



THE UNIVERSITY OF  
SCRANTON  
DEPARTMENT OF NURSING  
GRADUATE STUDENT  
HANDBOOK

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## WELCOME

The purpose of this handbook is to provide you with guidelines for policies, procedures, and core information that will be needed while you are enrolled as a graduate student in the Department of Nursing at The University of Scranton. These policies and procedures are the basis for decision-making with regard to student matters.

Each graduate nursing student is responsible for adhering to the policies and procedures contained in the **Department of Nursing “GRADUATE STUDENT HANDBOOK”**. Upon receipt of this handbook, the graduate student is expected to read and review all policies. In addition a copy of the Confidentiality Policy, Professional Nursing Behaviors Policy, and Verification of Receipt of the Graduate Student Handbook must be signed and returned to Donna Cochrane-Kalinoski, Administrative Assistant for the Graduate Nursing Program in the Department of Nursing. Should you have any questions regarding these policies, please see the Director of the Graduate Program, Dr. Mary Jane Hanson.

General policies in this manual apply to all graduate nursing students. Students are also governed by the policies at the agencies where they receive their clinical education.

### **PREAMBLE TO THE POLICIES OF THE DEPARTMENT OF NURSING GRADUATE DIVISION**

The educational policies and policies governing admission, advisement, and counseling of students are in The University of Scranton Graduate Studies Catalog. The policies in this handbook apply to the Department of Nursing and are approved by the Dean of the College of Graduate and Continuing Education and the Dean of the Panuska College of Professional Studies.

## IMPORTANT PHONE NUMBERS AT A GLANCE

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Prof. JoAnn Platko, Assistant Director Nurse Anesthesia Program.....	552-3687
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Prof. Ann Culp, Clinical Director, Education, Nurse Anesthesia Program..	552-3688
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Mary Jennings, Administrative Research Coordinator, Nurse Anesthesia Program.....	552-3680
(E-mail: <a href="mailto:mjennings@wvhcs.org">mjennings@wvhcs.org</a> )	
Michael J. Krzak, Administrative Assistant, Nurse Anesthesia Program...	552-3681
(E-mail: <a href="mailto:mjkrzak@wvhcs.org">mjkrzak@wvhcs.org</a> )	
FAX- Nurse Anesthesia Program .....	552-3697
Bookstore.....	941-7454
Campus Ministry.....	941-7419
Career Services.....	941-7640
College of Graduate and Continuing Education .....	941-7600
Computing Help Desk .....	941-4173
Counseling Center.....	941-7620
Financial Aid Office .....	941-7700
Handicap Coordination .....	941-7580
Royal Card (University ID System) .....	941-6181
Learning Resources Center .....	941-4038
Library .....	941-7451
Parking/Security .....	941-7888
Security – Emergencies.....	941-7777
Student Health Center .....	941-7667
Wellness Center .....	941-4253
Weather information Line .....	941-5999

### **Mission Statement**

The mission of the Department of Nursing at The University of Scranton is to provide excellence in the education of men and women desiring to become registered professional nurses and for nurses desiring to advance their education at the undergraduate and graduate level. The faculty is committed to enhancing the knowledge, clinical expertise and professional development of students and being responsive to the health care needs of society through the integration of service with learning and the provision of leadership in social justice through health care advocacy.

Adopted 5/7/2004

### **Philosophy**

The Department of Nursing is an integral part of the J. A. Panuska College of Professional Studies of The University of Scranton and reflects the heritage, values, and goals of the University and the mission of the college.

The philosophy of the Department of Nursing is based on a holistic view of the person who has inherent worth, dignity and human rights. The individual is recognized as a total entity, with consideration given to the interdependent functioning of the physiological, psychological, cognitive, social, cultural, and spiritual domains. Every person is a unique being whose integrity demands the respect of free choice. The person is in constant interaction with a changing environment. The integrity of an individual's potential for growth is maintained through adaptation.

Each person has the right and responsibility to determine and participate in decisions affecting health and deserves access to health care. Health is viewed on a continuum, as a dynamic state of physiological, psychological, sociocultural, and developmental adaptation. One's state of health is influenced by genetic endowment, sociocultural background, environmental forces, and life style. Health, at any given point throughout the life cycle, is relative to the person's adaptation to a changing internal and external environment.

The primary responsibility for health lies with the individual, and secondarily with the family and community. Nursing shares the responsibility with other health care professionals to assist individuals, families, communities and populations to assure optimal health, and to support the dignity of the individual when health cannot be sustained. Collaboration with members of the interdisciplinary health team assists in the promotion of optimal health for individuals, families, communities and populations while enriching the quality of care provided.

The professional nurse functions independently in assuming responsibility and accountability for nursing interventions and their outcomes. The professional nurse responds to the changing needs of individuals, families, communities, and populations within society, and to the impact these changes have on nursing practice. Nursing is the pivotal health profession, highly valued for its specialized knowledge, skill and caring in improving the health status of the public and ensuring safe, effective quality care. In the leadership roles of caregiver, advocate, teacher, and leader/manager, the professional nurse has knowledge of the research process and uses research evidence to clarify judgments and to modify and advance nursing practice. At the graduate level, the advanced practice nurse's role includes direct accountability for clinical judgment in the delivery of health care to specific populations.

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human responses, and advocacy in the

care of individuals, families, communities and populations.<sup>2</sup> The primary goal of nursing is to assist clients of all ages in a variety of settings with those adaptive activities contributing to optimal health that the individuals or their families would normally initiate and perform unsupported if they had the necessary strength, judgment, and motivation. The nursing process is an analytic and purposeful activity that is interpersonal in nature, and is utilized in the practice of professional nursing to promote, restore, and maintain health. Professional nursing

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education is based on a broad foundation in the humanities and sciences, which is necessary for an appreciation of the holistic nature of a person, the person's well-being in general, and health in particular. The nursing courses facilitate the synthesis of knowledge gained in the foundational courses and are designed to develop students' core knowledge, professional values and competencies in nursing in order to integrate the roles that are critical to the practice of professional nursing. At the graduate level, courses are designed to provide advanced specialized clinical knowledge and skills that reflect greater depth and breadth of knowledge, greater synthesis of data, increased complexity of skills and interventions, and greater role autonomy in the practice of professional nursing.

Learning involves a dynamic interaction between students and faculty. Opportunities to set goals, engage in the enterprise of seeking and sharing knowledge and evaluation of instructional methods are provided in the learning process. The need and ability to learn continue throughout life. The individual is capable of changing through the process of learning. The faculty considers students' personal interests, potential, and cognitive styles in the teaching learning process. Self-directed learning is encouraged, with emphasis on periodic self-evaluation. At the graduate level, self-directed learning is facilitated through precepted clinical practice that provides the opportunity to develop and refine the competencies to function autonomously in an advanced practice role.

