

College of Health and Human Services



*Governors State University*

**SUCCESS BY DEGREES**

# **Department of Nursing**

## **Student Nursing Handbook**

### **Graduate Program**

# Table of Contents

|  |    |
|--|----|
| <b>Table of Contents</b> .....                                     | 1  |
| <b>Introduction</b> .....  | 3  |
| <b>Governors State University</b> .....                            | 4  |
| History.....   | 4  |
| Role and Mission.....  | 4  |
| Accreditation.....   | 4  |
| Governance.....  | 5  |
| <b>Section I – Introduction to the Department of Nursing</b> ..... | 6  |
| The Department of Nursing.....                                     | 7  |
| Mission Statement.....   | 7  |
| Department of Nursing Philosophy.....                              | 7  |
| Graduate Program.....  | 8  |
| Advanced Practice.....   | 8  |
| Nursing Administration.....  | 9  |
| Nursing Informatics.....   | 9  |
| Clinical Requirement.....  | 9  |
| Certificate Programs.....  | 9  |
| Conceptual Framework of the Program.....                           | 11 |
| Graduate Programs.....   | 12 |
| Clinical Nurse Specialist Concentration.....                       | 12 |
| Family Nurse Practitioner Concentration.....                       | 12 |
| Nursing Informatics.....   | 12 |
| Nursing Administration.....  | 13 |
| Nursing Program Goals.....   | 13 |
| Objectives of the Master’s Program.....                            | 14 |
| <b>Section II – Academic Information</b> .....                     | 17 |
| Academic Advising.....   | 18 |
| Master of Science in Nursing.....                                  | 19 |
| Admission Requirements.....  | 19 |
| GPA Requirement of Admissions.....                                 | 19 |
| Admission Deficit Policy.....                                      | 19 |
| Transfer Credit for Nursing Courses.....                           | 19 |
| Progression Requirements.....                                      | 20 |
| Continuing Student Status.....                                     | 20 |
| Challenge Exams for Prerequisite Courses.....                      | 20 |
| Grading Policy.....  | 21 |
| Independent Study.....   | 21 |
| Graduation.....  | 21 |
| Student Feedback and Exit Surveys.....                             | 22 |
| <b>Section III – General Information</b> .....                     | 23 |
| Scholarship Availability.....                                      | 24 |
| Tuition Waivers.....   | 24 |
| Student Responsibilities.....                                      | 24 |
| Academic Honesty.....  | 24 |
| Incomplete Grades.....   | 24 |

|  |           |
|--|-----------|
| Timely Submittal of Work.....                                      | 24        |
| Student Issues/Complaints/Grievances.....                          | 25        |
| Department of Nursing Communications.....                          | 25        |
| University Services.....   | 25        |
| University Library.....  | 25        |
| G.R.O.W.L. at the Writing Center.....                              | 25        |
| <b>Section IV – Policies.....</b>                                  | <b>26</b> |
| Core Performance Standards.....                                    | 27        |
| Students with Disabilities.....                                    | 28        |
| Student Requirements.....  | 28        |
| Immunization/Health Form Policy.....                               | 29        |
| Hepatitis B Vaccination.....                                       | 29        |
| Tuberculosis Screening.....  | 29        |
| Annual Follow-up.....  | 30        |
| Insurance Coverage.....  | 30        |
| Student Health Insurance Coverage.....                             | 30        |
| Personal Professional Liability Insurance.....                     | 30        |
| Universal Precautions Training.....                                | 30        |
| Communicable Disease Policy.....                                   | 31        |
| Student Exposure to Blood Borne Pathogens.....                     | 31        |
| Clinical Practicum Policies.....                                   | 32        |
| Agency Drug Testing.....   | 32        |
| Agency Background Checks.....                                      | 32        |
| Influenza Immunization.....  | 32        |
| Transportation.....  | 32        |
| Student Attire.....  | 32        |
| Nursing Patch.....   | 33        |
| Community Visit Safety Issues.....                                 | 33        |
| Clinical Practicum Faculty.....                                    | 33        |
| Faculty Member.....  | 33        |
| Preceptor/Residency Supervisor.....                                | 34        |
| Clinical Resource Persons.....                                     | 34        |
| Clinical Practicum Placement.....                                  | 35        |
| Termination of Graduate Student Assignment.....                    | 35        |
| Student Reflective Statement.....                                  | 36        |
| Admission to Candidacy.....  | 36        |
| Comprehensive Examination.....                                     | 36        |
| <b>Section V – Appendices.....</b>                                 | <b>40</b> |
| Appendix A – Timetable for Program Requirements.....               | 41        |
| Appendix B1 – Student Reflective Statement Sample Cover Sheet..... | 42        |
| Appendix B2 – Clinical Log Summary Sheet.....                      | 43        |
| <b>Index.....</b>  | <b>44</b> |

## **INTRODUCTION**

Congratulations! The fact that you are reading this handbook means that you have taken the first step toward earning your graduate degree or post-graduate certificate in nursing. Learning is lifelong and we are pleased that you have chosen the nursing program at Governors State University (GSU) as the place to continue your education. GSU has been a leader in quality affordable nursing education for over 40 years. GSU graduates are found in a variety of health care settings, making significant contributions throughout the Chicago area.

Please consult the most recent Governors State University Catalog for additional information regarding the university, its programs, courses, and faculty. Also, you should obtain a copy of the GSU Student Handbook: Services, Rights and Responsibilities. It is available from the Admissions or Student Development Offices, or online.

The right is reserved to change tuition and fees, to add or delete courses, to revise instructional assignments, or to change regulations, requirements, or procedures where such changes are thought to be in the best interests of the university.

Publication Date 2013

# **GOVERNORS STATE UNIVERSITY**

## **History**

Governors State was chartered by the General Assembly in 1969. It is designed to serve undergraduate transfer students and those seeking master's and doctoral degrees.

The university's main campus is located in University Park, thirty-five miles south of Chicago and easily accessible by car or commuter train. The campus is located on 750 acres of wooded landscape with several lakes and nature trails and includes the nationally renowned Nathan Manilow Sculpture Park.

The curricula of the university are offered through four colleges: the College of Arts and Sciences, the College of Business and Public Administration, the College of Education, and the College of Health and Human Services.

## **Role and Mission**

Governors State University's primary mission is to offer an exceptional and accessible education that imbues students with the knowledge, skills, and confidence to succeed in a global society. GSU is dedicated to creating an intellectually stimulating public square, serving as an economic catalyst for the region, and being a model of diversity and responsible citizenship. It provides an affordable and accessible undergraduate and graduate education to its culturally and economically diverse lifelong learners. The liberal arts and sciences are the foundation of the university's academic programs, which generally emphasize professional preparation.

Governors State University has a strong commitment to cultural diversity in every facet of university life. The university values its multicultural community of students, faculty, and staff as they learn together throughout their lives. It addresses the needs of the traditional and nontraditional learners through the breadth of its curriculum, through flexible teaching strategies, and through advanced instructional technologies.

Governors State University is an active partner in the economic and social development of the surrounding metropolitan regions, preparing informed and concerned citizens and providing them a global perspective in an interdependent world.

## **Accreditation**

Governors State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The university is also a member of the Illinois Council of Baccalaureate and Higher Degree Programs, and many programs are accredited by their respective professional accrediting agencies.

The baccalaureate and master's degree programs in nursing are accredited by the National League for Nursing Accrediting Commission (NLNAC).

## Governance

A seven-member board appointed by the governor of Illinois governs this university. One student serves as a member of the Board of Trustees. The president of the university is responsible to the Board of Trustees for the operation and general welfare of the university. The provost/academic vice president has general responsibility in the areas of academic personnel and programs. Governors State University's four colleges are directly administered by their respective deans.

Faculty, civil service, and students participate in university affairs through membership on the Faculty Senate, Civil Service Senate, Student Senate, and academic and administrative committees. These groups consider and recommend policies and procedures to the president.

Refer to the university's current catalog and University Student Handbook for further information.

# **SECTION I**

## **Introduction to the Department of Nursing**

# **THE DEPARTMENT OF NURSING**

The mission statement, philosophy, conceptual framework, and goals provide the framework for both the baccalaureate, master's, post-master's certificate, and practice doctorate curricula.

## **Mission Statement**

To provide an accessible, quality professional nursing education which will: Foster the acquisition of professional knowledge, values, and skills; facilitate the development of leadership, professional vision, and advocacy to promote quality in health care for diverse and underserved populations; and prepare nursing professionals to practice evidence-based nursing in a dynamic healthcare environment.

## **Philosophy**

The faculty of the Department of Nursing, in accordance with the mission statement of Governors State University, accepts responsibility and accountability for the preparation of students for the professional degrees of baccalaureate, the master's, and the terminal professional practice degree, doctor of nursing practice (DNP). The faculty contributes to the profession, and to meeting the educational needs of the university's service region, the State of Illinois, and the nation through teaching, research, and service.

The nursing faculty supports values and beliefs about humankind, society, health, nursing, nursing education, nursing practice, and the teaching/learning process. The following statements present the beliefs, which have been the basis of our department's development.

Human beings are biological, psychological, social, cultural, and spiritual beings who exist in a dynamic relationship with an ever-changing environment and have the potential for continued personal development, behavioral change, and self-direction throughout the life span. Furthermore, people are open, living systems using innate and acquired adaptive mechanisms to attain and maintain stability of health and wellbeing.

