>
<input type="checkbox"/>	Use proper form of “who” or “whom” according to rules noted on page 122.
<input type="checkbox"/>	<p>Punctuation</p> <p>Insert one space after the following:</p> <ul style="list-style-type: none"> • 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 <p>Do not insert a space in the following cases:</p> <ul style="list-style-type: none"> • After internal periods in abbreviations (a.m., i.e., U.S.) • After periods in identity-concealing labels for study participants (E.I.M.) • Around colons in ratios (1:4)
<input type="checkbox"/>	<p>Spelling</p> <p>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.</p>
<input type="checkbox"/>	<p>Contractions</p> <p>Do not use contractions—shortened forms of one or two words with apostrophes used in place of missing letters.</p>
<input type="checkbox"/>	<p>Slang</p> <p>Do not use slang or colloquialisms—informal expressions used in everyday speech or writing. Use precise scholarly language.</p>
<input type="checkbox"/>	<p>Numbers (Pages 178-181)</p> <p>Numbers that should be expressed in numerals:</p> <ul style="list-style-type: none"> • Numbers 10 and above (200 participants, 10th grade students, 105 stimulus words) • Numbers that immediately precede a unit of measurement (5 mg, 10.5 cm) • Numbers that represent statistical/mathematical functions, fractional or decimal quantities, percentages, ratios, percentiles or quartiles. (5%, 5th percentile, ratio of 16:1, 0.33 of the sample) • 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) • 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)
<input type="checkbox"/>	<p>Numbers that should be expressed in words:</p> <ul style="list-style-type: none"> • Zero through nine (except as described above) • Any numbers that begin a sentence, title or heading (when possible reword the sentence to avoid beginning with a number) • Common fractions (one fifth of the class, two-thirds majority)

	<ul style="list-style-type: none"> Universally accepted usage (Twelve Apostles, Five Pillars of Islam)
<input type="checkbox"/>	<p>Combination of words/numerals:</p> <p>Use a combination of numerals and words to express back-to-back numerical modifiers (2 two-way interactions, ten 7-point scales)</p>
<input type="checkbox"/>	<p>Decimals</p> <p>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)</p>
<input type="checkbox"/>	<p>Roman Numerals</p> <p>If Roman numerals are part of the established terminology, do not change them to Arabic numerals ("Type II error," not "Type 2 error")</p>
In-Text Citations (APA Manual, 7th 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 th , 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 th , Section 8.26, p. 271-272).
<input type="checkbox"/>	Block quotations (\geq 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 th , 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.
References (APA Manual, 7th ed., p. 281-307)	
<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"/>	<p>All references are listed in the following order: (See tables on pages 283-284)</p> <p>Author, I. (Date). Title in lower case except for Proper Nouns; unless a book, then appropriate caps. Source.</p> <p>Answers the following questions:</p> <p>Author: Who is responsible for this work [individual, group, organization—ex., Centers for Disease Control (CDC)]</p> <p>Date: When was this work published? [year only]</p> <p>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]</p> <p>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.]</p>
<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 th , 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. http://dx.doi.org/10.xxx/xxx.xxxx
<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.)
General Editing and Grammar for Student Use	
<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, (7th ed.)*. American Psychological Association.

POLICY NAME:	A Guide to Respectful Interactions
SUBJECT:	A Guide to Respectful Interactions
EFFECTIVE DATE:	May 2025
POLICY HISTORY	
REVIEWED DATE	
REVISED DATE	
PURPOSE	
To ensure that all members of the academic community engage with one another in a manner that promotes dignity, inclusivity, and academic integrity, thereby enhancing the educational experience and institutional culture. This policy also aims to prepare students for respectful and effective communication in professional settings beyond the college environment.	

PROCEDURE

This policy outlines expectations for respectful interactions between faculty, staff, clinical personnel, and students across all modes of communication, including in-person, email, text messaging, learning management systems, and other digital platforms.

Respect and Professionalism

Communicate with courtesy and professionalism. Address disagreements constructively, without personal attacks.

Clear and Inclusive Communication

Use language that is inclusive and free from bias, discrimination, or harassment. Avoid sarcasm, condescension, or tone that may be perceived as dismissive or hostile. Communications should be well-written, free of excessive spelling or grammar errors, and reflect thoughtful engagement.

Awareness of Tone in Digital Communication

Tone is often unclear in written messages. Avoid all caps, excessive punctuation, or emoticons, and seek clarification when needed.

Timeliness and Responsiveness

Faculty and students should respond to communications within a reasonable timeframe, typically within 24 hours during the academic week. Automated replies or office hours should be clearly communicated when immediate responses are not possible. While digital messages are delivered quickly, recipients may not always be able to respond immediately.

Appropriate Use of Communication Channels

Use institutional email and official platforms for academic correspondence. Text messaging and phone communications should only be used when mutually agreed upon and should respect boundaries regarding time and content. When replying to emails, include the message thread for context; however, start a new thread with a new subject line for unrelated topics.

Confidentiality and Privacy

Respect the privacy of academic records, personal information, and sensitive discussions. Avoid sharing or forwarding communications without consent. In courses involving patient or employment-related information, ensure all private data is de-identified before sharing.

Respecting Faculty Expertise and Guidance

Faculty members bring a wealth of knowledge, experience, and expertise to the academic environment. Respecting their guidance and feedback is essential for a productive and enriching educational experience. Students are encouraged to engage with faculty respectfully, valuing their insights and contributions to their academic growth. Faculty also appreciate the diverse experiences and perspectives that students bring to the academic community. We all have something to learn from each other, fostering a collaborative and inclusive learning environment.

Use of Critical Thinking in Academic Communication

Critical thinking is a cornerstone of academic success and intellectual development. Students are encouraged to apply critical thinking skills in all academic communications, including discussions, assignments, and evaluations. This involves questioning assumptions, evaluating evidence, and presenting reasoned arguments while maintaining respect for differing viewpoints.

Preparation for Professional Environments

Faculty should model, and students should practice, professional communication for future workplace readiness. Messages should be composed with care, avoiding sloppiness or informal shortcuts that may undermine credibility.

Course and Faculty Evaluation Etiquette

Course and faculty evaluations, though anonymous, should be respectful, constructive, and focused on the learning experience. Personal attacks or irrelevant comments are not acceptable. Faculty are also encouraged to provide students with timely, supportive feedback. Constructive input from both sides fosters continuous improvement and models professional communication.

Conflict Resolution

Concerns about disrespectful behavior should be addressed through appropriate university channels. Both parties are encouraged to seek resolution through dialogue before escalating concerns. Policy 500-50 addresses the processes for formal complaints and grievances.

Implementation and Enforcement

Violations may be addressed through existing student conduct or faculty review procedures, depending on the nature and severity of the incident.

POLICY NAME:	Disruption of Internet Services
SUBJECT:	Disruption of Internet Services
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, May 2021
PURPOSE	
To establish a means for students to notify faculty of disruption of services and to make up lost work during such times.	

PROCEDURE:

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 member, by phone 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 member.

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 a 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. Students are encouraged to plan ahead and have an alternative site identified for Internet use prior to the commencement of coursework should the need arise.

POLICY NAME:	Academic Honesty
SUBJECT:	Academic Honesty
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022; May 2023, June 2024; May 2025
REVISED DATE	January 2020, August 2020, May 2021
PURPOSE	
To ensure academic honesty and integrity within the MSN program.	

PROCEDURE:

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 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.



		MSN POLICY NO.	500-48a
POLICY NAME:	Use of Artificial Intelligence		
SUBJECT:	Use of Artificial Intelligence		
EFFECTIVE DATE:	January 2025		
POLICY HISTORY			
REVIEWED DATE	May 2025		
REVISED DATE			
PURPOSE			
To define the appropriate use of artificial intelligence and support academic honesty and integrity within the MSN program.			