The faculty guides, instructs, and facilitates learning by motivating students to make choices regarding learning needs. This climate encourages the development of intellectual curiosity, stimulates self-direction, and enhances involvement both in professional activities and service to society. Faculty members serve as role models for the students as educators, researchers, and clinicians and are engaged in research and clinical practice.

### **Purpose of the Baccalaureate Program in Nursing**

The nursing program reflects a curriculum that is responsive to health care needs of society. The purpose of the baccalaureate program is to prepare beginning professional nurses, who as generalists possess clinical competence to function in various settings. Education for the role of the nurse includes an emphasis on patient-centered care, preparation to function as members of an interdisciplinary health care team, the use of evidence in practice, quality improvement and informatics. The graduate is prepared to deliver nursing care services to individuals, families, communities and populations, participate in the advancement of the nursing profession through contributions to practice, education, administration and knowledge development, maintaining the integrity of the profession and its practice the provision of leadership in social justice through health care advocacy. The baccalaureate program provides a foundation for graduate education in nursing.

### **Purpose of the Graduate Program in Nursing**

The purpose of the graduate program is to prepare advanced practice nurses who assess, diagnose, and treat complex individual and family health problems to improve health outcomes in a multi-cultural society. In addition, the advanced practice nurse is prepared to provide leadership, influence health care policy and translate research into practice. As a reflection of the University's mission and commitment to its surrounding community, the program focuses on preparing advanced practice nurses who can understand and provide for the health needs of specific populations. The nurse practitioner is prepared to provide primary health care to individuals and families with a focus in rural settings. The clinical nurse specialist is prepared to provide advanced nursing management of adults in a variety of settings through direct patient care, education and

leadership in organizations and systems. The nurse anesthetist is prepared to administer all types of anesthesia and anesthesia-related care to diverse populations in a variety of settings.

Revised November/2005

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## Organizing Framework

The **Organizing Framework**, which is derived from the **Philosophy**, provides direction for the nursing curriculum.

Adaptation is the conceptual model for the development of the curriculum. Adaptation, as a process, is a client's response to a changing internal and external environment. As a state, adaptation is the result of a client's response to an altered internal and/or external environment. Inherent in the conceptual model of adaptation are developmental, interpersonal, role, family, and systems theories.

The major concepts upon which the framework is based are health care recipient, health, nursing, and health patterns. These concepts are the foundation of the curriculum and are viewed as horizontal strands which are given continuous emphasis throughout each learning level. The subconcepts are vertical strands which develop the curriculum in a progressive, sequential manner as the student moves from one level of learning to another. From simple to complex, and from the awareness of concepts to the implementation of these concepts in clinical practice, the vertical strands receive increasing emphasis in the professional nursing courses and build upon previous learning.

The concept of health care recipient includes the subconcepts of individual, family, community, and populations. The subconcepts of health are promotion, restoration, and maintenance of health. Nursing role subconcepts include caregiver, advocate, teacher, and leader/manager. Nursing process subconcepts are assessment, diagnosis, planning, implementation, and evaluation. The subconcepts of health patterns are health perception-health management, sleep-rest, self perception-self concept, activity-exercise, nutritional-metabolic, sexuality-reproductive, role-relationship, elimination, cognitive-perceptual, coping-stress-tolerance, and value-belief.

**Health Care Recipient:** The health care recipient is recognized as an individual, family, community and population. Consistent with a holistic view, adaptation is the process by which the health care recipient responds to changes in the physiological, psychological, sociocultural, cognitive, and spiritual domains of human functioning.

**Health:** The state of health throughout the life cycle is relative to the process of adaptation; hence, the person is always at some point on the health continuum. The continuum includes optimal health, alterations in health, death and bereavement. Health care recipients may or may not require the interventions of promotion, restoration, or maintenance, based on the health continuum position and the state of adaptation.

**Nursing:** The nursing goals of promotion, restoration, and maintenance of health are achieved through use of the nursing process. The professional nurse has roles and responsibilities as caregiver implementing the nursing process; as advocate acting in the interest of the health care recipient; as teacher directing and guiding the learning process in health care recipients; as leader/manager directing the delivery of nursing care through judicious use of knowledge, ability, and power. Competencies in these roles include patient-centered care, interdisciplinary collaboration, using research in practice, quality improvement and informatics. These roles are implemented with respect to the uniqueness, worth, diversity and dignity of each health care recipient. Accountability in professional nursing practice requires that the professional nurse use research in practice,

advocate to improve the public's health status and demonstrate self-direction in maintaining continuing competence.

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**Health Patterns:** Health patterns as described by Marjory Gordon are nursing oriented. A health pattern is defined as a complex of human behaviors forming inconsistent and/or characteristic forms of adaptation to the environment occurring in sequence, across time.

Behaviors refer to the developmental, physiological, psychological, and sociocultural dimension of human functioning. These patterns form the basis for the assessment and identification of altered health in clients and assist the student in the analysis of data.

**Level One** focuses on the health care recipient as individual. Adaptation of the health care recipient focuses on the following major concepts and subconcepts:

1. Promotion of health and the role of the professional nurse as care giver.
2. Introduction to the health patterns with emphasis on health perception health management.
3. Introduction to the nursing process with emphasis on the assessment and diagnosis phases.
4. Physiological and psychological adaptation to functional health patterns.
5. The individual as health care recipient.

Foundation nursing courses in this level are taken in the freshman and sophomore years (Nursing 140, 250, 251, & 262)

**Level Two** builds upon the concepts of level one. Adaptation of the health care recipient focuses on the following major concepts and subconcepts:

1. Promotion and restoration of health in the role of care giver, advocate and teacher.
2. Health patterns of sleep-rest, self-perception-self-concept, activity-exercise, nutritional-metabolic, sexuality, reproductive, role-relationship, elimination, cognitive-perceptual, coping-stress tolerance, and value belief.
3. The use of the nursing process: assessment, diagnosis, outcome identification, planning, implementation and evaluation.
4. Physiological and psychological adaptation of dysfunctional health patterns.
5. Individual, families and populations as health care recipients.

Nursing courses in this level which encompass both semesters of the junior year and the first semester of the senior year include three courses in adult health nursing (N350, N371, N450), mental health nursing (N352), nursing care of the child bearing family (N373) and nursing care of children and adolescents (N452), pharmacology (N360, N361) and nursing research (N493).

**Level Three** synthesizes the major concepts of adaptation. Adaptation of the health care recipient focuses on the following major concepts and subconcepts:

1. Promotion, restoration and maintenance of health in the role of care-giver, advocate, teacher, case manager, leader/manager.
2. Health pattern synthesis.
3. The synthesis of the nursing process.
4. Physiological and psychological adaptation to complex dysfunctional health patterns.
5. Individuals, families, communities and populations as health care recipients.