Society is characterized by philosophical, cultural, economic, scientific, and political diversity. It encompasses all those dynamic forces that affect the quality of a person's life and health. Society also creates change and stress to which one must respond. The faculty believes that society exists for the benefit of individuals, families, groups, and communities.

Health is a dynamic state of being, reflective of the individual, the family, and the community's level of functioning. It is influenced by hereditary and environmental factors, as well as by actions taken (or not taken) to achieve one's own maximum potential for wellness. Health exists on a continuum from wellness to illness, and is a response to the interrelationships of biological, psychological, social, economic, cultural, environmental, and spiritual factors. The levels of prevention of illness and disease are primary, secondary, and tertiary. In order to promote wellness and facilitate health, nursing care may become necessary at any point on the wellness-illness continuum. In the same regard, because the services needed to maintain health are the basic right of every person, entry into the health care system may occur at any point on the wellness-illness continuum.

Nursing is a practice discipline, having its own body of knowledge drawing from the humanities, social sciences, and the natural sciences. Nursing practice interfaces with human systems processes as they



interrelate in a complex hierarchy of individuals, families, groups, organizations, communities, and societies. The purpose of nursing is health promotion and restoration to maximum health with continual maintenance at the maximum level of health. The faculty believes that health promotion involves the prevention of disease and injury, the promotion of positive adaptation in living, the care of the ill, the facilitation of optimal levels of health, and the ability to assist people to face death with dignity.

Nursing is an independent and interdependent discipline, interacting with the total health care delivery system. Independence is fostered through the scientific framework of the nursing process. This process consists of assessment, diagnosis, planning, implementation, and evaluation. Competency in the use of this process is developed from a knowledge base that guides the nurse's judgment and decisions for the care of individuals and groups in a variety of settings. Interdependence is fostered through the process of collaboration and the use of evidence for best practice.

Society, the health care system, and the profession itself have influence the professional nurse to assume greater responsibility, accountability, and autonomy of practice. Nurses have the responsibility to use research findings in the nursing care of clients, to conduct scientific investigations to improve quality of health care, and to further develop and refine nursing theories.

The nurse is a leader who facilitates individuals and groups to make informed health care decisions, and helps clients initiate their own entry into the health care delivery system. The nurse is responsible for defining and improvising standards and scope of nursing practice and its contribution to society.

Education is a dynamic lifelong process, which provides for the acquisition of knowledge and understanding, the powers of reasoning and discriminatory judgment. The aim of education is to prepare the person to fulfill personal and professional goals. Professional education is based upon liberal and specialized preparation that builds on previous experience and learning. Professional education is necessary for the practice of nursing, and therefore is committed to the values of collegiality and continued growth toward expert practice.

Adult learners participate in identification of their educational needs and goals, and evaluation of progress in meeting their goals. Faculty serves as facilitators in identifying objectives, learning activities, and skills needed for personal and professional growth. The learning process is fostered in an environment that encourages student's self-direction, scientific investigation, conceptualization, and decision-making, as well as a free exchange between the teacher and the learner. Diversity of motivating forces, especially with minority, female, and economically disadvantaged learners, is recognized, and provides the opportunity to explore new and challenging experiences. The nursing faculty believes that every individual has the potential for learning, and the principles of learning are the same for both the teacher and the learner. The students experience a potential and/or actual change in behavior as a result of the active process of learning.

## Graduate Program

### *Advanced Practice*

Graduate education in nursing at Governors State University prepares students for advanced practice nursing as clinical nurse specialists in adult health and family nurse practitioners. In the role as advanced practice nurse the nurse critically and accurately assesses, plans, determines interventions, and evaluates

the health and illness experiences of adults, their families, and communities. The graduate program prepares clinicians who are proficient at evaluating research studies, identifying problems within the clinical practice setting, assessing practice outcomes, and applying research as a basis for clinical decision making and the improvement of health care delivery. A strong foundation in health promotion, illness prevention, and maintenance of function with clients is an integral part of graduate education and is expanded throughout the advanced practice nursing core and specialty courses. The graduate of the Governors State University master's nursing program is prepared to assume responsibility and accountability for the health promotion and illness prevention, assessment and diagnosis, and the therapeutic management of client problems within the nursing specialty area of adult health. A minimum of 500 clinical hours is required for the CNS and FNP program in order to be eligible for certification and licensure.

### *Nursing Administration*

In the role as nurse administrator, the nurse is prepared to assume roles in nursing middle management, and when appropriate to assume chief nurse executive positions in health care institutions. The graduate will be able to synthesize advanced knowledge of management within complex health care organizations; integrate research-based problem solving and decision making in designing integrated nursing care modalities; and use advanced management strategies to promote state of the art nursing. The graduate is prepared to seek national certification as a Nurse Administrator once work or consultative requirements are met.

### *Nursing Informatics Specialist (currently on hold)*

In the role as nurse informatics specialist, the nurse is prepared to assume advanced practice roles in nursing informatics leadership, to apply for Informatics Nursing Certification through the American Nurses Credentialing Center and after appropriate years of experience, to assume information system management positions in health care institutions.

## Clinical Requirement

The completion and documentation of at least five hundred (500) clinical hours are required for completion of the Clinical Nurse Specialist, the Family Nurse Practitioner and the Family Nurse Practitioner Certificate programs.

## Certificate Programs

### *Certificate in Substance Abuse Intervention in Healthcare.*

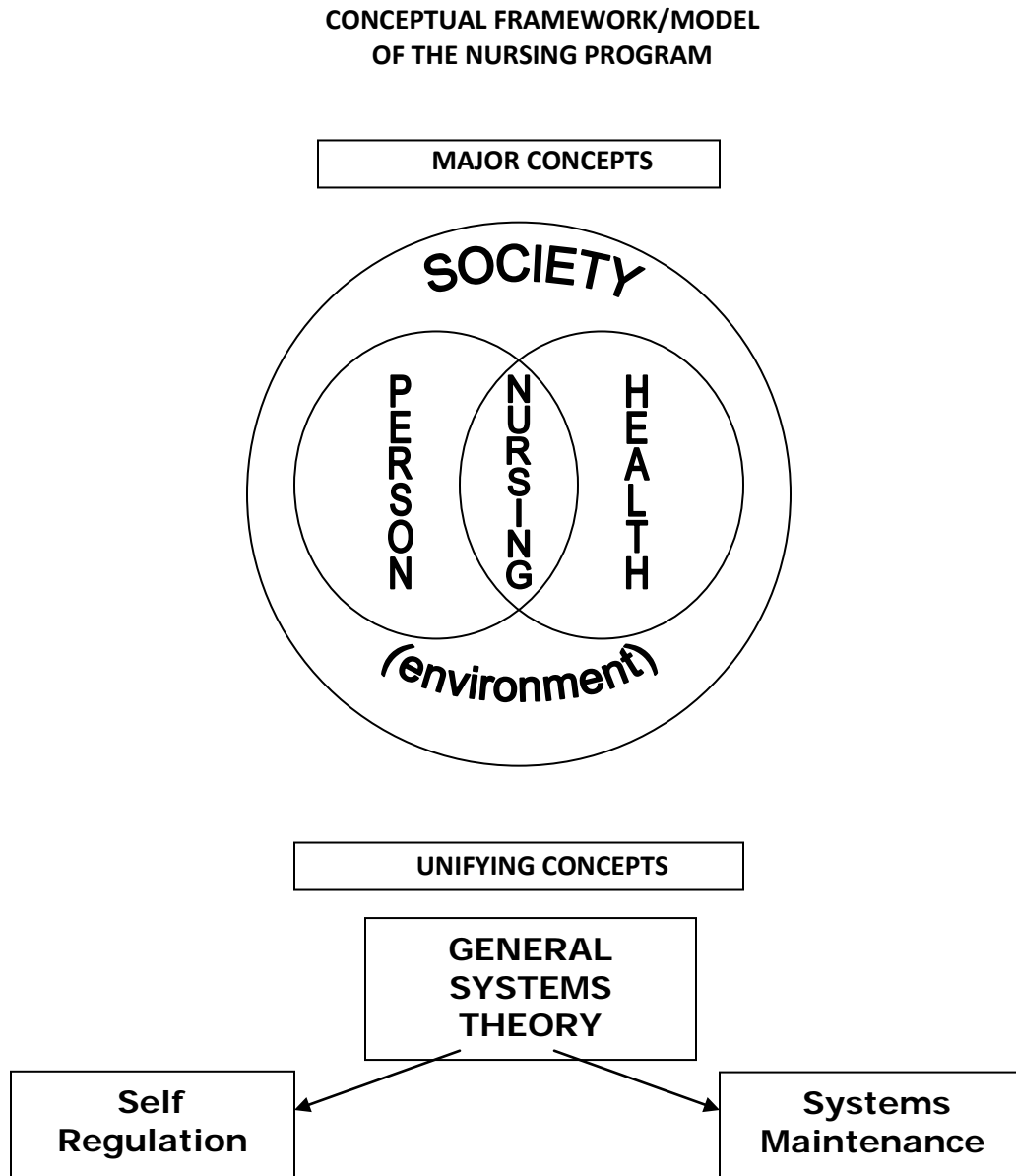
The Certificate in Substance Abuse Intervention in Healthcare (funded under a grant from the Department of Health and Human Services Administration [HRSA]) is offered in an electronic distance learning methodology that will be accessible to a diverse population of nurses across the nation. The curriculum includes a sequence of four three- credit hour courses. The focus of the curriculum is knowledge and skill building in the areas of assessment, brief intervention and referral of individuals suspected of substance abuse. Case studies and skill building exercises are also included in order for the practitioner or manager to recognize impaired professionals. Each course in the sequence builds on prior learning leading to the Certificate in Substance Abuse Intervention in Healthcare.