Procedure:

This policy provides guidelines for the appropriate and ethical use of Artificial Intelligence (AI) tools by nursing students in academic, clinical, and professional settings. It ensures that AI use aligns with principles of academic integrity, patient care, and professional responsibility. Cheating occurs whenever a student uses deception to avoid fulfilling the specific requirements of an assignment or course and/or to avoid receiving a higher grade than he/she might otherwise receive. Plagiarism occurs when a student appropriates passages or ideas from someone else's writing into his/her own without providing proper documentation and/or without using quotation marks to indicate when he/she is directly quoting a source.

The inappropriate use of AI violates the Academic Honesty policy and/or be considered Plagiarism. Misuse of AI tools will be treated as a violation of the university's academic integrity or professional conduct policies. It may result in disciplinary actions, up to and including dismissal from the program. AI must not be used to generate academic work that is presented as the student's original effort. Students are prohibited from using AI to fabricate or falsify data in assignments, research, or clinical documentation. The Badgett Academic Support Center (BASC) writing center is available to students who need writing assistance - see the student handbook for more information. If you have a question about the appropriate use of AI in this course, please consult the instructor before submitting the assignment. Tools such as PERRLA and Grammarly are suitable for assistance with APA writing style and format, but AI should not be used to generate content for any assignment.

This policy reflects the core values of the nursing profession, emphasizing accountability, ethical practice, and a commitment to safe, compassionate patient care. Students are expected to integrate these principles when engaging with AI technologies.

This policy will be reviewed and updated annually to reflect technological developments and feedback from students and faculty. The faculty will also evaluate and update it regularly to keep pace with advancements in AI technology and its implications for nursing education and practice.

Students are required to review and sign this policy as part of their program/course orientation.

Badges

The following AI badges will indicate the appropriate use of AI in individual courses and assignments.

Badge Definitions

No Use of AI in this Assignment



You are expected to do your own work and cite any sources you use properly. You are not allowed to use any artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to complete any part of your assignments. Any attempt to use these tools will be considered academic misconduct and will be dealt with according to the university's academic integrity policy. Students are expected to complete all work independently and without the assistance of AI-generated content. If you have any questions about what constitutes acceptable use of AI tools, please consult with the instructor before submitting your work.

Some Use of AI in this Assignment



This course/assignment permits you to use artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on assignments, as long as you do so ethically and responsibly. Essentially, you can think of these tools as ways to help you learn but not to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like your tutor or TA, not a replacement for independent thinking.

This means that you must:

- Do not use AI tools to replace your thinking or analysis, or avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment.
- Explain what you learned from the AI tool, how you verified its accuracy and reliability, integrated its output with your work, and acknowledged its limitations and biases.

You are accountable for any mistakes made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies after submission, notify the instructor immediately and correct them immediately.

Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor before submitting your work.

Unlimited Use of AI in this Assignment



In this course/assignment, students are encouraged to explore and utilize generative AI tools, such as chatbots, text generators, paraphraser, etc., as part of their learning and coursework. These tools can be valuable for brainstorming, drafting, and enhancing your understanding of the material. However, it is essential to critically assess and cite any AI-generated content used in your assignments and projects. Students must demonstrate their understanding and critical thinking in their final submissions. Proper attribution and transparency about your usage of an AI tool are expected.

- Use AI tools only for tasks appropriate to your learning and understanding level. Do not use AI tools to replace your thinking or analysis or to avoid engaging with the course content.
- Cite any AI tools you use properly, following the citation style specified by the instructor. APA Example:
 - OpenAI. (2024). *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>
- Provide evidence of how you used the AI tool and how it contributed to your assignment.
- Explain what you learned from the AI tool, how you verified its accuracy and reliability, integrated its output with your work, and acknowledged its limitations and biases.
- Take full responsibility for any mistakes or errors made by the AI tool. Do not rely on the AI tool to produce flawless or correct results. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible.
- If you are working on a group assignment, discuss the use of AI tools with your group members and agree on how you plan to use them and how you will be transparent with the instructor regarding their use.
- If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor before submitting your work.

Delta Teaching Resources (2025). Developing an AI syllabus statement & driving class AI discussion. NC State University. <https://teaching-resources.delta.ncsu.edu/develop-an-ai-syllabus-statement/>

POLICY NAME:	Code of Conduct
SUBJECT:	Code of Conduct
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, May 2021
PURPOSE	
To define the expectations of behaviors while in the MSN program.	

PROCEDURE:

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.

POLICY NAME:	Complaints
SUBJECT:	Complaints
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2021, May 2025
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:

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.
- 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.

Student complaints may be filed outside of the School of Nursing by accessing the **Student Complaint Process in Tigernet**. Campbellsville University has implemented an online filing system through PHP (Hypertext Preprocessor) technology to help streamline the process and make it more user friendly for students. Students are able to access the grievance form after logging into the Jenzabar Internet Campus Solution (JICS), known as Tigernet to the campus community. This authenticates the identity of the person filing the complaint. The location of the form also makes it readily accessible to all students including those enrolled online and at off-site locations. Each time new complaints are filed, automatically generated emails inform the students that they will be contacted about their grievance within 30 days.

The PHP file will automatically data dump the pertinent information into a complaint log housed on a protected University server accessible only to the Grievance Reporting Committee (GRC). Once the student complaint has been filed, the committee is notified. The GRC consists of a representative from Office of Academic Affairs, Office of Student Services, and Department of Athletics. After the GRC receives an email about the grievance being logged, the committee forwards the information to the appropriate committee, office, or campus employee who handles the particular complaint. Each committee member has a copy of the grievance subcommittee datasheet to help direct the complaint to the appropriate office or committee that has jurisdiction over the grievance. All grievances are handled in accordance with the governing handbooks (Administrative Policy and Procedures Manual, Student Handbook, Undergraduate Catalog, and etc.).

After the GRC handles the routing of the grievance, the process outlined in the University materials is followed. This process holds the same for students across the academic enterprise and all modalities. Online, regional center and campus students all have access to the JICS portal and are able to log in and follow the same grievance process. All student grievances are handled in an expeditious and professional manner. The resolution to the complaint is entered in the complaint log.

**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.*

POLICY NAME:	Confidentiality of Information in the Clinical Setting
SUBJECT:	Confidentiality of Information in the Clinical Setting
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2021, May 2025
PURPOSE	
To define approach to confidentiality in the Master of Science in Nursing Program.	

PROCEDURE:

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:

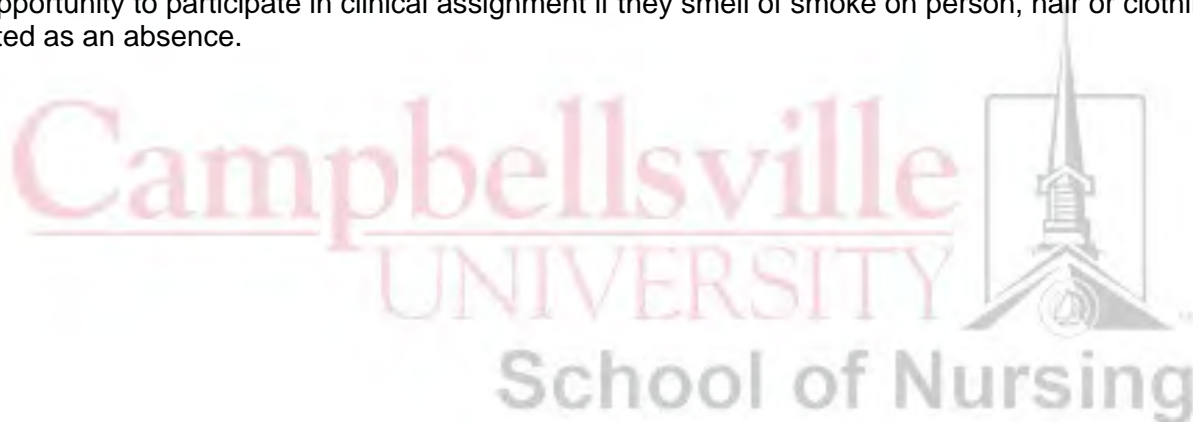
1. Patient information should only be discussed with other members of the health care team who have a need-to-know. Do not discuss patient information with anyone else, including fellow employees and your family members.
2. Do not tell unauthorized persons that you saw or have knowledge of a patient 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 confidentiality 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.