Nursing courses in this level which consists of the last semester of the program include community health nursing (N471), leadership (N473) and critical care nursing (N475).

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**Level Four**/Master's Program utilizes advanced practice nursing knowledge and skills to facilitate adaptation for health care recipients and focuses on the following:

1. Promotion, restoration, and maintenance of health in the role of advanced practice care giver, advocate, teacher, leader, case manager and researcher.
2. Health pattern synthesis based on advanced practice knowledge and principles from nursing and other disciplines.
3. Advanced practice knowledge and skills in the synthesis of the nursing process.
4. Physiological and psychological adaptation to health patterns with specific populations.
5. Specific populations as health care recipients.

Courses in this level provide preparation for advanced practice in the following specialty areas: Family Nurse Practitioner, Adult Health Clinical Specialist, and Nurse Anesthetist.

The University of Scranton  
 Foundations of Organizing Framework

Level

ADAPTATION	HEALTH CARE RECIPIENT	<u>Specific Populations</u> <u>Individual, Family, Community, and Populations</u> <u>Individual, Family, and Community</u> <u>Individual</u>
	HEALTH	<u>Physiological &amp; Psychological Adaptation to Health Patterns with Specific P</u> <u>Physiological &amp; Psychological Adaptations to Complex Dysfunctional Health</u> <u>Physiological &amp; Psychological Adaptations to Dysfunctional Health Patterns</u> <u>Physiological &amp; Psychological Adaptations to Functional Health Patterns</u>
	NURSING ROLE	<u>Advanced Practice Care-giver, Advocate, Teacher, Leader, Case Manager,</u> <u>Care-giver, Advocate, Teacher, Leader/ Manager</u> <u>Care-giver, Advocate, Teacher</u> <u>Care-giver</u>
	NURSING	
	NURSING PROCESS	<u>Advanced practice knowledge and skills in the synthesis of nursing process</u> <u>Synthesis of the nursing practice</u> <u>Assessment, Diagnosis, Outcome Identification, Planning, Implementation a</u> <u>Assessment and Diagnosis</u>
	HEALTH PATTERNS	<u>Health Pattern Synthesis based on Advanced Practice Knowledge and Prin</u> <u>Disciplines</u> <u>Health Pattern Synthesis</u> <u>Sleep-Rest, Self-Perception-Self Concept, Activity-Exercise, Nutritional-Met</u> <u>Reproductive, Role-Relationship Elimination, Cognitive-Perceptual, Coping-</u> <u>Value-Belief</u> <u>Health Perception - Health Management</u>

### **Baccalaureate Program Objectives**

Upon completion of the baccalaureate program, the graduate is prepared to:

1. Integrate a personal philosophy for nursing practice based on the uniqueness, worth, dignity, and diversity of human beings.
2. Assume responsibility and accountability for one's own practice in relationship to accepted standards of nursing practice.
3. Apply theoretical principles to professional nursing practice.
4. Utilize the nursing process to promote physiological and psychological adaptation of health patterns in individuals, families, communities and populations in a variety of settings throughout the life cycle.
5. Collaborate with health care recipients and professionals, and society to assure optimal health and well being.
6. Provide comprehensive health care consistent with ethical and legal principles.
7. Demonstrate effective interpersonal skills when communicating individuals, families, communities, and populations.
8. Incorporate pertinent research in refining and extending one's own nursing practice.
9. Continue personal and professional growth and service to others.
10. Synthesize leadership skills in professional nursing practice.
11. Demonstrate critical thinking and decision making in professional nursing practice.

### **Level I Objectives**

At the end of Level I, the student is prepared to:

- 1.1 Identify values and beliefs of self and health care recipients in relationship to professional nursing practice with culturally diverse populations.
- 1.2 Identify the standards and scope of professional nursing practice.
- 1.3 Develop a knowledge base and fundamental skills for professional nursing practice in a variety of settings in the role of caregiver.
- 1.4 Formulate nursing diagnoses based on individual health status assessment.
- 1.5 Collaborate with individuals to promote physiological and psychological adaptation to functional health patterns.
- 1.6 Provide health care to individuals.
- 1.7 Describe interpersonal skills necessary for communication with health care recipients.
- 1.8 Identify the contributions of nursing research to professional nursing practice.
- 1.9 Identify own strengths and needs in relationship to personal and professional growth and development of service to others.
- 1.10 Develop leadership skills in professional nursing practice.
- 1.11 Describe the importance of critical thinking within nursing practice



## Level II Objectives

At the end of Level II, the student is prepared to:

- 2.1 Participate in nursing practice consistent with personal and professional values with culturally diverse populations.
- 2.2 Utilize the standards of practice as a basis for professional nursing.
- 2.3 Incorporate theoretical principles of nursing as they apply to individuals, families, and communities in the role of caregiver, advocate, and teacher.
- 2.4 Use the nursing process in promoting and restoring health for individuals, families and communities.
- 2.5 Collaborate with individual, families and communities to promote physiological and psychological adaptation to dysfunctional health patterns.
- 2.6 Provide health care to individuals, families and communities in a variety of settings.
- 2.7 Utilize principles of therapeutic communication with individuals, families and communities.
- 2.8 Identify nursing research and clinical outcomes applicable to professional practice.
- 2.9 Demonstrate responsibility and accountability for personal and professional growth and service to others.
- 2.10 Incorporate leadership skills in professional nursing practice.
- 2.11 Utilize critical thinking when providing nursing care to individuals, families and populations.

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## Level III Objectives

At the end of Level III, the student is prepared to:

- 3.1 Incorporate knowledge of values and beliefs of self and health care recipients in the practice of professional nursing with culturally diverse populations.
- 3.2 Synthesize elements of professional nursing roles and responsibilities to assure optimal health.
- 3.3 Synthesize theoretical principles of nursing in the provision of comprehensive care to individuals, families, communities, and populations in the role of caregiver, advocate, teacher, and leader/manager.
- 3.4 Synthesize the nursing process in the promotion, restoration, and maintenance of health in individuals, families, communities and populations.
- 3.5 Collaborate with a variety of health care providers in the promotion of physiological and psychological adaptation of complex dysfunctional health patterns, restoration, and maintenance of health for individuals, families, communities, and populations.
- 3.6 Provide comprehensive health care for individuals, families, communities, and populations in a variety of settings.
- 3.7 Communicate significant information to the health care team regarding the health status of individuals, families, communities, and populations.
- 3.8 Incorporate nursing research and clinical outcome criteria in professional nursing practice.
- 3.9 Establish immediate and long term goals for personal and professional development and service to others.
- 3.10 Refine leadership skills in professional nursing practice.
- 3.11 Incorporate critical thinking within professional nursing practice.