### Family Nurse Practitioner Post Master's Certificate

The Family Nurse Practitioner certificate is a post master's certificate. It offers the nurse who has already attained a MSN degree an opportunity to meet the requirements for licensure as a Family Nurse Practitioner. The program of four courses is designed for nurses who have attained a master's or doctoral degree in a clinical specialty and who aspire to work as a Family Nurse Practitioner in an advanced practice setting. The certificate program requires at least 500 clinical practicum hours post masters in order to meet national standards for nurse practitioner practice and certification.

## Conceptual Framework of the Nursing Program

The conceptual framework is used to organize, select, and sequence curriculum content. The four major concepts of person, society, health, and nursing, described in the philosophy, become the foundation of the conceptual framework of the baccalaureate, masters and doctoral programs. General systems theory is delineated as a unifying theme for the conceptual framework.



Humans as biological, psychological, social, cultural, and spiritual beings are open, living systems that exist in a dynamic interrelationship with the environment. This environment encompasses all those dynamic forces that affect the quality of a human being's life and health. Humans and their environment are

constantly interacting and exchanging energy. Human personal, group, and environmental resources respond to life stresses, while maintaining integrity. Health, therefore, exists on a continuum from wellness to illness, a response to the interrelationships of biological, psychological, social, cultural, environmental, and spiritual factors. Nursing as a practice discipline interacts with human processes in a complex system of individuals, families, groups, organizations, communities, and societies.

The sub-concepts, which underlie the development of all curricula are 1) facilitation of self-regulation, and 2) systems maintenance. The concept of self-regulation encompasses 1) goal seeking; 2) organizing, coding, storing, and retrieving information; and 3) decision making. In concert with self-regulation is the concept of systems maintenance which encompasses 1) human/social organizations (hierarchy, rules, principles, customs, and norms); 2) change processes; and 3) health promotion, health restoration, and health maintenance.

## Graduate Programs

### *Clinical Nurse Specialist Concentration*

General systems theory brings together knowledge from many disciplines which permit inference and the generation of new nursing modalities and intervention with adult/gerontology clients. Systematic examination of theories and concepts provides the basis for advanced nursing knowledge. Utilizing a conceptual scheme drawn from the study of the theories and concepts, the nurse derives the basis for description, explanation, and prediction for nursing practice.

Advanced clinical preparation in acute and chronic care nursing focuses on the support of adult/gerontology clients with a variety of health problems. The goal of nursing is to attain the optimum level of functioning for individuals/families/communities through health promotion, restoration, and maintenance, utilizing management and decision-making processes. The Clinical Nurse Specialist achieves this goal as nurses engage in research and scholarly pursuits that generate a scientific base for administering regimens, ensuring quality, and standard of care practices. Nurses collaborate with others in matters of health policy and decision-making through dynamic, political, and organizational processes. Through the functional role of clinical specialist the nurse influences nursing practice, improves delivery of health care, and contributes to the development of beneficial health policy using leadership, creativity, and collaboration.

### *Family Nurse Practitioner Concentration*

The Family Nurse Practitioner utilizes general systems theory as a basis for skills needed for providing acute and episodic care to a select population of patients. Critical thinking and reasoning are used to collect data through assessment, differentiate diagnoses and to plan and execute primary, and specialty care.

### *Nursing Informatics Specialist Concentration (currently on hold)*

General systems theory is the foundation for the study of the flow of information through various systems. Examination of the concepts involved in nursing theory, nursing research and information processing provides the impetus for knowledge of the intricacies in choosing and implementing various nursing management information systems in order to enact accurate clinical decision making.

### *Nurse Administrator Concentration*

General systems theory brings together knowledge from many disciplines which permit inference and the generation of new nursing modalities management of nursing services. Systematic examination of theories and concepts drawn for nursing management and healthcare management disciplines provides the basis for advanced nursing leadership. Utilizing a conceptual scheme drawn from the study of the theories and concepts, the nurse derives the basis for description, explanation, and prediction for nursing leadership.

The advanced practice preparation in nursing administration focuses on management of patient care services within complex health care organizations. The goal of nursing administration is to provide a professional environment and structure in which the goal of nursing is to attain the optimum level of functioning for individuals/families/communities through health promotion, restoration, and maintenance, utilizing management and decision-making processes. The goal is achieved as nurse leaders foster the engagement in research and scholarly pursuits that generate a scientific base for administering regimens, ensuring quality, and evidenced-based practices. Nurse leaders collaborate with health care leaders, regulatory agencies, professional organizations and government in matters of health care policy and decision-making through dynamic, political and organizational processes. Through the functional role of nurse administrator the nurse directs and influences nursing practice; improves the delivery of health care; and contributes to the development of beneficial health policy using leadership, creativity and collaboration.

### Nursing Program Goals

The goals of all programs are to:

1. Prepare nursing students with knowledge, capacity for critical inquiry and thinking, and skills to function in a variety of practice settings.
2. Provide an environment in which students develop cultural competency in health care.
3. Promote the professional values, beliefs and behaviors necessary for providing leadership in the delivery of health care in the 21<sup>st</sup> century.
4. Foster in students a commitment for life-long learning.

## Objectives of the Master's Program

### *Clinical Nurse Specialist Concentration*

Upon completion of the Governors State University master's nursing program, the student will be able to:

1. Demonstrate role competence for beginning advanced clinical nursing practice.
2. Assume accountability for one's advanced practice.
3. Synthesize advanced knowledge from the sciences, humanities, and nursing into a practice model to deliver direct client care.
4. Utilize the research process in addressing concerns that generate, influence, and facilitate changes for nursing and health care.
5. Provide leadership in working with health care providers to influence positive changes in health care delivery and education.
6. Seek opportunities for professional growth that contribute to the advancement of the profession.
7. Participate actively in the legislative and policy processes, including advocacy for various levels of clients in order to promote and preserve healthy communities.
8. Promote health and prevent illness among client populations through use of theory, research, teaching, and counseling.
9. Seek advanced practice nursing certification and licensure.

### *Family Nurse Practitioner Concentration*

Upon completion of the Governors State University Master's nursing program the student will be able to:

1. Take the appropriate Family Nurse Practitioner Certification Examination
2. Seek advanced Practice Nursing Licensure
3. Demonstrate role competence for beginning practice within the role of a Family Nurse Practitioner
4. Assume accountability and professional responsibility for continued growth and skill development within the Family Nurse Practitioner role
5. Synthesize theoretical and evidence-based clinical knowledge to provide professional, comprehensive, culturally competent primary and specialty client care across the life span
6. Utilize the research process in addressing concerns that generate, influence, and facilitate changes for advanced practice nursing and health care across the life span

7. Provide leadership in collaboration with other health care providers to influence coordination of health care delivery for patients across the lifespan
8. Seek opportunities for professional growth that contribute to the advancement of the profession
9. Participate actively in the legislative and policy processes, including advocacy for various levels of clients in order to promote and preserve health communities
10. Promote health and prevent illness among client populations through the use of theory, research, teaching, and counseling

*Nursing Informatics Specialist Concentration (currently on hold)*

Upon completion of the Governors State University's master's nursing program the student will be able to:

1. Synthesize advanced knowledge of nursing, healthcare and informatics management concepts within complex health care organizations
2. Integrate research-based problem solving and decision making in designing integrated nursing informatics systems
3. Implement advanced nursing leadership strategies in developing and directing the implementation of nursing information systems
4. Apply nursing management and organizational theories in nursing information system management
5. Analyze, design, evaluate, select, and plan for the implementation of clinical/decision support information systems in the nursing practice environment
6. Demonstrate an understanding of the principles of healthcare economics, information systems financial analysis, budget preparation and cost management for information system projects
7. Develop an integrated evaluation process for clinical and decision support
8. Implement effective team building and communication strategies in nursing information system development and implementation
9. Collaborate effectively across disciplines within a health care organization to develop translational databases to provide nursing decision support
10. Display professional leadership skills exhibiting ethical, moral and legal behavior
11. Exhibit the ability to function as a culturally competent nursing informatics leader in a multicultural organization providing care for diverse patient populations.



### *Nursing Administration Concentration*

Upon completion of the Governors State University's master's nursing program the student will be able to:

1. Synthesize advanced knowledge of management concepts within complex health care organizations.
2. Integrate research-based problem solving and decision making in designing integrated nursing care modalities.
3. Implement advanced management strategies in developing and directing a nursing service organization.
4. Apply human resource management and organizational theory in nursing resource management.
5. Analyze, design, evaluate, select and implement clinical and decision support information systems in the nursing service organization.
6. Demonstrate an understanding of the principles of healthcare economics, financial analysis, budget preparation and cost management in nursing organization.
7. Implement an integrated performance improvement process for a nursing service organization to include integration of quality improvement, risk management, accreditation standards and evaluation management.
8. Implement effective team building and communication strategies in nursing service management.
9. Collaborate effectively across disciplines within a health care organization.
10. Display professional leadership skills exhibiting ethical, moral and legal behavior.
11. Exhibit the ability to function as a leader in a multicultural organization providing care for diverse patient populations.