		MSN POLICY NO.	500-52
POLICY NAME:	Smoking		
SUBJECT:	Smoking		
EFFECTIVE DATE:	January 2018		
POLICY HISTORY			
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025		
REVISED DATE	January 2020, August 2020, May 2021		
PURPOSE			
To relay Campbellsville University smoking regulations			

PROCEDURE:

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.



POLICY NAME:	Social Networking, Professionalism & HIPAA Violations
SUBJECT:	Social Networking, Professionalism & HIPAA Violations
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, June 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020
PURPOSE	
To describe expectations related to social networking, professional and confidentiality.	

PROCEDURE:

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 YouTube. 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.

POLICY NAME:	Student Responsibilities
SUBJECT:	Student Responsibilities
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, July 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, July 2021, May 2025
PURPOSE	
To describe the expectations and responsibilities of student within the Master of Science in Nursing Program.	

PROCEDURE:

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.

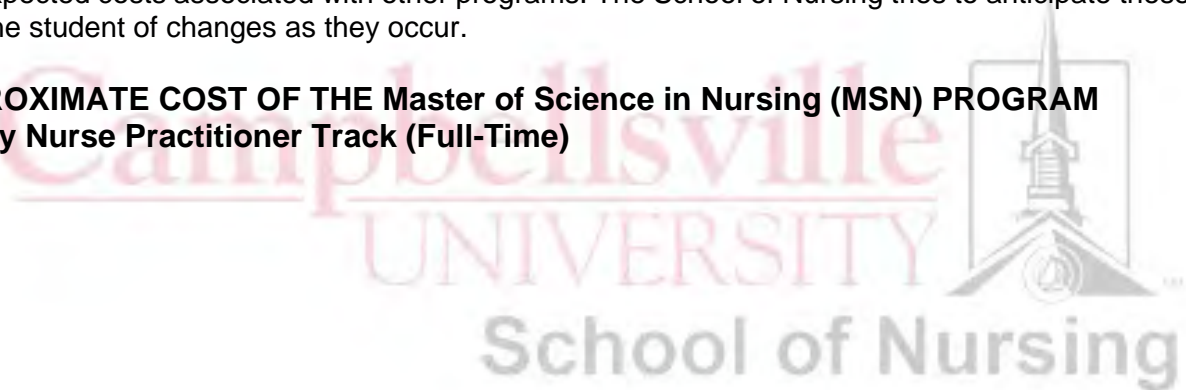
As students of Campbellsville University, individuals are responsible to conduct themselves in a manner that is consistent with the Christian values upheld by this institution. Whether on campus or on field trips with University groups, students are expected to maintain the Campbellsville Philosophy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

POLICY NAME:	Approximate Costs of the Master of Science in Nursing Program tracks and Full-Time and Part-Time options
SUBJECT:	Approximate Costs of the Master of Science in Nursing Program tracks and Full-Time and Part-Time options
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, July 2021, May 2022, July 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2021, July 2021, May 2023, June 2024, May 2025
PURPOSE	
To outline the approximate costs related to all aspects of the Master of Science in Nursing Program tracks and Full-Time and Part-Time options	

PROCEDURE:

Aside from the costs of tuition and course materials, 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 Track (Full-Time)



Fee	CU MSN FNP Track (Full-Time) Costs by Semester FNP Track (Full-Time) Estimated Costs by Semester						Refund Policy
	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	
Estimated Tuition*	\$4221	\$4,824	\$4,824	\$4221	\$4,824	\$4221	See CU Student Handbook
Technology Fee	\$150	\$150	\$150	\$150	\$150	\$150	Non-Refundable
Course materials/textbooks	Cost Varies	Cost Varies	Cost Varies	Cost Varies	Cost Varies	Cost Varies	Student Purchase
Course Fee**	\$20	\$358	\$201	\$298	\$271	\$503	Non-Refundable
White Lab Coat	Cost Varies	N/A	N/A	N/A	N/A	N/A	Student Purchase
Watch with Second Hand	Cost Varies	N/A	N/A	N/A	N/A	N/A	Student Purchase
Immunizations/ CPR/Tb	Cost Varies	Renewal Fees Vary	Renewal Fees Vary	Renewal Fees Vary	Renewal Fees Vary	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	Renewal Fees Vary	Renewal Fees Vary	Renewal Fees Vary	Renewal Fees Vary	Renewal Fees Vary	Student Purchase
Otoscope, Tuning fork, penlight kit	N/A	\$40 or borrow	N/A	N/A	N/A	N/A	Student Purchase
Suture Practice Kit	N/A	N/A	N/A	N/A	\$30	N/A	Student Purchase
Clinical Parking/ Name Tag Fees	Varies by Site	Varies by Site	Varies by Site	Varies by Site	Varies by Site	Varies by Site	Student Purchase
Online Clinical Platform	N/A	N/A	N/A	Varies by Site	Varies by Site	Varies by Site	Student Purchase
Graduation Fee	N/A	N/A	N/A	N/A	N/A	\$100	Non-Refundable

Certification Exam/Licensure	N/A	N/A	N/A	N/A	N/A	N/A	AANP or ANCC certification exam rate; application and license fees vary by state	Student Purchase
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* Estimated tuition is \$27,135 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 include but are not limited to document management platform, clinical management platform, background checks, drug screens, remote exam proctoring, digital clinical experiences, online APA formatting subscription, OSHA/HIPAA education modules, professional liability insurance, and certification preparation materials.

Fee	FNP Track (Part-time) Costs by Semester									Refund policy
	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH	
Estimated Tuition	\$2412	\$1809	\$1809	\$1809	\$3015	\$3015	\$4221	\$4,824	\$4221	See CU Student Handbook
Technology Fee	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	Non-refundable
Course materials/textbooks	Cost Varies	Cost Varies	Cost Varies	Cost Varies	Cost Varies	Cost Varies	Cost Varies	Cost Varies	Cost Varies	Student Purchase
Course Fee**	N/A	N/A	\$123	\$20	\$358	\$78	\$298	\$271	\$503	Non-Refundable
White Lab Coat	Cost varies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Student Purchase
Watch with Second Hand	Cost varies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Student Purchase
Immunizations/ CPR/Tb	Cost varies	Renewal fees vary	Renewal fees vary	Renewal fees vary	Renewal fees vary	Renewal fees vary	Renewal fees vary	Renewal fees vary	Renewal fees vary	Student Purchase
Laptop	Cost varies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Student Purchase
Personal Health Insurance	Cost varies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Student Purchase
Otoscope, Tuning forks, Penlight Kits	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A	Student Purchase
Suture Practice Kit	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$30	N/A	Student Purchase
Professional Liability Insurance										Non-refundable
Clinical Parking/ Name Tag Fees	N/A	N/A	N/A	N/A	N/A	N/A	Varies by site	Varies by site	Varies by site	Student Purchase
Online Clinical Platform	N/A	N/A	N/A	N/A	N/A	N/A	Varies by site	Varies by site	Varies by site	Student Purchase
Graduation Fee	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$100	Student Purchase
Certification Exam/Licensure	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	AANP or ANCC certification exam rate; application and license fees vary by state	Student Purchase

* Estimated tuition is based on a program length of 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 include but are not limited to document management platform, clinical management platform, background checks, drug screens, remote exam proctoring, digital clinical experiences, online APA formatting subscription, OSHA/HIPAA education modules, professional liability insurance, and certification preparation materials.