**Level IV Objectives (Master's Program Objectives)**

Upon completion of the master's program, the graduate is prepared to:

- 4.1 Evaluate issues relative to advanced practice nursing consistent with personal and societal values and beliefs.
- 4.2 Engage in advanced practice nursing in accordance with specific specialty standards of practice.
- 4.3 Evaluate theoretical principles from nursing and other disciplines for their contribution to advanced practice nursing.
- 4.4 Demonstrate knowledge and skills necessary for entry into an advanced practice nursing role.
- 4.5 Initiate collaborative relationships with other health care professionals to mobilize resources and facilitate quality health care.
- 4.6 Provide quality health care to diverse populations consistent with advanced practice nursing preparation and ethical/legal principles.
- 4.7 Demonstrate the ability to communicate ideas both in written and oral forms in an articulate and scholarly manner.
- 4.8 Critically examine issues relevant to advanced practice nursing and participate in research.
- 4.9 Implement plans for continuous professional development and service to others.
- 4.10 Apply leadership skills in advanced practice nursing.

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### **Competencies of the Nurse Practitioner**

In addition, the graduate of the Nurse Practitioner Program will demonstrate competence in the seven domains of practice as identified by the National Organization of Nurse Practitioner Faculties (2000), which are as follows:

1. The nurse practitioner demonstrates competence in the domain of management of client health/illness status.
2. The nurse practitioner demonstrates competence in the domain of the nurse-client relationship.
3. The nurse practitioner demonstrates competence in the domain of the teaching-coaching function.
4. The nurse practitioner demonstrates competence in the domain of a professional role.
5. The nurse practitioner demonstrates competence in the domain of managing and negotiating health care delivery systems.
6. The nurse practitioner demonstrates competence in the domain of monitoring and ensuring quality health care practice.
7. The nurse practitioner demonstrates cultural competence.

### **Competencies of the Adult Health Clinical Nurse Specialist**

In addition, the graduate of the Adult Health Program will demonstrate the core competencies as identified by the National Association of Clinical Nurse Specialists (2004), which are as follows:

1. Use knowledge of differential illness diagnoses and treatments in comprehensive, holistic assessments of patients within the context of disease, diagnoses, and treatments. The outcome differential diagnosis of illness is to explicate etiology (ies) that require nursing interventions to prevent or alleviate the illness;

2. Design, implement, and evaluate innovative individual and/or population based programs of care to achieve desired quality, cost-effective nurse-sensitive outcomes;
  3. Serve as leader/consultant/mentor/change agent in advancing the practice of nursing among other nurses and across organizations to achieve outcomes;
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4. Advance nursing practice through innovative evidence-based interventions, best practiced guidelines, and modification of professional standards and organizational policies that direct the care of nursing personnel and other providers of healthcare to improve outcomes;
  5. Lead multidisciplinary groups to facilitate collaboration with other disciplines in the attainment of outcomes across the continuum of care;
  6. Interpret the dimensions of nursing care requiring resources at the system level, and provide leadership to assure that the system adequately supports the delivery of nursing care;
  7. Expand the practice of nursing through on going generation and acquisition of scientific knowledge and skills to maintain expert clinical competencies that leads to desired outcomes; and
  8. Demonstrate professional citizenship and fiscal responsibility in healthcare system by focusing on health policy and /or resource management to ensure quality, cost-effective outcomes of nursing care.

### **Competencies of the Nurse Anesthetist**

In addition, the graduate of the Nurse Anesthesia Program will demonstrate the following clinical competencies as identified by the American Association of Nurse Anesthetists (2004), which are as follows:

1. Perform a preanesthetic interview and health assessment, and formulate an anesthetic care plan.
2. Evaluate patient history, physical examination, laboratory, radiologic and additional diagnostic data.
3. Prepare the patient psychologically for anesthesia by discussing the procedures and technique with the patient.
4. Develop an appropriate anesthesia care plan consistent with the overall medical

and nursing regimen.

5. Select, organize and check all necessary equipment for the appropriate agent and /or technique to be utilized.
6. Use a variety of current anesthesia techniques, agents, adjunctive drugs, and equipment while providing anesthesia.

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7. Manage a variety of regional anesthesia cases.
8. Perform a Bier Regional Block.
9. Interpret and utilize data obtained from the effective use of current (invasive and non-invasive) monitoring modalities.
10. Calculate, initiate, and manage fluid and blood therapy.
11. Provide a safe environment by utilizing the appropriate principles of basic and behavioral sciences in protecting patients from iatrogenic complications.
12. Utilize universal precautions and appropriate infection control measures.
13. Recognize and take appropriate actions with reference to complications occurring during anesthetic management, referring to a physician those beyond the nurse anesthetist's ability to manage, consistent with practice standards, policies, and that degree of delegation accepted from the physician.
14. Use anesthetic ventilators effectively.
15. Position or supervise positioning of patients to assure optimal physiological function and patient safety.
16. Record accurate anesthetic and physiological data on the anesthesia record as a legal document of anesthetic management.
17. Perform a postanesthetic assessment of each patient, identifying problematic areas and recommending treatment, if any.
18. Function as a resource person for airway and ventilatory management of patients.
19. Serve as a leader or member of a cardiopulmonary resuscitation team and possess ACLS certification.

20. Participate in and/or conduct continuing education program for anesthetists.
21. Participate in quality management activities.
22. Recognize personal and professional strengths and limitations and take appropriate actions consistent with valid self-awareness.
23. Function within appropriate legal requirements as a licensed professional nurse, accepting responsibility and accountability for own practice.

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## **GLOSSARY OF TERMS**

Accountability - ultimate responsibility of own actions.

Adaptation - as a process, it is a client's response to a changing internal and external environment.

- as a state, it is the result of a client's response to an altered internal and/or external environment .

Advocate - one who acts in the interest of the health care consumer.

Alteration in Health Pattern - change in any dimension of one or more health patterns.

Altered State of Health - a condition that changes one's usual position on the wellness-illness continuum.

Benchmark - a standard identified in the Evaluation Plan for measuring the outcome criteria or expected results of the nursing program.

Care-giver - one who implements the nursing process in directing and providing the care of the client.

Clinical Associate - a representative of a clinical agency who serves as a clinical resource person for a student.

Clinical Competence- complex decision making abilities, technical nursing skill, and competence in communication

Common Health Problem - the most frequently occurring alterations in health of a particular population based on mortality and morbidity of that population.

Community - social groups of people with common characteristics, locations or interests, living together within a larger society.

Competencies - the content and learning experiences designed to facilitate student achievement of the objectives of the program.

Discipline (of Nursing) - a field of study in which there is a focus on the practice of the discipline as well as the generation of new knowledge to be applied in the practice.

Environment - all internal and external factors, i.e., physiological, sociocultural, psychological and developmental, with which the individual, family, community, and group interacts.

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Evaluation Plan - an ordered set of activities designed to monitor the effectiveness, the efficiency, and the quality of attainment toward meeting goals of the program. The plan includes evaluation of all elements necessary for the conduct of the program; i.e., faculty, students, curriculum, resources, and outcomes.