# **SECTION II**

## **Academic Information**

## **ACADEMIC ADVISING**

Each student is assigned to the Graduate Nursing Program Advisor upon admission to the graduate nursing program.

### **Roles and Responsibilities**

#### *Department of Nursing Advisor*

- Meet with new advisees after admission to the nursing program to initiate the Student Study Plan (SSP)
- Develop deficiency resolution action plan and monitor compliance if necessary.
- Monitor advisees' academic progress, and discuss as needed.
- Assist with revisions of student study plan as needed.
- Assign a faculty member as mentor to explore career goals with advisee.
- Address any policy or procedure issue pertinent to the advisees' progress in the program.

#### *Advisees*

- Initiate contact with the advisor by email to schedule an appointment with the advisor upon acceptance into the nursing program, as a mandatory meeting either on-campus or via computer/telephone with the academic advisor to complete the Student Study Plan.
- Initiate a mandatory meeting with advisor at least once per year, more often if necessary.
- Obtain approval from the advisor for any deviation from the Student Study Plan. The Student Study Plans are used to plan course offerings. Failure to follow an approved study plan may result in courses being unavailable during the semester the student wishes to matriculate.
- Seek advisor's assistance, as needed, regarding progress in meeting program requirements.
- Consult advisor about any issues relative to your progression in the program.
- Use the Nursing Student Handbook, the GSU Student Handbook, the University Catalog and other current printed or online materials as reference solutions.

Students entering any nursing program are not released to register for classes until they have met with their advisor and completed the Nursing Student Study Plan (SSP). Any identified admission deficits are to be resolved at this time. Students who need to deviate from their study plan must have approval from the Department Chairperson and discuss changes with their advisor. Students may not sign up for classes in different sequence, or in any way deviate from the study plan without the prior approval of the advisor.

Students are responsible for adhering to their Student Study Plan (SSP). Be sure to familiarize yourself with course pre-requisite and co-requisites. Because many courses have pre and co-requisites, deviation from the SSP, without prior discussion with the academic advisor, may lead to mandatory removal from a course or impede your graduation date. It is essential to clear all changes, prior to making them, with the academic advisor to ensure that you are in compliance with the courses in which you desire to register. Faculty cannot assume responsibility for consequences a student experiences as a result of deviating from the SSP.

## Master Of Science In Nursing (MSN)

The graduate major in Nursing provides a master's degree program as a clinical specialist in adult health, a family nurse practitioner, nursing informatics specialist and as nurse administrator for nurses who have a baccalaureate degree in nursing. The program is configured for part-time enrollment and requires a minimum of seven semesters. Students must have completed an undergraduate statistics course, an undergraduate nursing research methods course, and an introductory health assessment course.

### Admission Requirements

#### *GPA Requirement for Admission*

Admission to the graduate program requires a cumulative Grade Point Average (GPA) of 2.50 or higher in all undergraduate courses and a GPA of 3.0 or higher with a grade of "C" or better in all upper-division nursing courses. Students who do not meet one or both GPA requirements may be admitted conditionally for nine (or more)\* credit hours. If the student achieves a GPA of 3.0 or higher for the first nine (or more) credit hours taken, the condition will be removed. If the GPA is below 3.0, the student must petition the faculty via letter, to continue in the nursing program.

*\*If the student completes nine credit hours during a semester that raises the total number of hours completed to more than nine, the GPA requirements will apply to the total number of hours completed.*

#### *Admission Deficit Policy*

Upon entry to the graduate program in nursing, those students who do not meet admission requirements must sign a deficiency resolution action plan and resolve any deficiencies within the prescribed time frame. License, personal liability insurance, and proof of a prior bachelor's degree in nursing must be given to the department before the student may take any nursing courses. Graduate students must resolve any deficits in undergraduate statistics, health assessment, and/or nursing research before they will be allowed to take any nursing course except the first one.

#### *Transfer Credit for Nursing Courses*

Transfer credit for nursing courses will be granted within the limits defined in the university catalog and only for courses that are equivalent to a Governors State University nursing course. In accordance with university policy, transfer credit should be reviewed before admission to the university to avoid duplication of course work. The review of transfer credit must be completed before the student would take a comparable nursing course to ensure prerequisites are met. It is the student's responsibility to obtain and present the syllabus to the academic advisor at the time the Student Study Plan is initiated. The Academic Advisor will seek approval from the Department Chair. If a syllabus is unavailable, a letter from the faculty teaching the course or the dean/director of the Nursing Program detailing the course content may be substituted. The academic advisor will notify the student whether the transfer credit was accepted or the study plan must be revised.

## Progression Requirements

### *Continuing Student Status*

According to university policy, a continuing student at Governors State University is defined as any degree-seeking student whose continuous enrollment at GSU is not interrupted for more than 5 years (15 consecutive semesters). Students whose enrollment is interrupted for three or more consecutive semesters must contact their advisor and complete the Continuing Student Reactivation Form to be reactivated prior to re-enrollment. If enrollment is interrupted for more than three semesters, the student will be subject to the curriculum in place at the time of reactivation.

### *Challenge Exams for Prerequisite Courses*

For graduate students whose undergraduate Nursing Research and/or Health Assessment course work is not discernible on transcripts, a course challenge must be completed to obtain credit. If the challenge is unsuccessful, the student must complete the required course to satisfy admission criteria.

To challenge Nursing Research and/or Health Assessment, the following procedures must be followed:

- After completion of the Student Study Plan, discuss with the advisor if the student is qualified to challenge prerequisite courses.
- If the student is qualified, the advisor will write a note to the course instructor that the student is authorized to challenge the course.
- Register for the course.
- The student must contact the professor of the course to be challenged and negotiate with the professor to satisfy the challenge requirements.
  - Research Students must demonstrate the ability to write an acceptable research critique.
  - Physical Assessment students must complete the history and physical assessment assignment, the midterm, and final examinations. The two exams must be passed with a grade of C or better.
- Complete challenge requirements within the first week of classes.
- A course grade will be issued.
- If a failing grade is received, the student must complete normal required course work to satisfy the deficit.
- If a passing grade is received, a student will receive a letter grade and not be required to complete the course.

## *Grading Policy*

All graduate students shall maintain grades with the established university grading policy (Policy 26). No grade of incomplete is given in a nursing course except in extreme circumstances. Students in clinical courses may not progress into their role residency courses (NURS 8210, NURS 8220, NURS 8946 and NURS 8947) with a grade of incomplete in any of the previous nursing courses. Please refer to the university catalog for the policy governing a grade of incomplete.

A student may repeat only one nursing course in which a grade of 'D' or below is received. A second grade of 'D' or below in any nursing course will result in dismissal from the nursing program. However, in no case will a "D" or "F" be acceptable toward meeting degree requirements (Policy 6).

## Independent Study

Independent study enables the graduate student in nursing to engage in individual reading and research in a specific area of interest, under faculty supervision. In accordance with university policy, a written proposal for an independent study, planned and developed by the student, must be approved by the program director in consultation with the Department Chair. Independent study may be used to meet elective credit only. A student may enroll for a maximum of three credit hours of independent study in any one semester.

Students planning to perform clinical course work as part of the independent study are subject to the program requirements for clinical study.

- The student develops a proposal and negotiates this with a selected faculty member. Revisions are made, and the proposal is forwarded to the program director for review and approval.
- Three or more meetings between the student and faculty are required throughout the semester.
- If no clinical work is involved, one credit hour = 15 contact hours.
- If clinical work is involved, one credit hour = 45 clinical hours.

Evaluation method may include, but not be limited to:

- formal paper
- oral presentation
- program development
- article for publication
- clinical experiences/clinical log book
- literature review
- self-evaluation
- poster presentation

## Graduation

**Graduation is not automatic upon completion of all degree requirements.** Students must apply for graduation at the beginning of the term in which they anticipate completion of their degree. If anticipating a summer graduation term, applications for graduation are due the first week of the spring term. This procedure is detailed in the [University Catalog](#). Please check the [Academic Calendar](#) and your university email for specific deadlines as notices are sent out from the Registrar's Office regarding graduation. Submit the completed graduation application to the Registrar's Office by the due date specified in the

Academic Calendar. *Late applications will not be accepted. It is the student's responsibility to submit graduate applications on time to the Registrar's Office.*

Students completing a certificate must complete/submit the *Award of Certification* application to their advisor the first week of the semester in which they plan to complete the certificate.

### Student Feedback and Exit Surveys

Student feedback is important and can impact the future direction of the nursing program. In addition to course evaluations at the end of each semester, students are encouraged to provide feedback, comments, and suggestions regarding the program. Students are encouraged to provide feedback by attending the monthly faculty meetings. Student representation is strongly recommended. The agenda, as well as date and time are posted on the nursing bulletin board and on the Nursing Blog.

During the last semester before graduation, students will be asked to complete a graduate exit survey. The survey provides an opportunity to give feedback on various aspects of the program. Alumni and employer surveys will be mailed to students and employers after graduation. The results of these surveys are used in the evaluation of the program and may lead to program changes.

# **SECTION III**

## **General Information**



## Scholarship Availability

A number of scholarships are available to students. The scholarships range from one-time awards of set amounts to full tuition. Dates for awards vary therefore see the Nursing Bulletin Boards and the Nursing Blog (The Stethoscope) and CHHS website for application information. In addition, contact the University's Financial Aid Department for information on scholarships.