POSTGRADUATE CERTIFICATE - FNP

CU MSN FNP Track Postgraduate Certificate Costs by Semester FNP Track (Full-Time)							
Fee	Semester						Refund Policy
				1 ST	2 ND	3 RD	
Estimated Tuition*				\$4221	\$4,824	\$4221	See CU Student Handbook
Technology Fee				\$150	\$150	\$150	Non-Refundable
Course materials/textbooks				Cost Varies	Cost Varies	Cost Varies	Student Purchase
Course Fee**				\$448	\$271	\$503	Non-Refundable
White Lab Coat				N/A	N/A	N/A	Student Purchase
Watch with Second Hand				N/A	N/A	N/A	Student Purchase
Immunizations/ CPR/Tb				Renewal Fees Vary	Renewal Fees Vary	Renewal Fees Vary	Student Purchase
Laptop				N/A	N/A	N/A	Student Purchase
Personal Health Insurance				Renewal Fees Vary	Renewal Fees Vary	Renewal Fees Vary	Student Purchase
Otoscope, Tuning fork, penlight kit				N/A	N/A	N/A	Student Purchase
Suture Practice Kit				N/A	\$30	N/A	Student Purchase
Clinical Parking/ Name Tag Fees				Varies by Site	Varies by Site	Varies by Site	Student Purchase
Online Clinical Platform				Varies by Site	Varies by Site	Varies by Site	Student Purchase
Graduation Fee				N/A	N/A	\$100	Non-Refundable
Certification Exam/Licensure				N/A	N/A	AANP or ANCC certification exam rate; application and license fees vary by state	Student Purchase

Nurse Educator Track (Full-time)

Fee	Nurse Educator Track (Full-time) Cost by Semester					Refund Policy
	1 ST	2 ND	3 RD	4 TH	5 TH	
Estimated Tuition	\$4221.00	\$4,824.00	\$4,824.00	\$5427.00	\$3618.00	See CU Student Handbook S

Technology Fee	\$150	\$150	\$150	\$150	\$150	Non-Refundable
Course Material/Textbooks	Varies by Course	Varies by Course	Varies by Course	Varies by Course	Varies by Course	Student Purchase
Course Fee**	\$20	\$358	\$201	N/A	N/A	Non- Refundable
White Lab Coat	Cost Varies	N/A	N/A	N/A	N/A	Student Purchase
Watch with Second Hand	Cost Varies	N/A	N/A	N/A	N/A	Student Purchase
Immunizations/ CPR/Tb	Cost Varies	Renewal Fees Vary	Renewal Fees Vary	Renewal Fees Vary	Renewal Fees Vary	Student Purchase
Laptop	Cost Varies	N/A	N/A	N/A	N/A	Student Purchase
Personal Health Insurance	Cost Varies	Renewal Fees Vary	Renewal Fees Vary	Renewal Fees Vary	Renewal Fees Vary	Student Purchase
Otoscope, Tuning fork, penlight kit	N/A	\$40.00 or borrow	N/A	N/A	N/A	Student Purchase
Clinical Parking/ Name Tag Fees	Varies by Site	Varies by Site	Varies by Site	Varies by Site	Varies by Site	Student Purchase
Online Clinical Platform	N/A	N/A	N/A	Varies by Site	Varies by Site	Student Purchase
Graduation Fee	N/A	N/A	N/A	N/A	\$100.00	Non-Refundable
Certification Exam/Licensure	N/A	N/A	N/A	N/A	NLN CNE exam fee - \$400-\$500 (not required)	Student Purchase

* Estimated tuition is based on a program length of 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 include but are not limited to document management platform, clinical management platform, background checks, drug screens, remote exam proctoring, digital clinical experiences, online APA formatting subscription, OSHA/HIPAA education modules, professional liability insurance, and certification preparation materials.

Nurse Educator Track (Part-time)

Fee	Nurse Educator Track (Part-time) Cost by Semester								Refund Policy
	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	
Estimated Tuition	\$2412	\$1809	\$1809	\$1809	\$3015	\$3015	\$4221	\$4221	See CU Student Handbook
Technology Fee	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	Non-refundable
Course materials/textbooks	Varies by Course	Varies by Course	Varies by Course	Varies by Course	Varies by Course	Varies by Course	Varies by Course	Varies by Course	Student purchase
Course Fee**	N/A	N/A	\$123	\$20	\$358	\$78	N/A	N/A	Non-Refundable
White Lab Coat	Cost varies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Student Purchase
Watch with Second Hand	Cost varies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Student Purchase
Immunizations/ CPR/Tb	Cost varies	Renewal fees vary	Renewal fees vary	Renewal fees vary	Renewal fees vary	Renewal fees vary	Renewal fees vary	Renewal fees vary	Student Purchase
Laptop	Cost varies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Student Purchase
Personal Health Insurance	Cost varies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Student Purchase
Otoscope, Tuning forks, Penlight Kits	N/A	\$40	N/A	N/A	N/A	N/A	N/A	N/A	Student Purchase
Clinical Parking/ Name Tag Fees	N/A	N/A	N/A	N/A	N/A	N/A	Varies by site	Varies by site	Student Purchase
Online Clinical Platform	N/A	N/A	N/A	N/A	N/A	N/A	Varies by site	Varies by site	Student Purchase
Graduation Fee	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$100	Student Purchase
Certification Exam/Licensure	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NLN CNE exam fee - \$400-\$500 (not required)	Student Purchase

* Estimated tuition is based on a program length of 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 include but are not limited to document management platform, clinical management platform, background checks, drug screens, remote exam proctoring, digital clinical experiences, online APA formatting subscription, OSHA/HIPAA education modules, professional liability insurance, and certification preparation materials.

POSTGRADUATE CERTIFICATE – NURSE EDUCATOR

Fee	Nurse Educator Postgraduate Certificate Track (Full-time) Cost by Semester					Refund Policy
	1 ST	2 ND	3 RD	4 TH	5 TH	
Estimated Tuition				\$5427.00	\$3618.00	See CU Student Handbooks
Technology Fee				\$150	\$150	Non-Refundable
Course Material/Textbooks				Varies by Course	Varies by Course	Student Purchase

Fee	Nurse Educator Postgraduate Certificate Track (Full-time) Cost by Semester					Refund Policy
	1 ST	2 ND	3 RD	4 TH	5 TH	
Course Fee**				\$260	\$70	Non- Refundable
White Lab Coat				N/A	N/A	Student Purchase
Watch with Second Hand				N/A	N/A	Student Purchase
Immunizations/ CPR/Tb				Renewal Fees Vary	Renewal Fees Vary	Student Purchase
Laptop				N/A	N/A	Student Purchase
Personal Health Insurance				Renewal Fees Vary	Renewal Fees Vary	Student Purchase
Otoscope, Tuning fork, penlight kit				N/A	N/A	Student Purchase
Clinical Parking/ Name Tag Fees				Varies by Site	Varies by Site	Student Purchase
Online Clinical Platform				Varies by Site	Varies by Site	Student Purchase
Graduation Fee				N/A	\$100	Non-Refundable
Certification Exam/Licensure				N/A	NLN CNE exam fee - \$400-\$500 (not required)	Student Purchase

* Estimated tuition is based on a program length of 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 include but are not limited to document management platform, clinical management platform, background checks, drug screens, remote exam proctoring, digital clinical experiences, online APA formatting subscription, OSHA/HIPAA education modules, professional liability insurance, and certification preparation materials.