Expected results - the attainment of nursing knowledge, clinical competence, service to others and program satisfaction, which stem from the mission statement of the University and philosophy and purpose of the Department of Nursing.

Faculty - the collective group (body) of professional persons responsible and accountable for the attainment of goals of the program (education, research, and service).

Faculty member - the individual professional person.

Family - a social system comprised of two or more interdependent persons, which remains united over time and serves as a mediator between needs of its members and the forces, demands, and obligations of society.

First Professional Degree - academic preparation in a senior college or university preparing the student for professional generalist practice in nursing (baccalaureate and generic masters in nursing).

Goal - a desired outcome of the program in general, rather than the more specific outcome of instructional process.

Governance - the government of an institution that includes the shared responsibility for general education and administrative policy, long-range planning, allocation of resources, and determinations of faculty status.

Group - a collection of individuals who interact with each other.

Health - a dynamic state of physiological and psychological adaptation which constitutes a client's well-being. The state of health, at any given point in time throughout the life cycle, is relative to the client's adaptation.

Health Care - services provided that enhance the well-being of individuals, families, communities, and groups.

Health Care Recipient - recipients (individuals, families, communities, and groups) of professional nursing care regardless of the state of health.

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Health Pattern - a complex of human behaviors forming consistent and/or characteristic forms of adaptation to the environment occurring in sequence across time. Behaviors refer to developmental, physiological, psychological, and sociocultural dimensions of human functioning.

Health Promotion - activities directed toward developing the resources for clients which maintain or enhance well being.

Holistic - recognition of the individual as a total entity; considering the interdependent functioning of the affective physiological, psychological, cognitive, social, and spiritual domains.

Knowledge - the student's ability to demonstrate a grasp of theoretical concepts necessary for competent nursing practice.

Leader - one who influences others in a specific direction through the judicious use of one's knowledge, ability, and power.

Leadership - the activities of coordination, collaboration, and consultation utilized in the interactive and nursing processes to provide nursing care.

Learning Experience - a planned activity of the curriculum which is used by students to achieve objectives.

Manager - one responsible for the direction and delivery of nursing care to clients.

Mission - the services which the program in nursing and/or the parent institution are chartered to provide as defined by its governing body.

Nursing - the diagnosis and treatment of human responses to actual or potential health problems.

Optimal Health - achievement of adaptation relative to a client's potential.

Organizing framework - basic components which unify the curriculum into a functional whole.

Performance measures - tools used to evaluate the expected results of the program.

Person - a holistic being that reflects developmental, physiological, psychological, and sociocultural dimensions, who is simultaneously an individual, a family member, part of a constantly changing society, and an actual or potential recipient of health care.

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Program - the educational and/or administrative unit (i.e. department, school, division) that provides planned studies in nursing leading to the first or second professional degrees.

Program satisfaction - the program has met the expectations of the senior level student and its graduates.

Service - activities serving the university, profession, community, and / or department.

Sociocultural - factors that divide people into groups within the community such as ethnicity, religion, social class, occupation, place of residence, language, education, sex, race, age, and political orientation.

Teacher - one who directs and guides the learning process.

Wellness - an integrated state of optimal function with diverse developmental, physiological, psychological, and sociocultural dimensions that are manifested by adaptation to the impact of complex individual and environmental factors.

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## **ATTENDANCE POLICY FOR CLASS**

Regular class attendance is expected. It is the responsibility of the student to report absences from class to the individual faculty member prior to the scheduled class.

## **ATTENDANCE POLICY FOR CLINICAL PRACTICUM**

Attendance is required. All clinical absences must be rescheduled. The student must notify university faculty and preceptor if absence occurs.

## **CPR CERTIFICATION POLICY**

Prior to the initial clinical experience, and continuously throughout the clinical courses, students enrolled in the graduate nursing program must be certified in Cardiopulmonary Resuscitation, either from the American Heart Association (AHA) as a Health Care Provider or from the American Red Cross (ARC) as a Professional Rescuer. All graduate nursing students enrolled in clinical courses must present a copy of the CPR certification to the Director of the Graduate Program or designee prior to starting the clinical rotation.

## **CHILD ABUSE HISTORY CLEARANCE & CRIMINAL BACKGROUND CHECK**

Students enrolled in the graduate nursing program are required to submit a Pennsylvania Child Abuse History Clearance to the Director of the Graduate Program or designee prior to beginning the first clinical practicum. A copy of the form should be submitted, and the student should keep the original. Students enrolled in the graduate nursing program must also have a criminal background check completed prior to the onset of clinical courses. Students who have been a resident of PA for two or more years need to complete a PA State Police Request for Criminal Record Check. Non-residents of PA must complete the PA State Police Request for Criminal Record Check along with an FBI Background Check Transmittal Form, and the top portion of FBI Fingerprint Card. This information is collected by the Department of Nursing on behalf of the clinical agencies where the practicum experiences will occur. It will be kept in the student's file.

**COMPUTER LABORATORY POLICIES AND PROCEDURES**  
**(HELENE FULD NURSING COMPUTER LABORATORY)**

**Purpose:**

The Helene Fuld Nursing Computer Laboratory is a facility for instruction and research. It may be used by students, faculty, and staff from the Department of Nursing and by University students at allocated times.

**Administration:**

The Helene Fuld Nursing Computer Laboratory is under the administration of the Department of Nursing And University Computing Systems (UCS). The Department Resources Committee will make policy recommendations to the Department of Nursing as deemed necessary, and will exercise discretion and flexibility where formal policy is not established.

The Department of Nursing can assist in the acquisition of most course-related software. Acquisitions will be done in conjunction with faculty members who will participate in a review process with the Department Resources Committee and the University Academic Computing Center.

**Use:**

The following principles regulate the use of the computer laboratory:

1. User priority: THE LABORATORY IS RESERVED FOR NURSING STUDENTS, FACULTY AND STAFF. First priority for use of the laboratory is for course instructors who may schedule the laboratory for use with specific classes. Nursing students, faculty and staff have second priority. All other authorized students, faculty, and staff may use the laboratory when it is open evenings and weekends and unoccupied by first and second priority users.
2. Access to the computer laboratory between 8:30 a.m. to 9:00 p.m. Monday through Thursday and between 8:30 a.m. and 4:30 p.m. on Friday , can be obtained via nursing laboratory personnel, nursing faculty, or the department secretaries. There are weekend hours, which are posted each semester.
3. Access: A user log will be kept on the network. All nursing students must log in with Social Security Numbers upon entering and log out when leaving. This information may be used to determine the purchase of additional services and equipment.