## Tuition Waivers

Tuition waivers may be available during some semesters. The availability, requirements, and deadline for tuition waivers are available in the file desk outside the nursing department, CHHS website, and on the [Nursing Web Blog](#). Students are encouraged to check the bulletin board and blog frequently. Graduate students must be enrolled in no less than nine (9) credit hours during the semester that they are applying for a tuition waiver.

## Student Responsibilities

It is the responsibility of students to know and observe all policies and procedures related to the graduate nursing program, as well as those of Governors State University. In no case will a policy be waived or an exception granted because students plead ignorance of, or contend that they were not informed of, the policies or procedures. Questions on policies and their interpretation pertaining to studies at the graduate level should be addressed to the academic advisor or appropriate university office.

## Academic Honesty

University policy on academic honesty states that students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgement of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. Full text of the policy on academic honesty appears in the appendix of the [University Catalog](#).

## Incomplete Grades

Incomplete grades are given only when the student has experienced an extreme situation which interferes with the timely completion of course work. It is up to the instructor to decide if an incomplete grade can be given. Students must request an incomplete grade in writing no less than two weeks prior to the last day of class and have completed no less than 75% of the required assignments for an incomplete to be considered. See University Catalog for official policy statement on Incomplete Course Work under Academic Regulations.

## Timely Submittal Of Work

All student assignments are to be submitted in the appropriate format on the date and time stated by the professor of a given course. If a student has a problem, they are to notify the course instructor prior to

the due date. It is solely the instructor's decision only whether or not an extension will be granted. Points may be deducted from the late assignment at the instructor's discretion.

### Student Issues/Grievances/Complaints

Student issues that are not grievable under university policy are referred to the Curriculum Committee of the Department of Nursing for resolution. The Governors State University policy regarding the grievance procedure may be found in the Student Handbook, in the section entitled *Student Code of Conduct and Grievance Procedures*.

### Department Of Nursing Communications

In an effort to remain informed of changes and requirements in the nursing program, students are encouraged to access the Nursing Weblog on a regular basis for broadcast announcements. In addition, bulletin boards located on the wall outside of the Department of Nursing Office contain important announcements, information on registration, continuing education, and job opportunities. Students are responsible for the announcements posted and are encouraged to check these boards and the weblog for information on a regular basis.

### University Services

#### *University Library*

The University Library provides reference and information services 75 hours per week at the circulation and reference desks, and 24 hours per day, seven days per week on the library's website. For more information about library services, check out the current university catalog or visit the library website.

#### *G.R.O.W.L. at the Writing Center*

Governors State Regional Online Writing Lab (GROWL) is a website that provides support and services for students who cannot easily come to campus to meet with a writing tutor. Papers are generally reviewed, and responded to with a quick turnaround. For more information visit the online writing lab.

# **SECTION IV**

## **Policies**

## Core Performance Standards

As a practice discipline, nursing requires cognitive, sensory, affective, and psychomotor performance. Students must meet both academic and performance requirements to remain in the nursing program. Academic requirements can be found in this handbook, the university catalog, and the university student handbook. In accordance with the practice of nursing, a student must additionally, with or without reasonable accommodations, satisfy these performance standards. The examples noted demonstrate some necessary activities but are not all-inclusive.

1. Critical/Analytical Thinking – Critical thinking ability sufficient for clinical judgment. Examples – Identify cause-effect relationships in clinical situations, develop nursing care plans, prioritize tasks, process information, and problem solve.
2. Interpersonal Skills – Interpersonal abilities sufficient to interact professionally with individuals, families, and groups from a variety of social, psychological, cultural, and intellectual backgrounds. Examples – Establish rapport with clients and colleagues.
3. Communication Skills – Communication abilities sufficient for interaction with others in both verbal and written English. Examples – Explain treatment procedures, initiate health teaching, document and interpret nursing actions and client responses.
4. Mobility, Physical Strength, and Endurance – Physical abilities sufficient to move from room to room and maneuver in small spaces. Physical stamina to perform client care activities for entire length of work role. Physical strength to perform full range of client care activities. Examples – move about in patient rooms, workspaces and treatment areas, administer CPR, and stand for periods of time.
5. Motor Skills – Gross and fine motor abilities sufficient to provide safe and effective nursing care. Examples – calibrate and use equipment, position clients, and reach above shoulders.
6. Hearing – Auditory ability sufficient for observation and assessment necessary in nursing care. Examples – Auscultatory sounds, faint body sounds (B/P), cries for help, and able to hear without seeing lips (masked).
7. Smell – Olfactory ability sufficient to detect environmental and client odors. Examples – detect odors from clients, smoke, gases, or noxious smells.
8. Visual – Visual ability sufficient for observation and assessment necessary in nursing care. Examples – observe client responses, see markings on IV bottles, and distinguish color.
9. Tactile – Tactile ability sufficient for physical assessment. Examples – perform palpation, functions of physical examination and/or those related to therapeutic intervention (insertion of a catheter, administration of medication).
10. Emotional Stability – Emotional stability sufficient to assume responsibility and accountability for actions. Examples – provide client with emotional support, adapt to changing environment (stress), deal with unexpected (crisis), and monitor own emotions.

11. Reading and Arithmetic – Reading ability sufficient to comprehend the written word adequately for appropriate nursing practice. Arithmetic ability sufficient to do computations. Examples – read and understand documents, read graphic printouts and digital displays, count rates, compute fractions (medication doses), and use a calculator.

Students who perceive they will have difficulty with any of the above performance standards are encouraged to consult with their advisor and the Office of Disability Services, regarding possible accommodations that may be available to assist the student. Reasonable accommodations can be made for an individual, providing they do not compromise the essential functions required by the nursing program or necessitate a modification of an academic standard.

## Students With Disabilities

Governors State University and the Department of Nursing comply with the Americans with Disabilities Act of 1992 and with Section 504 of the Rehabilitation Act of 1973 and other federal and state legislation. Inquiries about assistance to meet special needs should be directed to the Academic Resource Center, through which appropriate academic and service areas will be notified. Provision of such assistance will be based upon the individual student's need to have equal access to the learning environment. The Department of Nursing maintains core performance standards and has a functional abilities worksheet to assist the student and advisor in determining if accommodations are appropriate. If requests for auxiliary aids, academic adjustments, or other special services necessitate a modification of academic standards or create undue hardship on the university or the Department of Nursing, the requests may be denied.

Students, who have a disability or special needs and require accommodation in order to have equal access to the course, must register with the designated staff member in the Academic Resource Center. Please call 708/534-4090 and ask for the Coordinator of Disability Services. Students will be required to provide documentation of any disability when an accommodation is requested.

## Student Requirements

In order to be enrolled in the nursing program, students must fulfill the requirements of the university, the nursing program and the agencies used for practica within the nursing program. Appendix A is a timetable for submitting documentation of nursing program requirements.

All students must have current requirements on file in order to register for any course in the nursing program. Documentation of requirements should be submitted in a packet to the nursing office. Students should submit only copies and keep originals in a file for their own reference. Students are required to keep a copy of all health documentation readily available as they may be asked to submit copies for faculty and preceptors while in a clinical course. Students are required to keep CPR-BLS Certification, Tuberculosis Skin Testing, Personal Professional Liability Insurance, Health Insurance and RN License coverage active. Students **MUST** submit a photocopy of renewed coverage on the anniversary of the date that coverage expires, showing inclusive dates. Failure to have all requirements on file may impact the student's ability to continue in the program. Students are responsible for all costs related to these requirements.

## Immunizations/Health Form Policy

An integral part of nursing education is practice in clinical areas. Visits to clinical sites may increase exposure to communicable disease, therefore up-to-date immunization is required to protect both students and clients. Prior to the onset of any nursing program course work, students must complete all clinical immunization and health requirements with concomitant paperwork on file in the nursing office. A Student Health form along with all other required forms are available online or in the file unit outside the Department of Nursing. Students may not be allowed to continue in the program without satisfying clinical health requirements. Students are also to provide documentation of yearly follow-up on TB requirements. ***Remember to keep a copy of all the required forms as you may be asked by your preceptor and/or instructor to demonstrate that you have met all the requirements.***

The following information must be provided:

### Immunity to Rubeola, Rubella, Mumps, and Varicella

Immunity may be demonstrated by:

|                         |  |
|-------------------------|--|
| Measles (Rubeola)       | Positive antibody titer (copy of lab report) or evidence of vaccine. |
| Rubella                 | Positive antibody titer (copy of lab report) or evidence of vaccine. |
| Varicella (Chicken Pox) | Positive antibody titer (copy of lab report) or evidence of vaccine. |
| Mumps                   | Positive antibody titer (copy of lab report) or evidence of vaccine. |
| Tetanus                 | Record of administration within last 10 years                        |

### *Hepatitis B Vaccination*

There must be a complete series of three injections over a six-month period. Dates of each injection and identification of the agency or health care professional administering the vaccination must be noted. Documentation of a positive antibody titer (copy of lab report) will also be accepted. If the student declines to receive the HBV vaccine, a *Statement of Refusal of Hepatitis B Vaccine* form must be signed.