POLICY NAME:	Dismissal from the Master of Science in Nursing Program
SUBJECT:	Dismissal from the Master of Science in Nursing Program
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2021
PURPOSE	
To describe the process and rationale for Master of Science in Nursing Program dismissal.	

PROCEDURE:

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*.

POLICY NAME:	On Campus School of Nursing Educational Resources
SUBJECT:	On Campus School of Nursing Educational Resources
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, May 2021, June 2024
PURPOSE	
To outline the process for using available resources on campus at the SON building.	

PROCEDURE:

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.



		MSN POLICY NO.	500-58
POLICY NAME:	Master of Science in Nursing Program Admission Requirements and Documents Required for Admission Consideration		
SUBJECT:	Master of Science in Nursing Program Admission Requirements and Documents Required for Admission Consideration		
EFFECTIVE DATE:	February 2018		
POLICY HISTORY			
REVIEWED DATE	February 2018, January 2019, January 2020, August 2020, May 2021, June 2021, July 2021, May 2022, July 2022, May 2023, June 2024, February 2025, May 2025		
REVISED DATE	January 2020, August 2020, May 2021, June 202, July 2021, May 2022, July 2022, May 2023, June 2024, February 2025, May 2025		
PURPOSE			
To outline admission requirements and document requirements for the Master of Science in Nursing Program			

PROCEDURE FOR MSN Full-time and Part-time APPLICANTS (all tracks):

To apply to Campbellsville University's MSN Program Full-time and Part-time options, 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 www.campbellsville.edu
- **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)**
 - Required to have 1000 direct patient care hours as a Registered Nurse prior to admission to the MSN program and an additional 1000 direct patient care hours as a Registered Nurse will be required prior to beginning the specialty courses.

PROCEDURE FOR POST-GRADUATE CERTIFICATE APPLICANTS (all tracks):

To apply to the CU MSN Program for one of the post-graduate certificate tracks 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.

- **Previous Degree Requirements**

- Master of Science in Nursing (MSN) degree or other terminal nursing degree (DNP, PhD):
 - from a regionally accredited U.S. college or university, and
 - from a nationally accredited graduate nursing program (e.g., Accreditation Commission for Education in Nursing (ACEN); Commission on Collegiate Nursing Education (CCNE).

- **Official Transcripts**

- Provide one official copy of all graduate degree nursing transcripts from each college/university attended (graduate nursing courses only).

- **GPA Requirements**

- Have a cumulative collegiate GPA of 3.0 or higher on a 4.0 scale in graduate studies.

- **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.
- **If applicable**, a copy of a current, valid, unencumbered APRN license (NP, CNM, CNE) using the same verification procedure as for RN license.

*(Note: Post-graduate certificate students may begin clinical rotations in the first course of the track, provided requirements in the **Pre-Requisite Courses for Post-Graduate Certificate Tracks** policy have been fulfilled. Preceptors and clinical sites must be approved by MSN faculty which can be a lengthy process. Having secured a preceptor and clinical site prior to the start of the first course helps to facilitate*

the approval process and prevent delays in progressing through the program. (Please contact the Clinical Coordinator with questions or assistance with securing a preceptor or clinical site.)

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

- Required to have 1000 direct patient care hours as a Registered Nurse prior to admission to the MSN program and an additional 1000 direct patient care hours as a Registered Nurse will be required prior to beginning the specialty courses.

The following are required for ALL applicants to the MSN Program full-time and part-time options and post-graduate certificates for all tracks:

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

These forms may be obtained from the enrolment counsellor:

- **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. 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.
- A professor, faculty member, 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.

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

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

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

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 Form**

- 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 Form**

- 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.
- The MSN Admissions Committee may elect to review the required documentation of any applicant who does not meet the admission requirements including but not limited to having a total collegiate or graduate degree GPA of 2.75 to 2.99 on a 4-point scale. After review, the committee will make a final determination about acceptance into the program. Applicants may be asked to meet with the committee during the review process. Applicants will be informed of the Admissions Committee's decision within two weeks after the Admission Committee receives the applicant's admission packet from the CU Online Admissions team.
 - Rationale: Faculty recognize the importance of considering students on an individual basis who may have had past academic, professional, or personal challenges that are not reflective of the potential for success in graduate nursing courses.

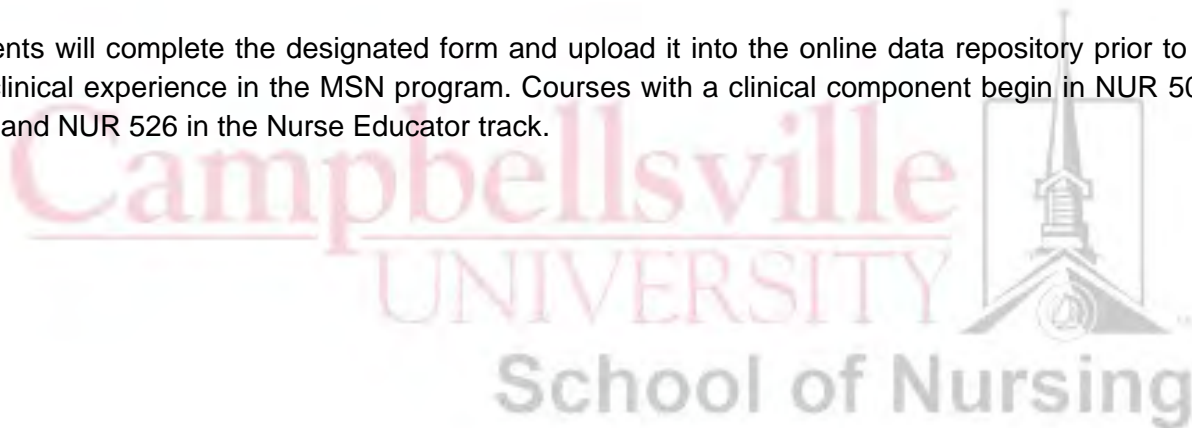


POLICY NAME:	Verification of Patient Care Hours Prior to Clinical Experiences
SUBJECT:	Verification of Patient Care Hours Prior to Clinical Experiences
EFFECTIVE DATE:	June 2024
POLICY HISTORY	
REVIEWED DATE	May 2025
REVISED DATE	
PURPOSE	
To provide documentation of completion of 2000 patient care hours prior to the start of clinical experiences in the MSN program	

PROCEDURE:

Students are required to have 1000 direct patient care hours as a Registered Nurse prior to admission to the MSN program and an additional 1000 direct patient care hours as a Registered Nurse prior to beginning the specialty courses.

Students will complete the designated form and upload it into the online data repository prior to attending the first clinical experience in the MSN program. Courses with a clinical component begin in NUR 509 in the FNP track and NUR 526 in the Nurse Educator track.



POLICY NAME:	Prerequisite Courses for Postgraduate Certificate Tracks
SUBJECT:	Prerequisite Courses for Postgraduate Certificate Tracks
EFFECTIVE DATE:	February 2025
POLICY HISTORY	
REVIEWED DATE	May 2025
REVISED DATE	
PURPOSE	
A description of the Prerequisite courses required before admission into the Master of Science in Nursing Program Postgraduate Tracks	

Procedure:

Applicants for all Postgraduate certificate tracks must have proof of completion of stand-alone, graduate-level, 3-credit-hour-minimum courses in health assessment, pathophysiology, and pharmacology prior to admission into the program. Additionally, applicants must have had previous course content in health promotion and disease prevention. These courses must have been completed within 5 years of admission into the CU MSN program. Applicants who hold a current national certification in an APRN role (NP, CNM, CAN, CNS) may be eligible for credit for Prerequisite courses if completed prior to the 5 years preceding admission to the program.