4. Software protection: **\*\* READ THIS COPYRIGHT NOTICE \*\***

**Copying proprietary software is prohibited in this computer laboratory in accordance with Sections 106, 107, 117 of Public Law 94, the Federal Copyright Act. Violation of copyright or other applicable laws may subject you to criminal prosecution, civil damages, penalties, University discipline, and loss of computer lab service. IT IS YOUR RESPONSIBILITY TO OBSERVE THESE RESTRICTIONS!**

5. For further software and hardware protection:

**EATING, DRINKING, AND SMOKING ARE NOT PERMITTED IN THE LABORATORY!**

Those who cause food, liquid, or other damage will assume repair and replacement costs of any audio, visual, video, or computer equipment. Laboratory use privileges may be revoked.

6. Software lending: The laboratory maintains a comprehensive and costly library of software. Software and associated instruction manuals are loaned to users for use in the laboratory only. Students may not take such software or manuals from the Laboratory.
7. Personal supplies: Users of the Computer Laboratory are expected to obtain their own supply of blank software diskettes. These may be purchased at the University Bookstore or the Computer Center.
8. Printing: The laser printers ARE AVAILABLE TO NURSING FACULTY AND NURSING STUDENTS ONLY.

**CONFIDENTIALITY POLICY/ HIPPA**

HIPPA stands for “Health Insurance Privacy and Portability Act”. Although this legislative act includes a wide subject range relating to health insurance, a main focus of this legislative act is the protection, security and privacy of patients’ medical records. The University of Scranton has a legal and ethical responsibility to safeguard the privacy of patients and to protect the confidentiality of their health and social information.

Confidentiality of patient information and patient records is of utmost priority in any healthcare setting/agency. While participating in clinical education experiences, students will have access to information that must remain confidential. Patients have the right to privacy and confidentiality of their medical information.

No patient information may be disclosed (verbally or in writing) to unauthorized persons such as friends, family, or other patients.

Any request by the patient to release medical information must be handled by the appropriate agency representative. No student will accept responsibility to release patient information.

Students will not discuss patient information in public areas of an agency or outside of the agency. This may include offices, if discussions in the office may be overheard by other patients.

Students will not leave medical charts in unrestricted areas of the agency.

Under no condition may samples of documentation such as evaluations, discharge summaries, or letters to physicians be removed from the premises of the healthcare facility/agency.

The student’s obligation to keep information confidential continues outside of work hours and after the clinical experience concludes.

Any activity which is in violation of this agreement will be reported to the appropriate clinical and academic supervisor.

By signing this document, I understand and agree that I have read and will comply with all of the terms of the above policy. I am aware that my individual clinical site will have a Confidentiality Policy and I agree to honor its terms.

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Student name (please print clearly)

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Student Signature

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Date

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**GRADING POLICY**

The grading policy for graduate nursing studies at The University of Scranton is as follows:

<u>Letter Grade</u>	<u>Percentage</u>	<u>Quality Points</u>
A =	100 - 96 -	4.0
A- =	95 - 92 -	3.67
B+ =	91 - 89 -	3.33
B =	88 - 86 -	3.0
B- =	85 - 83 -	2.67
C+ =	82 - 80 -	2.33
C =	79 - 77 -	2.0
F =	≤ 76 -	0

Students must receive a grade of Satisfactory (S) in the practicum courses. The grade is based upon both faculty and preceptor evaluation of the student=s ability to meet course objectives, and demonstrate safe advanced clinical practice. A grade of Unsatisfactory (U) will result in the failure of the practicum and may result in a recommendation for dismissal from the program.

Unsafe clinical behavior is defined as that which places the patient or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing physical harm. Emotional jeopardy means the student creates an environment of anxiety, distress, or uneasiness for the patient or family. Unsafe behavior may be a single occurrence of a very serious nature or may be a pattern of behavior involving unacceptable risk.

In order to obtain a grade of Satisfactory (S), the student must attain the specific objectives of the course and demonstrate safe advanced clinical practice. This will be determined through faculty and preceptor evaluation of overall performance and weekly logs. Safe clinical practice is defined as:

1. Performs assessments, diagnostic testing, differential diagnoses, and therapeutic interventions consistent with the ANA Standards of Advanced Clinical Practice and the Pennsylvania Nurse Practice Act.
2. Takes nursing actions to correct, minimize and/or prevent risk to patient.

The final clinical grade of Satisfactory (S) or Unsatisfactory (U) is given by the faculty member(s) responsible for supervising the student=s clinical practicum.

If at any time during the clinical practicum a student demonstrates unsafe clinical behavior, the student is subject to immediate review by the faculty. The outcome of the review may be recommendation of immediate dismissal from the program or recommendation of a remedial plan that would include a behavioral contract, specifying

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the specific outcomes that the student must achieve to receive a grade of Satisfactory (S) and, if needed, an alternate clinical placement site with a new preceptor. In the case of the behavioral contract, if the student fails to meet the recommendations set forth, a grade of Unsatisfactory (U) will be given and the faculty may recommend dismissal from the program.

### **GRADUATE STUDENT REPRESENTATION ON DEPARTMENTAL COMMITTEES**

There is graduate nursing student representation on each of the following departmental committees: Faculty Organization, Graduate Committee, and Resources Committee. Appointments are made during early September of each year. Interested students should contact the Director of the Graduate Program.

### **HEALTH AND LIABILITY INSURANCE**

Students enrolled in the graduate nursing program are expected to have their own health insurance. In addition, nurse practitioner students are required to purchase professional student nurse practitioner liability insurance prior to the start of their clinical experience. Nurse anesthesia students must have nurse anesthesia student liability insurance, and adult health students are required to have professional nurse liability insurance. Each student must maintain liability insurance throughout enrollment in the nursing clinical courses. All graduate nursing students enrolled in clinical courses must present a copy of their liability insurance to the Director of the Graduate Program or designee prior to starting their clinical rotation.

## **HEALTH REQUIREMENTS**

The objectives of the Health Program for the Department of Nursing are to assure that the student:

- 1) maintains that level of health necessary to complete the course of studies and ultimately to perform the duties of a professional advanced practice nurse.
- 2) is free of any illness or disease that may endanger the health and welfare of themselves and others.

The pre-clinical physical examination shall include: complete physical examination administered by a certified nurse practitioner or physician; tuberculin skin test (P.P.D.); evidence of current immunizations for diphtheria and tetanus within the past ten years; evidence of immunity or immunization for measles, mumps and rubella, or verification of rubella titer. Students are strongly urged to obtain the Hepatitis B vaccine.

Prior to the beginning of each subsequent academic year in which the student is enrolled in the clinical nursing courses, the student must submit evidence of a current tuberculin skin test (P.P.D.) - within 3 months of beginning the subsequent academic year. The P.P.D. can be obtained at Student Health Services.

In the event that specific agencies have further requirements, it is expected that students will meet the agency=s requirements. Copies of each student's health record will be on file for a minimum of five years after graduation.