### *Tuberculosis Screening*

A Non-Reactive Two-Step Tuberculin Skin Test must be dated and contain identifying information on the agency administering the test. This test requires that the student receive two separate Mantoux skin tests. The first test must be read within 72 hours and, if negative, the second test is done from 1-3 weeks later and also must be read within 72 hours. Newly positive skin test reactors must submit documentation of a positive skin test and results of a chest film done within the past year, which shows no evidence of disease. Chronic positive TB skin test reactors must provide medical verification of no evidence of disease.

### *Annual Follow-up*

Following an initial negative 2-step tuberculin skin test, a single tuberculin skin test (PPD) must be obtained, and documentation must be provided in order to remain enrolled. After a positive skin test, a chest x-ray is not required after an initial chest x-ray if no symptoms are present. A yearly symptom assessment from a private health care provider must be provided that indicates that a student has been assessed for symptoms of tuberculosis and that a chest x-ray is not currently warranted.

## Insurance Coverage

### *Student Health Insurance Coverage*

The Department of Nursing supports health promotion and as such, believes that all students must have personal access to health care. All students enrolled in the nursing program must carry health insurance, either through employment, spouse, or personal purchase throughout enrollment in the nursing program. Evidence of current health insurance (copy of insurance card), must be presented to the Department of Nursing Office prior to the beginning of each fall semester and upon request for less than full year contracts. Failure to have health insurance on file in the Department of Nursing Office may impact the student's ability to continue in the program

### *Personal Professional Liability Insurance*

All nursing students must acquire and maintain personal professional liability insurance in the amount of at least **\$1,000,000**. FNP students must be insured by an FNP student policy. Coverage obtained through a place of employment will not satisfy this requirement. Evidence of personal professional liability insurance (copy of policy) showing **dates of coverage** must be presented to the Department of Nursing Office upon admission and at renewal. Failure to have personal professional liability insurance on file in the Department of Nursing Office may impact a student's ability to continue in the program.

## Universal Precautions Training

To eliminate or minimize occupational exposure to all blood borne pathogens, all nursing students are required to follow universal precautions by Federal Law: Occupational Safety and Health Administration (OSHA) Part 1910:1030. All students enrolled in the nursing program are required to complete an educational program on blood borne pathogens and universal precautions yearly. Documentation on completion of this requirement must be on file in the nursing office, on **admission and annually**.

A computer-assisted instruction program titled Standard Precautions is available to meet this requirement, and is available in the university library. The student must complete a fifteen-question test at the end of the instruction program. At the end of the quiz, if the student has achieved an acceptable score, the test score is printed and taken to the nursing office to update the requirements file. The form must be given to the Department of Nursing Academic Advisor, and the student must then sign the acknowledgement provided. Passing score on this quiz is 100%. Universal Precautions tests will not be accepted if left in mailboxes, on desks, or in door slots. The completed test and signed acknowledgement are stored in the student file. Failure to complete this requirement may impact the student's ability to continue in the program.

## Communicable Disease Policy

The Department of Nursing seeks to minimize the risk of occupational exposure to communicable diseases, including Hepatitis (HBV) and the human immunodeficiency virus (HIV), for its students, faculty, and patients/clients. The Department of Nursing provides the following information regarding the possibility of occupational exposure to communicable diseases, including HBV and HIV, to students enrolled in the program.

The Department of Nursing will not request an individual's HIV status during the admissions process. If a student informs the program that he/she is HIV positive, reasonable academic adjustments will be made if needed. A student who knows that he/she is HIV positive or believes he/she is a "high risk" for HIV transmission is ethically responsible to consider the risk of transmitting HIV to the patient/client during invasive procedures.

Upon admission, the student will be required to sign a form acknowledging that he/she has been informed of, and understands, the risk of exposure to communicable diseases in the clinical setting. Any student who refuses to sign the acknowledgement form may be terminated from the nursing program. All students are expected to care for any patient/client regardless of HBV and/or HIV status. A student who refuses to care for a patient/client who is known to be HIV positive and/or HBV positive may be terminated from the nursing program.

Students who have a diagnosed immunosuppressed condition, open wounds, or who are pregnant, will be exempted from caring for patients who are known to be HIV positive and/or HBV positive. Some vaccinations are contraindicated or have decreased effectiveness in immunosuppressed conditions.

## Student Exposure to Blood-Borne Pathogens

While needlestick is the most obvious incident, any specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials is considered an exposure incident and should be reported. When an exposure incident occurs, students must follow specific Occupational Safety and Health Administration (OSHA) standards. In the clinical setting, all students will practice Universal Precautions in accordance with the current Centers for Disease Control and Prevention (CDC) guidelines and will adhere to the policies of the clinical site as well. If a student is exposed to blood or other body fluids of a patient/client, an incident report for both the clinical site and Governors State University Department of Nursing must be completed.

The student must immediately notify the faculty supervising the clinical experience and the clinical site. Faculty members shall notify the chair of the Department of Nursing and follow-up with the Infection Control nurse at the clinical site, in any incidents involving a student.

The policies of the institution where the exposure occurred and/or the CDC Guidelines and OSHA Standards shall be consulted and followed. The student is strongly encouraged to immediately obtain HIV and HBV testing to establish zero-negativity. Testing should be repeated at six weeks, three months, six months, and one-year post-exposure. The nursing program or the institution will suggest follow-up counseling referrals for students exposed to blood or body fluids of a patient/client.



## Clinical Practicum Policies

### *Agency Drug Testing*

Some clinical agencies used by the Department of Nursing have policies regarding drug testing which allow these agencies to request drug testing of employees, volunteers, and students. In addition, the Department of Nursing fully supports the Governors State University Student Code of Conduct, which “prohibits the use, possession, and distribution of, or being under the influence of drugs or alcohol, except as permitted by law.” [[GSU Student Handbook](#)]

In an effort to protect patients/clients and other students, the nursing program will request drug testing to meet agency requirements. These drug screens will be at the student’s own expense. If a student has a positive drug test, there will be an immediate referral to the Dean of Student Affairs and Services. The student will be unable to continue within the nursing program (clinical or course work) and criminal charges may be filed, as described in the [Student Handbook](#). If a student refuses to participate in required agency drug screening, the student may be dismissed from the nursing program. Forms to obtain drug screening are available in the Department of Nursing Office.

### *Agency Background Checks*

All students are required to have criminal background checks prior to the start of their clinical practicum. Criminal background checks are done by a professional company. Information may be obtained from practicum faculty. Students are required to pay the charge for the background check.

### *Influenza Immunizations*

Some clinical sites may also require proof of influenza immunization.

### *Transportation*

The nursing program seeks to provide optimal clinical practicum experiences. In providing clinical practicum experiences, it may be necessary to acquire clinical sites that are outside of the GSU immediate geographic area. Every attempt will be made to ensure fairness in distribution of travel time and distance for all students. Each student is responsible for providing reliable, personal transportation to and from clinical practicum experiences.

### *Student Attire*

Student attire will be governed by the clinical setting. Faculty will inform students of any special requirements concerning attire, security badges, etc. In some situations students will wear a full-length white laboratory coat, bearing the GSU nursing patch on the left shoulder sleeve. The laboratory coat is worn over appropriate street clothes. No blue jeans, sweat pants, sweatshirts, scrub suits, sneakers, jogging shoes, or boots are allowed.

### *Nursing Patch*

The Governors State University nursing patch is purchased by the student at the university bookstore. The patch is to be securely sewn to left shoulder sleeve of a full-length laboratory coat worn for clinical practicum.

### *Community Visit Safety Issues*

The students may be required to visit clients in a variety of areas, and it is the responsibility of the student to review issues of street safety. All nursing students are required to follow the procedures and guidelines listed below when making community visits:

- Clinical hours are generally listed as 8:30 a.m. – 6:00 p.m.; however, some agencies may open later or may require clinical activities that extend into the early evening. Be aware of this need for flexibility in your clinical schedule and make adjustments as needed.
- Never take a client/patient anywhere in your personal car.
- Do not visit the client/patient on personal time.
- Visit during daylight hours whenever possible.
- Let your instructor or another person know where you are going and when you will return.
- Be sure you know where you are going before setting out; obtain a detailed map of the area and plan the route.
- Let the client know when to expect your visit, if appropriate.
- Put your purse in your trunk before leaving for your site and keep it locked in the trunk during your visit, take only keys and a small change purse.
- Do not wear expensive clothes or jewelry.
- Park near your destination, and be aware of your surroundings.
- If the situation appears unsafe, do not make the visit. Leave immediately, and call the instructor.
- Additional issues and/or guidelines may be provided by the instructor.

### Clinical Practicum Faculty

#### *Faculty Member*

The nursing faculty member carries the responsibility for overall leadership, coordination, and supervision, and evaluation of the designated practicum. The primary functions of the professor are as follows:

- Along with the clinical site supervisor select or assist the student to select the sites for graduate student practica.
- Approve the clinical site.
- Select or assist the student to select the adjunct clinical faculty who will cooperate with the university.
- Interpret the practicum experience to the health care agency and/or the prospective adjunct clinical faculty.
- Coordinate and communicate schedules, deadlines, and other information in fulfilling the practicum goals.
- Supervise and evaluate the graduate student's development, progress, and overall performance.

- Arrange for periodic conferences with the graduate student and the adjunct clinical faculty (if applicable), as needed.
- Prepare evaluation criteria, and provide the criteria to the students in writing.
- Provide feedback after observation of the student's performance of a clinical assignment.
- Serve as liaison during the practicum experience that involve adjunct clinical faculty.
- Assist students to obtain affiliation agreements between clinical agency and GSU.