Prerequisite course approval will be considered by faculty on an individual basis after transcript review. Syllabi for course/s being considered for Prerequisite credit may be required. If the syllabus is not available, the catalog description of the course as printed on the university website or catalog may be submitted.

Campbellsville University offers graduate nursing courses at a reduced credit hour rate which can be completed prior to admission into a PGC track. The following courses fulfill the Prerequisite requirements.

- NUR 502 Advanced Health Assessment and Diagnostic Reasoning
- NUR 503 Advanced Pharmacology
- NUR 505 Advanced Pathophysiology
- NUR 508 Health Promotion and Disease Prevention

SECTION V- CLINICAL POLICIES AND PROCEDURES

		MSN POLICY NO.	500-59
POLICY NAME:	Clinical Requirements		
SUBJECT:	Clinical Requirements		
EFFECTIVE DATE:	January 2018		
POLICY HISTORY			
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, July 2021, May 2022, May 2023, June 2024, May 2025		
REVISED DATE	January 2020, August 2020, May 2021, July 2021, May 2022, May 2023, June 2024, May 2025		
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:

Students in the MSN FNP track and Postgraduate Certificate FNP track will be required to fulfill clinical hours in the following courses:

- NUR 509
- NUR 510
- NUR 511
- NUR 512
- NUR 513
- NUR 514

Students in the MSN Nurse Educator track and Postgraduate Certificate Nurse Educator track are required to fulfill clinical hours in the following courses:

- NUR 526
- NUR 527

All students must have proof of completion of 2000 patient care hours prior to the first clinical experience. 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 by the end of the 2nd semester in the program for FNP and NE students and prior to beginning any clinical experiences (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 insurance through an Internships and Professional Liability policy maintained by CU. The coverage is 3,000,000 per occurrence and 6,000,000 aggregate and will be included in student course fees.

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 in a timely manner 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 student course fees.

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 in the clinical settings. 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.

POLICY NAME:	Drug and Alcohol Screening
SUBJECT:	Drug and Alcohol Screening
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, April 2021, July M2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, July 2021, May 2023, May 2025
PURPOSE	
Guidelines for Drug and Alcohol Screening for the MSN Program	

PROCEDURE:

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 by the first day of the first clinical course, every 6 months thereafter, or 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. Routine testing cost is included in course fees. Students are responsible for the cost of any additional requested 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.

POLICY NAME:	Immunization/Certification/Applicable Screenings/Orientation/Documentation
SUBJECT:	Immunization/Certification/Applicable Screenings/Orientation/Documentation
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, June 2021, July 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2021, June 2021, July 2021, May 2022, May 2023, May 2025
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:**Deadlines for Tasks and CastleBranch Requirements**

Students will complete the MSN Student Orientation course prior to the first day of the first course in the program which includes ordering a background check. Students will upload into the designated online repository proof of a current unencumbered RN license in their state of residence *by the first day of the first course and results of their background check when available.*

Students will have all immunizations, screenings, certifications, proof of personal health insurance, and all other required documents satisfactorily submitted/completed by:

- *the end of the Spring semester (May) for those starting clinicals the following Fall, or*
- *the end of the Summer semester (August) for those starting clinicals the following Spring.*

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. The company will conduct a background check that will be available to potential clinical sites. The fees for these services are included in student course fees.

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 requested beyond the required program screenings.

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.

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

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

- **PPD and TB Assessment Form**

- **Initial admission:** Applicant must provide proof of two-step tuberculin skin test (TST), proof of 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 1st administration until the 2nd 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: 2nd step administered on 2/28/24 08:55am, student must have completed the annual tuberculin skin test or blood testing with documentation on school provided form no later than 2/28/25 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/dpqi/hcab/Pages/ccsguide.aspx>
- **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 vaccination.
 - If you were born 1957 and after, you will need to show proof of two vaccinations.

- MMR vaccinations can be given to adults.
- **Diphtheria, Tetanus, Pertussis (TDaP) Proof TDaP vaccination:** within the last 10 years. Booster every 10 years must be kept current.
- **Varicella: (Chicken Pox):** Submit documentation of 2 vaccinations or antibody titer (lab report is required)
- **Polio:** Submit documentation of your completed primary series. There must be record of at least 3 vaccinations. Titers are acceptable instead of vaccinations.
- **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.
- **Influenza Vaccine:** Submit documentation of a Flu vaccination administered during the current Flu season.
- **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:** Submit documentation of the American Heart Association Healthcare Provider CPR certification (Basic Life Support Provider (BLS) CPR and AED). The front and back of the card must be submitted at the same time, and the Holder's signature line on the back of the card must be signed.
- **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 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 complete each module and training session to ensure they begin the MSN Program with the knowledge and skills needed to 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 by the first day of the first course in the program. 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.



POLICY NAME:	Criminal Background Check
SUBJECT:	Criminal Background Check
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, May 2021, June 2021, July 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2021, June 2021, July 2021, May 2025
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:

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. Renewal will be set for one year for the first renewal, and every six months 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) may be responsible for paying the cost of any 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



POLICY NAME:	Clinical Dress Code
SUBJECT:	Clinical Dress Code
EFFECTIVE DATE:	May 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, April 2021, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, April 2021, May 2021
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:

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:

- Earrings- one per ear, post only
- Piercings—ear lobe only, no nose, tongue, or facial piercings, no visible piercings.
- Tattoos-no visible tattoos, any tattoos must be covered.
- Hair must be clean and neat, a naturally appearing color
- Nails-short, clean. Nail polish can be used if light neutral color, no black or unusual color. No artificial nails.
- Make-up—daywear
- Jewelry-watch with a second hand, one ring or one wedding band may be worn. No bracelets or anklets. Religious necklaces may be worn.
- 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.
- 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.
- 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.

- 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.
- 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.



POLICY NAME:	Attendance at Clinical Experiences
SUBJECT:	Attendance at Clinical Experiences
EFFECTIVE DATE:	February 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, April 2021, July 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, April 2021, July 2021
PURPOSE	
To establish expectations of student performance within the Master of Science in Nursing Program.	

PROCEDURE:

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 and approved by 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. (See MSN Policy 500-23 Course Progression and Readmission)

POLICY NAME:	Emergency Care During Clinical Experiences
SUBJECT:	Emergency Care During Clinical Experiences
EFFECTIVE DATE:	January 2018
POLICY HISTORY	
REVIEWED DATE	January 2018, January 2019, January 2020, August 2020, July 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	January 2020, August 2020, May 2023
PURPOSE	
A plan for care of students in the event of illness or injury while participating in a clinical experience.	

PROCEDURE:

Students will be required to submit emergency contact information 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.

POLICY NAME:	Grading System for the Clinical Experience
SUBJECT:	Grading System for the Clinical Experience
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, August 2020
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:

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.

UNIVERSITY
School of Nursing

POLICY NAME:	MSN Student Preceptor Requirements
SUBJECT:	MSN Student Preceptor Requirements
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, April 2021, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
PURPOSE	
The School of Nursing shall utilize Preceptors as needed to accomplish the mission and objectives of the MSN Program.	

PROCEDURE:**Preceptor Requirements:**

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 preceptor must have at least one year of clinical experience and cannot be a medical resident. Students will have at least one APRN preceptor preferably in the same population focus as the program.

- 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
- Orientation to Role

Members of the School of Nursing Faculty will orient the Preceptors to their assigned role. Orientation will include clinical expectations, discussion of learning objectives for the specified teaching segment/preceptorship, and 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.

POLICY NAME:	Preceptor and Clinical Site Selection for MSN Students
SUBJECT:	Preceptor and Clinical Site Selection for MSN Students
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, May 2022, August 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, May 2022, August 2022, May 2023, June 2024, May 2025
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:

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.