The Student Health Services has a facility in the Roche Wellness Center at 1130 Mulberry Street. Graduate students become eligible to use Student Health Services by payment of the health fee.

## **HEPATITIS B IMMUNIZATION**

Prior to the first clinical experience, students will be required to submit proof of Hepatitis B immunization or sign a declination form. Moses Taylor Outpatient Department will administer Hepatitis B vaccine to individuals who have written orders from a physician--either their own family physician or from the Student Health Service physician. Students should telephone the Moses Taylor Outpatient Department (963-2455) and make an appointment. The immunization series includes three separate injections: the initial injection followed by a second one to be given one month later, and a final injection to be given five months after the second one.

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### **LICENSE**

All graduate nursing students enrolled in clinical courses must present a copy of their Pennsylvania professional nurse license to the Director of the Graduate Program or designee prior to starting the clinical rotation. Students completing their clinical rotation in another state need to meet with the Director regarding appropriate professional nurse licensure. If the professional nurse license expires during the student=s enrollment, the student must provide the Director with the recently renewed license. Copies will be kept in the student=s file for a minimum of five years.

### **NURSING LEARNING LABORATORY POLICY**

The Nursing Learning Laboratory is designed for the use of students enrolled in nursing course. The laboratory contains complicated and expensive equipment. The Director of the Nursing Laboratory is responsible for the security and maintenance of all equipment and supplies for independent assignments, practice or review. In view of this, the following regulations are to be followed:

- 1) The Nursing Laboratory may be used only when the Director of the Nursing Laboratory or designee is present, between 8:30 a.m. and 9:00 p.m. Monday through Thursday and between 8:30 a.m. and 4:30 p.m. on Friday. Weekend hours are also available, and are posted each semester.
- 2) The Laboratory will be kept locked when the Director of the Nursing Laboratory or a Lab Instructor is not present.
- 3) The Director of the Nursing Laboratory shall limit the number of students allowed in the Laboratory at any single time so that good order, safety and security of equipment and supplies are maintained.
- 4) No equipment or supplies may be removed from the Nursing Learning Laboratory without permission from the Director of Nursing Laboratory.

- 5) No eating, drinking, or smoking is allowed in the Laboratory.

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### **PREGNANT STUDENTS POLICY**

It is the responsibility of the student to give written notice of her pregnancy to the Director of the Graduate Program when she has written confirmation of the pregnancy. This will only be shared with the clinical faculty responsible for that student.

The pregnant student will sign a "Student Pregnancy Health Release Form" in order to continue in the clinical portion of the program. The pregnant student must obtain written consent from her physician regarding her participation in the nursing program.

Clinical faculty will not knowingly assign the student to a situation that poses a recognized potential threat to the welfare of the pregnant student or the fetus. The student is responsible for discussing any concerns regarding her assignment with the instructor.

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**STUDENT PREGNANCY/HEALTH RELEASE FORM**

I, \_\_\_\_\_, release the University of Scranton from any liability related to health consequences to myself or the fetus as a result of my clinical experiences.

I have presented written consent from my physician regarding my participation in the nursing program. (see attached)

I have presented written confidential confirmation of my pregnancy to the Department of Nursing. (see attached)

I understand that the clinical faculty will not knowingly assign me to a situation that poses a recognized potential threat to the welfare of myself or the fetus. I understand that it is my responsibility to discuss any concerns regarding my clinical assignment with my instructor.

I understand that I must follow all mandated universal precautions.

I understand that pregnancy-related injuries sustained from improper body mechanics will not be the responsibility of the University of Scranton.

I understand the above restrictions and responsibilities that have been placed upon me. I accept responsibility for complying with them.

\_\_\_\_\_  
Student/Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student (Printed Name)

Reviewed & Approved  
9/22/95 Faculty Organization  
11/16/95 University Attorney

## **PROFESSIONAL NURSING BEHAVIORS POLICY**

The Department of Nursing reviews the progress (academic and clinical) of every nursing student each semester. The purpose and goal of the evaluation process is to review the professional development of students. Each nursing department faculty member (including part-time) will review every student in each lecture and clinical section. If there is a concern raised regarding a student the faculty member will complete the Professional Nursing Behaviors Evaluation Form. This form will be submitted to the Department Chairperson or Program Director. A first negative assessment warning is issued and the Department Chairperson or designee will meet with the student and develop a plan for remediation. If a graduate student receives a second unprofessional behavior warning, the student's behavior is referred to the Graduate Committee for discussion. The Graduate Committee will make a recommendation to the Department Chairperson who will contact the Dean of the College of Graduate and Continuing Education. Violation of this policy may result in dismissal from the graduate nursing program.

Graduate nursing students are expected to consistently demonstrate the following professional nursing behaviors:

- ❖ Ethical behavior according to the American Nurses Association Code of Ethics.
- ❖ Maintenance of a safe environment for the patient in the clinical setting.
- ❖ Punctuality for lecture, classroom, and clinical laboratories.
- ❖ Consistent preparation for lecture, classroom, and clinical laboratories.
- ❖ Completion of assignments within allotted parameters.
- ❖ Positive relationships with peers, faculty, patients, and staff.
- ❖ Compliance with the clinical dress code.
- ❖ Acceptance and incorporation of faculty feedback.
- ❖ Adherence to policies and standards established in The University of Scranton's student handbooks.
- ❖ Respect for peers, faculty, patients and staff.

I have received a copy and understand this policy.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
PROGRAM:

**PROFESSIONAL NURSING BEHAVIORS EVALUATION FORM**

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

Faculty: \_\_\_\_\_ Course/Program \_\_\_\_\_

Semester: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer 20 \_\_\_\_\_

Nursing Behaviors

Areas of Concern

Ethical behavior according to the American Nurses Association Code of Ethics	
Maintenance of a safe environment for the patient in the clinical setting	
Punctuality for lecture, classroom, and clinical laboratories	
Consistent preparation for lecture, Classroom, and clinical laboratories	
Completion of assignments within allotted parameters	
Positive relationships with peers, faculty, patients, and staff	
Compliance with the clinical dress code	
Acceptance and incorporation of faculty feedback	
Adherence to policies and standards established in The University of Scranton's Student handbooks.	
Respect for peers, faculty, patients and staff	

Comments:

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

### **SNOW DAYS AT CLINICAL SITES POLICY**

If, in the judgment of the student, the weather would impede safe travel to an agency in which a clinical practicum is scheduled, the student may cancel the clinical practicum. The student will notify the agency and make rescheduling arrangements in order to meet course objectives.

### **STUDENT APPEAL POLICY**

(Note: The University of Scranton Academic Code of Honesty, Change of Grade, and Sexual Harassment Policies should be followed when applicable.)

A student who has a grievance should first appeal the matter to the faculty member involved. The student has the right to appeal to the faculty member's chairperson, who will make a recommendation to his or her dean. The student may request the dean to review the matter.