In addition to university faculty, two categories of clinical agency personnel may be involved in student clinical learning experiences. These roles are preceptor/residency supervisor and clinical resource person. Following are the requirements, roles, and responsibilities ascribed to these positions.

### *Preceptor/Residency Supervisor*

#### Requirements:

- Registered Nurse – depending upon program/degree of the student, the preceptor/residency supervisor must have a Clinical Nursing Master's Degree, a Family Nurse Practitioner Master's Degree or a Nursing Administrative Master's Degree
- DNP students consult with the faculty for requirements for the residency supervisor
- Excellence in specialty area chosen by student

#### Roles/Responsibilities:

- Meet with the graduate student prior to the beginning of the practicum.
- Discuss the graduate student's clinical objectives for the practicum.
- Plan the activities needed to meet the clinical objectives with the student.
- Orient the nursing staff to the graduate student's purpose and objectives for the clinical experience.
- Provide the student with the opportunities to design his/her own teaching strategies and evaluation tools.
- Review appropriate materials with the student.
- Assist the student in developing and using self-evaluation techniques.
- Participate in three-way evaluative conference(s) attended by student, professor, and the adjunct clinical faculty regarding the student's progress.
- Notify course professor immediately of any concerns.

### *Clinical Resource Persons*

#### Requirements:

- Registered Nurse, preferably with a B.S. or M.S. in nursing
- Competency in specialty area or leadership role at clinical site.

#### Roles/Responsibilities:

- Meet with the student prior to the beginning of the practicum.
- Discuss the student's clinical objectives for the practicum experience.

- Orient the nursing staff to the student's purpose and objectives for the clinical experience.
- Participate in conferences with the student and the course professor as needed regarding student progress.
- Facilitate contacts with other appropriate resource people.

### Clinical Practicum Placement

In NURS 8107, NURS 8108, NURS 8109, and NURS 8110 clinical experiences are faculty-supervised, and the faculty will determine student placement.

In NURS 8210, NURS 8220, NURS 8946, NURS 8947 and NURS 8956 students submit clinical objectives in their specialty area to the university faculty. After the objectives are finalized and approved, the university faculty initiates placement procedures with the appropriate personnel or director. The student takes a copy of the student's objectives, professional resume, and teaching plan to the preceptor/residency supervisor on their initial practicum meeting.

#### *Students*

1. Obtain information on the requirements of the chosen clinical site for approaching potential preceptors. Determine if the student is allowed to approach the potential preceptor directly or if the contact person is someone other than the preceptor at a particular institution.
2. Once the procedure for approaching a potential preceptor is approved, make an appointment for an interview.
3. Create clinical objectives to present to the preceptor which would accomplish the goals of the practicum. The preceptor, student, and faculty may consult with each other to modify the objectives if necessary (see above)
4. Provide information regarding clinical contract/affiliation agreements to the course faculty member who will forward them to the Clinical Placement Coordinator and the administrative assistant for affiliation agreements.
5. Establish dates and times for clinical hours with the preceptor and the course instructor
6. Document the clinical hours in a log signed by the preceptor and course faculty
7. Attend periodic conferences with the preceptor and faculty

### Termination of Graduate Student Assignment

In a student practicum, each student must comply in a professional manner with the policies, procedures, and standards of the health care facility or institution. Failure to do so may result in the termination of the student's assignment and an inability to complete the course.

The nursing program is not obligated to make alternative assignments in the event a student placement is terminated. A student who disagrees with the final decision may refer to the university grievance committee procedure found in the Governors State University Student Handbook.

### Student Reflective Statement

At the end of each course the student is expected to write a concise, but thorough, reflective self-evaluation that relates the student's learning in the course to the expected outcomes. The self-reflection should begin with an honest self-assessment and include those strategies, skill building activities, and other processes the student used to enhance his/her own learning in the class. This is graded on a "Pass-Fail" basis. A "Pass" is required to complete the course successfully.

### Admission To Candidacy

Application for candidacy should be made with the approval of the academic advisor at the completion of all core nursing courses.

### Comprehensive Examination - Masters

The degree requirements for the Masters of Science in Nursing stipulate that students must meet all university requirements for a master's degree and that each student must pass a comprehensive examination over the major area of study during the last semester of study prior to graduation. The examination provides a sample of the student's performance in scholarly synthesis of mastery concepts, discussion, evaluation, and writing.

Purposes of the Comprehensive Examination in Nursing are (1) to establish a level of students' theoretical knowledge of advanced nursing and subjects clearly related to nursing, (2) to assess the students' knowledge of professional issues affecting his/her functional role as a clinical specialist, (3) to evaluate the ability to integrate research skills in advance nursing practice roles, and (4) to provide a source for the demonstration of the students' reasoning abilities and competencies in communication.

Successful completion of the comprehensive examination include the following:

1. The development of a professionally constructed poster that synthesizes the major components of the student's capstone project (CNS and Administration) or case study (FNP).
2. Oral component of the poster presentation of the major elements and constructs of the project capstone including discussion with the designated faculty reviewers.
3. A written abstract of the core elements of the project/case study

### *Procedures*

1. Capstone course faculty designate graduate students who are eligible for the comprehensive examination.

2. The Department of Nursing Chair and/or designee and the members of the capstone courses, will meet with students to discuss the Comprehensive Exam process.
3. Students will prepare their (CNS, NAD, INUR) project or case study (FNP) poster and abstract.
4. Students will present project or case study at poster presentation session (the poster should follow the poster guidelines).
5. Students will prepare an abstract as part of the capstone paper/case study.
6. Students will provide three (3) copies of the abstract to the faculty member of the capstone course one week before the poster presentation date.
7. The capstone course faculty member will distribute abstracts to assigned faculty member after receiving them.
8. The Curriculum Committee sets the date(s) and schedules the comprehensive exam. The schedule is posted in the nursing office and online early in the semester
9. Members of the Curriculum Committee manage the comprehensive examination each semester.
10. The managing team of the comprehensive examination randomly assign three (3) members of the faculty to review each poster to be presented. Each student poster has at least one faculty member of that clinical program reviewing the poster and abstract. Of the two remaining members of the team one faculty member should tenured/tenure track.
11. Guidelines for the comprehensive presentation and written summary are included in the syllabi for the final major course in the Study Plan for each major.
12. There are three major areas that questions are directed: theory, practice and research.

**A. Theory:**

Focus on the graduate student's position with respect to the value of theory in professional practice and other disciplines. The student discusses the deliberate application of philosophy/theory in achieving practice goals specific to the project.

**B. Practice:**

**Clinical Specialist/Family Nurse Practitioner/Nurse Administrator/Nursing Informatics**

The student provides evidence of the application of an evidence-based or practical theoretical model for the clinical specialist/nurse practitioner or nurse administrator/nurse informatics specialist role. The student demonstrates analytical skills, as well as the ability to synthesize research findings in performing the applicable roles and sub-roles in the development and performance of the capstone project. The student demonstrates an understanding of health care policy and organizational changes, and cost-effectiveness within the role of the clinical specialist/nurse practitioner/nurse administrator/nurse informatics. The student articulates the

client/family advocacy and resultant social policy implications. The student is able to synthesize the case management process and or leadership processes and is able to articulate a plan for continued professional development.

### **C. Research**

The student will articulate the research process through:

- a) application of research findings specific to the capstone project
- b) participation in analysis of data and evaluation of outcomes of the project.

### *Evaluation of Student's Performance*

Faculty rate the student's performance in terms of the following criteria:

1. **Advanced Practice Role:** Evidence of achievement in grasping the roles for an advance practice nurse.
2. **Critical Thinking Skills:** Ability to organize and present material relevant to the question in a logical and well-reasoned manner, utilizing critical, logical, reflective, metacognitive, and creative thinking skills. Successful application of skills result in explanations, decisions, performances, and products that support progressive development of intellectual skills.
3. **Communication Skills:** Ability to convey effectively the relatively complex material required.

A rating scale of 1-4 is used to score each criteria; (1) unsatisfactory, (2) satisfactory, (3) good, and (4) excellent. The rating forms used to evaluate the poster/discussion and the written summary. The *Description of Rating Scores* is found in a different section of this guide.

Each faculty averages the scores and compiles an overall average score. An overall average score of 2 or better is required to pass the comprehensive examination. This evidence will be entered in the student's record along with the final statement of satisfactory (or unsatisfactory) performance on the examination.

Each faculty signs the evaluation sheet for the examination signifying student performance as satisfactory or unsatisfactory. If two or more members of the faculty believes that performance was satisfactory based on description of rating scores, the student is designated as passing the examination. If two or more faculty members deem the student's performance as unsatisfactory, the student will be advised on areas of deficiency and advised to prepare to retake the examination. The comprehensive examination may be repeated only once.

The student is notified of the results within two weeks after the poster examination session.

### *Remediation of Failed Comprehensive Examination*

Students are allowed to retake the exam one time within one year of taking the initial examination.

1. The student will meet with the Chair to discuss the educational plan.

2. A faculty member will be assigned by the Chair to remediate the student.
3. The student will register for one hour credit to work with the faculty member
4. The student will present this revised poster at the scheduled comprehensive examination presentation date selected that semester.