Clinical Hours for Family Nurse Practitioner Track				
Course	Hours	Skills Needed	Acceptable Settings	Unacceptable Settings
NUR 509	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
NUR 510	120			
**Hour limitations for NUR 509 and NUR 510. 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.				

Clinical Hours for Family Nurse Practitioner Track Skills Needed				
Course	Hours	Skills Needed	Acceptable Settings	Unacceptable Settings

NUR 511 Pediatrics	120	Peds Must be able to perform: <ul style="list-style-type: none"> ✓ Complete pediatric health history ✓ Complete pediatric physical exam ✓ Formulate differential diagnoses ✓ Formulate plan of care 	Peds <ul style="list-style-type: none"> ✓ Pediatric primary care practice ✓ *Family Practice (seeing only pediatric patients ages 18 and under) ✓ **Pediatric urgent care or ER 	<ul style="list-style-type: none"> ✓ High risk OB care. ✓ Any specialties ✓ Inpatient care ✓ Acute care ✓ Emergency room ✓ Inpatient ✓ Acute care
NUR 512 Women's Health	120	Women's Health Must be able to perform: <ul style="list-style-type: none"> ✓ Complete women's health history ✓ Head-to-toe prenatal and postpartum physical exams ✓ Well woman exam ✓ Formulate differential diagnoses ✓ Formulate plan of care 	Women's Health <ul style="list-style-type: none"> ✓ *Family Practice (seeing only women's health patients) ✓ OB/GYN outpatient clinic ✓ Health Department ✓ Community women's health clinic 	
*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.				

Clinical Hours for Family Nurse Practitioner Track Skills Needed

Course	Hours	Skills Needed	Acceptable Settings	Unacceptable Settings
NUR 513	180 total hours (see below for population break-down)	Must be able to perform: <ul style="list-style-type: none"> ✓ Complete adult health histories and head-to-toe adult physical exams ✓ Complete pediatric health history and physical exam ✓ Complete women's health history and well woman exam ✓ Health history and head-to-toe prenatal and postpartum physical exams 	<ul style="list-style-type: none"> ✓ Primary care practicum settings seeing both male and female adult patients. Examples: <ul style="list-style-type: none"> ▪ Family practice ▪ Internal Medicine ▪ Long term care facilities ▪ Rural clinics ✓ Primary care pediatric settings ✓ Also acceptable with certain limitations: <ul style="list-style-type: none"> ▪ Urgent Care/Retail Health ▪ ER ▪ Specialties ▪ NP based home health ▪ Veteran's administration 	<ul style="list-style-type: none"> ✓ Inpatient ✓ Acute care ✓ Some specialties ✓ High risk OB
NUR 514	180 total hours (see below for population break-down)	<ul style="list-style-type: none"> ✓ Problem focused history and exam in all age groups. ✓ Formulate differential diagnoses ✓ Formulate plan of care ✓ Implement plan of care 		

NUR 513 and 514 combine for a total of 360 clinical hours. Of these hours, 220 must be adult/women's health and the remaining 140 in pediatrics. 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.

Clinical Hours for Nurse Educator Track

Course	Hours	Examples of Acceptable Settings
NUR 526 The Developing Nurse Educator Practicum 1	120 total hours	<ul style="list-style-type: none"> ✓ In-patient Hospital settings ✓ Outpatient clinics ✓ Health Departments ✓ Long-term care facilities ✓ Academic institutions (clinical teaching environments) ✓ Home Health settings
NUR 527 Exploring the Nurse Educator Role Practicum 2	120 total hours	<ul style="list-style-type: none"> ✓ Pre-licensure nursing program academic settings



POLICY NAME:	Responsibilities of Faculty, Preceptor, and Students in the Clinical Setting
SUBJECT:	Responsibilities of Faculty, Preceptor, and Students in the Clinical Setting
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, April 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, May 2021
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:

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.

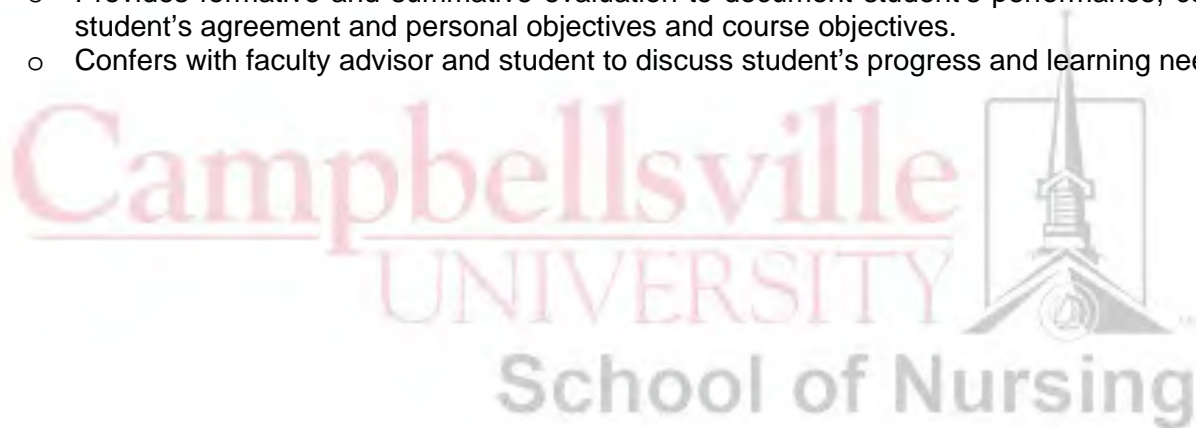
Faculty Responsibilities in the Clinical Setting

- 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

POLICY NAME:	Conflict of Interest
SUBJECT:	Conflict of Interest
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, April 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, August 2020, May 2021, May 2022
PURPOSE	
Preceptor and student should have a relationship that is conducive to an optimal learning experience.	

PROCEDURE:

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

POLICY NAME:	Individual Student Clinical Learning Objectives
SUBJECT:	Individual Student Clinical Learning Objectives
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, April 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, August 2020, May 2021
PURPOSE	
Course and personal objectives guide the learning experience and clarify direction for both the learner and the preceptor.	

PROCEDURE:

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.
- 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.

POLICY NAME:	Preparation for the Clinical Experience and Getting Started
SUBJECT:	Preparation for the Clinical Experience and Getting Started
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, April 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, August 2020, May 2021
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:

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.). Oscopes 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.

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.



POLICY NAME:	Clinical Documentation
SUBJECT:	Clinical Documentation
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, April 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, August 2020, May 2021, May 2023
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 Hour Time Logs (for all MSN tracks)

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.

Clinical Case Logs (for FNP track)

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.

If the clinical site uses electronic health records (EHR), the student will 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.



POLICY NAME:	Faculty Communication/Site Visits
SUBJECT:	Faculty Communication/Site Visits
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, April 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, May 2021, May 2025
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:

The clinical faculty will make initial contact with each preceptor prior to the beginning of the clinical experience and maintain communication with each preceptor throughout the duration of the rotation. 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 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.

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.

POLICY NAME:	Clinical Evaluation
SUBJECT:	Clinical Evaluation
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, July 2021, April 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, May 2021, July 2021, May 2023, June 2024, May 2025
PURPOSE	
<p>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 should 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.</p>	

PROCEDURE:

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. To participate in clinical rotations, students must pass 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 and students are required to complete evaluations of the preceptor and clinical site at the end of each rotation. Preceptors are given the opportunity to evaluate the nursing program at the end of each rotation. The results from these evaluations are used to gain insight about the curriculum including strengths and areas needing improvement and determine if preceptors and clinical sites meet the needs of the students for use in future clinical rotations.

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's Signature/Date: _____

Student Signature/Date: _____

POLICY NAME:	Evaluation of the Preceptor & Clinical Site by Student and Faculty
SUBJECT:	Evaluation of the Preceptor & Clinical Site by Student and Faculty
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, August 2020, May 2021, June 2024
PURPOSE	
Outlines the process of evaluating the preceptor and clinical site and rationale for conducting such evaluations.	

PROCEDURE:

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.

POLICY NAME:	Evaluation and Selection of Clinical Sites for the Master of Science in Nursing Program
SUBJECT:	Evaluation and Selection of Clinical Sites for the Master of Science in Nursing Program
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, August 2020, May 2021, May 2022, May 2023
PURPOSE	
To ensure that clinical sites meet the needs of the students and support course and end of program learning outcomes.	

PROCEDURE:

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:

- 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.
- The proposed clinical site shall have adequate space available for students, including adequate conference rooms, areas for documentation, and break space as needed.
- 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;
- 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.
- Clinical site mission and philosophy are compatible with the objectives and learning needs of students within the program.
- Clinical site agrees to communicate regularly with Clinical Coordinator to discuss any problems or potential risks that could affect student-learning outcomes.
- 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/Clinical Regulatory & Compliance Administrative Coordinator using the following checklist. These reviews will be housed in Typhon in the documents section for each clinical site.

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:

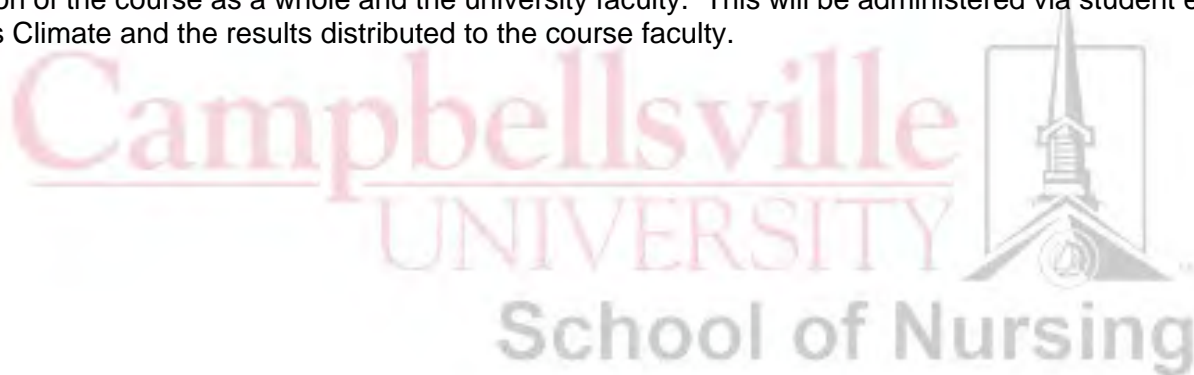
Date:

Title of Reviewer

POLICY NAME:	Course Evaluation
SUBJECT:	Course Evaluation
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, April 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, April 2021
PURPOSE	
Outline the process and rationale for students completing course evaluations at the end of each course.	

PROCEDURE:

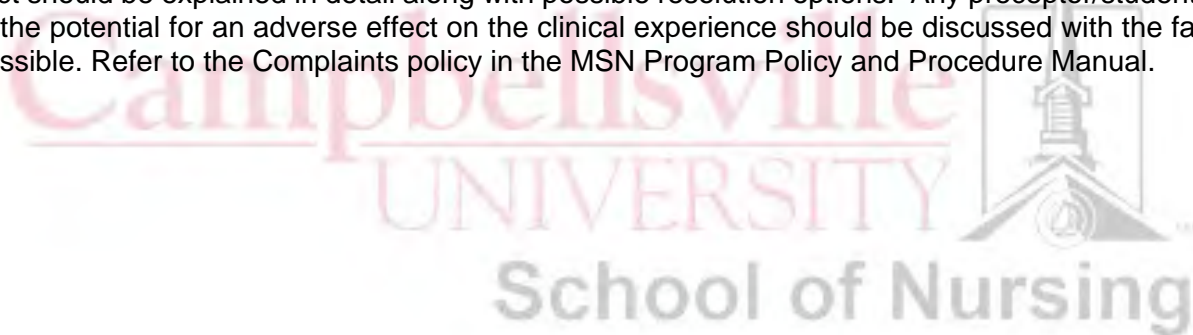
The student is encouraged to complete an evaluation at the end of each course that assesses the student's opinion of the course as a whole and the university faculty. This will be administered via student e-mail through Class Climate and the results distributed to the course faculty.



POLICY NAME:	Conflict Resolution in the Clinical Setting
SUBJECT:	Conflict Resolution in the Clinical Setting
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, August 2020, May 2021, May 2023
PURPOSE	
Outlines the process and procedure for managing conflict in the clinical setting.	

PROCEDURE:

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.



POLICY NAME:	Risk Management and Incident Reporting Procedures
SUBJECT:	Risk Management and Incident Reporting Procedures
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, August 2020, May 2021
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:

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.

UNIVERSITY
School of Nursing

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.

POLICY NAME:	Preceptor Recognition/Thanks You Certificate
SUBJECT:	Preceptor Recognition/Thanks You Certificate
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, May 2021, July 2021
PURPOSE	
Outlines the process of expressing gratitude to the preceptors for the Master of Science in Nursing Program	

PROCEDURE:

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. Preceptors will be granted access to the Campbellsville University's library resources as well as access to NurseTim® (an interactive training for educators and learners).

POLICY NAME:	Bloodborne Pathogens Policy
SUBJECT:	Bloodborne Pathogens Policy
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, July 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, August 2020, July 2021
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:

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



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

Provide a detailed description of exposure incident as follows:

Explain how the exposure occurred and what part of the body was affected. Include specific location of injury on body, type and amount of fluid, depth of injury if percutaneous, volume of fluid if skin or mucous membrane, and condition of injured skin (chapped, abraded, intact)



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 person physician**

Name- Address- Phone Number

☐ **Emergency Department**

Name of facility

☐ **Other (Specify):**

☐ I, of my own free will and volition, have elected 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

POLICY NAME:	Clinical Setting Student Personal Safety
SUBJECT:	Clinical Setting Student Personal Safety
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020
PURPOSE	
Outlines the potential hazards that may exist in a clinical setting to ensure students are aware of their surroundings.	

PROCEDURE:

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.

POLICY NAME:	Confidentiality
SUBJECT:	Confidentiality
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020
PURPOSE	
Guidelines for Personal Digital Devices in the Clinical Setting	

PROCEDURE:

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.
- 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 confidentiality 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.



POLICY NAME:	Mandatory Student Personal Health Insurance
SUBJECT:	Mandatory Student Personal Health Insurance
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, June 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, August 2020, May 2021, June 2021, May 2023
PURPOSE	
Outlines the process of maintaining and verifying personal health insurance for the Master of Science in Nursing Program	

PROCEDURE:

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 at the beginning of each semester, each student must provide proof of Health Insurance coverage with a copy of a Certificate of Coverage from their Insurance Company. This certificate will be uploaded by the student to an online repository. 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.

POLICY NAME:	Medical Release After Illness
SUBJECT:	Medical Release After Illness
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, April 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020
PURPOSE	
Outlines the process of returning to the clinical setting after a medical illness.	

PROCEDURE:

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.

POLICY NAME:	Name Tags
SUBJECT:	Name Tags
EFFECTIVE DATE:	June 2020
POLICY HISTORY	
REVIEWED DATE	June 2020, August 2020, May 2021, May 2022, May 2023, June 2024, May 2025
REVISED DATE	June 2020, August 2020, May 2021
PURPOSE	
Outlines the process of obtaining the Master of Science in Nursing Program Student name tag.	

PROCEDURE:

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.