# **SECTION V**

## **Appendices**

**TIMETABLE FOR SUBMITTING  
DOCUMENTATION REQUIRED FOR THE NURSING PROGRAMS**

| DOCUMENTATION<br>REQUIRED                        | BEFORE<br>TAKING<br>ANY<br>NURSING CLASS | UPON<br>ADMISSION TO<br>THE PROGRAM | YEARLY | OTHER                              |
|--|--|-------------------------------------|--------|------------------------------------|
| RN LICENSE                                       | X  |                                     |        | AT RENEWAL                         |
| BACKGROUND CHECK                                 |  |                                     |        | PRIOR TO CLINICAL                  |
| FINGERPRINTING                                   |  |                                     |        | PRIOR TO CLINICAL                  |
| DRUG TESTING                                     |  |                                     |        | PRIOR TO CLINICAL                  |
| CPR-BLS CERTIFICATION                            |  | X                                   | X      | AT RENEWAL                         |
| PERSONAL<br>PROFESSIONAL LIABILITY<br>INSURANCE* | X  |                                     | X      | AT RENEWAL                         |
| UNIVERSAL PRECAUTIONS<br>EDUCATION               |  | X                                   | X      |                                    |
| HEALTH INSURANCE COVERAGE                        |  | X                                   |        | WHEN EXPIRES OR<br>CARRIER CHANGES |
| TB CLEARANCE                                     |  | X                                   | X      |                                    |
| HEPATITIS B<br>IMMUNIZATION<br>OR REFUSAL        |  | X                                   |        |                                    |
| RUBELLA<br>IMMUNITY                              |  | X                                   |        |                                    |
| RUBEOLA (MEASLES) IMMUNITY                       |  | X                                   |        |                                    |
| MUMPS<br>IMMUNITY                                |  | X                                   |        |                                    |
| VARICELLA (CHICKEN POX)<br>IMMUNITY              |  | X                                   |        |                                    |
| TETANUS  |  | X                                   |        | BOOSTER EVERY<br>10 YEARS          |

STUDENT REFLECTIVE STATEMENT

for **SAMPLE**

Jane E. Smith  
(name of student)

Master's Nursing Program

Governors State University  
University Park, Illinois

\_\_\_\_ - \_\_\_\_  
(Dates of Enrollment)

CLINICAL LOG SUMMARY SHEET

CLINICAL LOG SUMMARY SHEET

STUDENT NAME \_\_\_\_\_

AGENCY \_\_\_\_\_

| DATE | # HOURS<br>DAILY | SUMMARY OF CLINICAL WORK | TOTAL<br>HOURS<br>TO DATE |
|------|------------------|--------------------------|---------------------------|
|      |                  |                          |                           |

## INDEX

|   |         |   |         |
|---|---------|---|---------|
| <b>A</b>                                  |         | Coverage, Personal Liability            | 30      |
| Academic Advising                         | 18      | CPR-BLS Certification                   | 28      |
| Academic Honesty                          | 24      | <b>D</b>                                |         |
| Accreditation, Department of Nursing      | 4       | Department of Nursing Communication     | 25      |
| Accreditations, University                | 4       | Department of Nursing Mission Statement | 7       |
| Admission Deficit Policy                  | 19      | Department of Nursing Philosophy        | 7       |
| Admission GPA Requirements                | 19      | Disability, Students                    | 28      |
| Advisee Role                              | 18      | Drug Testing                            | 32      |
| Advisor Role                              | 18      | Disease, Communicable                   | 31      |
| Agency Background Checks                  | 32      | Deficit, Admission                      | 19      |
| Agency Drug Testing                       | 32      | Deficiency Resolution Plan              | 19      |
| Annual Follow-up                          | 30      | <b>E</b>                                |         |
| Assignment, Termination of                | 35      | Exit Surveys                            | 22      |
| Assistance for Students with Disabilities | 28      | Exposure, Blood Borne Pathogens         | 31      |
| Attire, Student                           | 32      | <b>F</b>                                |         |
| <b>B</b>                                  |         | Faculty, Clinical Practicum             | 33      |
| Background Checks                         | 32      | Faculty Member                          | 33      |
| Blog, Nursing                             | 25      | Family Nurse Practitioner Program       | 8,12,14 |
| Blood Borne Pathogens                     | 31      | Feedback, Student                       | 22      |
| Board of Trustees                         | 5       | Framework, Conceptual                   | 11      |
| Bulletin Board, Nursing                   | 25      | <b>G</b>                                |         |
| <b>C</b>                                  |         | Goals, Nursing Program                  | 13      |
| Certificate Programs                      | 9       | Governance, University                  | 5       |
| Challenge Exams                           | 20      | GPA Requirement for Admission           | 19      |
| Change in Study Plan                      | 18      | Grading Policy                          | 21      |
| Checks, Agency Background                 | 32      | Graduate Program                        | 8       |
| Chicken Pox                               | 29      | Graduation                              | 21      |
| Clinical Log Summary Sheet                | 43      | Grievances                              | 25      |
| Clinical Nurse Specialist                 | 8,12,14 | G.R.O.W.L.                              | 25      |
| Clinical Practicum Faculty                | 33      | <b>H</b>                                |         |
| Clinical Practicum Placement              | 35      | Health Insurance Coverage               | 30      |
| Clinical Practicum Policies               | 32      | Health Policy                           | 29      |
| Clinical Requirement                      | 9       | Hepatitis Vaccine                       | 29      |
| Clinical Resource Person                  | 34      | Honesty, Academic                       | 24      |
| Communicable Disease Policy               | 31      | <b>I</b>                                |         |
| Communication, Department of Nursing      | 25      | Immunization Policy                     | 29      |
| Community Safety Issues                   | 33      | Incomplete Grades                       | 24      |
| Complaints, Student                       | 25      | Independent Study                       | 21      |
| Comprehensive Examinations                | 36      | Insurance, Health                       | 30      |
| Conceptual Framework                      | 11      | Insurance, Liability                    | 30      |
| Continuing Student Status                 | 20      | Introduction                            | 3       |
| Core Performance Standards                | 27      |   |         |
| Cover Sheet, Reflective Statement         | 42      |   |         |
| Coverage, Student Health                  | 30      |   |         |

|   |         |  |       |
|---|---------|--|-------|
| <b>L</b>                                |         | <b>S</b>                               |       |
| Liability Insurance                     | 30      | Safety Issues                          | 33    |
| Library, University                     | 25      | Scholarship Availability               | 24    |
| License Requirements                    | 28      | Standards, Core Performance            | 27    |
| Log, Clinical Summary Sheet             | 43      | Student Attire                         | 32    |
| <b>M</b>                                |         | Student Feedback                       | 22    |
| Malpractice Insurance                   | 30      | Student Exit Surveys                   | 22    |
| Master's Program Objectives             | 14      | Student Exposure-Blood Borne Pathogens | 31    |
| Mission Statement-Dept of Nursing       | 7       | Student Health Insurance Coverage      | 30    |
| Mission Statement-University            | 4       | Student Issues/Complaints/Grievances   | 25    |
| Mumps                                   | 29      | Student Reflective Statement           | 36,42 |
| <b>N</b>                                |         | Student Requirements                   | 28    |
| Nurse Administration                    | 9,13,16 | Student Responsibilities               | 24    |
| Nursing Informatics                     | 9,12,15 | Student Study Plan                     | 18    |
| Nursing Patch                           | 33      | Students with Disabilities             | 28    |
| Nursing Program Goals                   | 13      | Survey, Exit                           | 22    |
| <b>O</b>                                |         | Systems Theory                         | 11    |
| Objectives of Master's Program          | 14      | <b>T</b>                               |       |
| <b>P</b>                                |         | Termination of Student Assignment      | 35    |
| Patch, Nursing                          | 33      | Tetanus                                | 29    |
| Personal Professional Liability         | 30      | Transfer Credit for Nursing Courses    | 19    |
| Performance Standards, Core Nursing     | 27      | Tuition Waivers                        | 24    |
| Philosophy of the Department of Nursing | 7       | Transportation                         | 32    |
| Policies, Clinical Practicum-MSN        | 32      | Timely Submittal of Work               | 24    |
| Practicum Faculty, Clinical             | 33      | Timetable for Program Requirements     | 41    |
| Practicum Placement                     | 35      | Tuberculosis Screening                 | 29    |
| Preceptor/Residency Supervisor          | 34      | <b>U</b>                               |       |
| Program Goals, Nursing                  | 13      | Universal Precautions                  | 30    |
| Program Requirements Timetable          | 41      | University Governance                  | 5     |
| Progression Requirements                | 20      | University History                     | 4     |
| <b>R</b>                                |         | University Library                     | 25    |
| Reflective Statement, Sample Cover      | 42      | University Mission Statement           | 4     |
| Requirements, Clinical                  | 9       | University Services                    | 25    |
| Requirements, Progression               | 20      | <b>V</b>                               |       |
| Requirements, Student                   | 28      | Vaccinations                           | 29    |
| Requirements, Timetable                 | 441     | Varicella                              | 29    |
| Resource Person, Clinical               | 34      | <b>W</b>                               |       |
| Responsibilities, Student               | 24      | Waiver, Tuition                        | 24    |
| Role and Mission of University          | 4       | Writing Center                         | 25    |
| Rubella                                 | 29      |  |       |
| Rubeola                                 | 29      |  |       |