### **STUDENTS AS LEGAL WITNESSES POLICY**

In order to avoid unnecessary legal entanglements and involvement in situations that are possibly beyond the student's competence, the graduate nursing students at The University of Scranton, while assigned to clinical agencies as part of course requirements, are prohibited: 1) to solicit signatures of clients and/or family members on consent forms, 2) to sign as a witness or to witness the signing of consent forms or any other legal documents including wills/contracts, etc.

This policy does not prohibit the student from asking the client's consent to invasive procedures which the student is to perform as part of his/her assignment.

### **STUDENTS ENROLLED IN CLINICAL ROTATION POLICY**

It is each student's responsibility to complete a Graduate Student Preceptor Request Form for each preceptor every semester that she/he is in clinical. Students are to consult with the Director of the Graduate Program and course instructor to discuss appropriate preceptor selection. Blank forms are available in a file behind the student mailboxes. The completed form should be returned to the Director of the Graduate Program or the administrative assistant for the Graduate Nursing Program, at least one month prior to the beginning of the semester to allow adequate time for mailing contracts and obtaining signatures. The signed contract must be returned by the preceptor before the clinical rotation can begin. **IT IS THE STUDENT'S RESPONSIBILITY TO VERIFY THAT THE SIGNED CONTRACT HAS BEEN**

**RETURNED BEFORE BEGINNING THE CLINICAL ROTATION.** This can be done by checking with the Director of the Graduate Program or the administrative assistant for the Graduate Nursing Program.

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**SIGMA THETA TAU**  
**IOTA OMEGA CHAPTER**

**I. Objectives and Purpose**

Joining an honor society signifies one's commitment to excellence in his or her chosen profession and acknowledges the individual's achievements-whether academic or professional. The specific purposes of the Honor Society of Nursing, Sigma Theta Tau International membership is to:

- ❖ Recognize superior achievement;
- ❖ Recognize the development of leadership qualities;
- ❖ Foster high professional standards;
- ❖ Encourage creative work; and
- ❖ Strengthen commitment to the ideals and purposes of the profession.

More details about specific qualifications for membership can be found in the Sigma Theta Tau International bylaws.

**II. Qualification**

There are two entry levels into membership within Sigma Theta Tau International; academic and professional. Each chapter makes a professional judgment about candidates' membership eligibility based on documentation received from the candidate.

The academic qualification is based on the grades a student receives during initial or graduate nursing preparation. Even though schools in different countries assign grades in various methods, it is possible for any honor society to establish a system in which students with high academic achievement can be considered for admission.

The second route to qualify for admission is through one's professional achievement. Accomplishments are seen in areas such as research, publication, leadership, clinical practice and education. Nurses qualify for entry into the Honor Society of Nursing, Sigma Theta Tau International because they are recognized for their contribution to nursing by providing leadership to peers, encouraging achievement in others, having contributed to research that will have an impact on health care and patient care, and/or having developed an innovative practice or method of caring for patients or managing a department.

**III. Criteria for Graduate Students**

- 1) Must have completed  $\frac{1}{4}$  of the nursing curriculum;
- 2) Must have at least a GPA of 3.5 (based on a 4.0 scale);
- 3) Must meet the expectation of academic integrity.

**IV. Application**

Graduate students who meet the criteria for induction should contact the Faculty Counselor at the beginning of September regarding application.

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**VERIFICATION OF RECEIPT OF HANDBOOK**

I have read and understand the contents of the Graduate Student Handbook, Department of Nursing, The University of Scranton.

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Student name printed

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Student Signature

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Date

Return to Donna Cochrane-Kalinoski, Dept. of Nursing, Graduate Program, Room #319 McGurkin Hall. Thank you.

8/06



**APPENDIX**  
**(General Information)**

**University of Scranton  
Department of Nursing  
Graduate Program**

Guidelines for Independent Study - Nursing 583

To fulfill the requirement for an Independent Study (N583), students choose one of the following options: a clinical practicum in a specialized setting or self-designed course of study focusing on one or more of the advanced practice nursing roles; the completion of a research project; an elective with faculty approval; or a thesis.

Should the student choose a clinical practicum or self-designed course of study (Clinical, Research, Educational, or Administrative), the student must submit a brief overview of what she/he expects to accomplish for the proposed number of credits. This overview is to be attached to the Reader Request Form (green in color) and submitted to the Graduate Program Director after obtaining the approval and signature of the Course Instructor (University faculty member supervising the Independent Study).

**This brief overview should include:**

1. Title - Specific to the Project (maximum 30 characters; 4-8 words )
2. Objectives - Five (5) to ten (10) measurable objectives that the student expects to meet at the end of the Independent Study.
3. Specific Learning Experiences - Methods that will be utilized to meet the Objectives (e.g., Practical Experience, Literature Review, Conference Attended, Experts Interviewed, Participation in Research).
4. Methods of Evaluation - Specific ways in which the student=s performance will be evaluated (e.g., Weekly Journals, Final Paper, Development of Teaching Tool/Patient Handouts, Presentation, Clinical Performance Evaluation Tool). Provide percentages to each of the evaluating areas appropriate to the weight of the area (e.g., Journals: 10%; Presentation: 20%; Clinical Performance 70%).

**General Information:**

Clinical hours are scaled based on 125 hours per credit. Fewer hours are needed when utilizing other learning experiences. Exact time allotments should be negotiated with individual faculty member.

The request for an Independent Study should be submitted to the Graduate Program Director during the pre-registration period OR no less than 2 weeks prior to the beginning of the semester in which the study is to take place.

An Independent study can be taken for up to 6 credits. Credit allotment is to be consistent with workload, and determined in conjunction with the faculty member supervising the study.

## **OVERVIEW OF GRADUATE PROGRAM SPECIALITIES**

### **FAMILY NURSE PRACTITIONER PROGRAM**

Nurse practitioners (NPs) are Registered Nurses who have advanced education and clinical training in a health care specialty area. NPs practice under the rules and regulations of the Nurse Practice Act of the state in which they work. Many NPs also hold national certification in their specialty area. In PA, the NP is certified as a Certified Registered Nurse Practitioner (CRNP) by the PA State Board of Nursing. National certification is also required to practice as an NP in PA.

Family nurse practitioners (FNP) are prepared to provide advanced nursing practice for individuals and families across the life span. Specifically, the FNP is educationally prepared to assess, diagnose, and treat common acute and chronic disorders, and to provide health promotion and disease prevention interventions and counseling. Their practice includes independent and interdependent decision making and direct accountability for clinical judgment.

The University of Scranton's FNP program is a master of science in nursing program (MSN) designed to prepare registered nurses to deliver primary health care to families in a variety of community settings, especially but not exclusively, those in rural areas. To complement the FNP role, students also receive course work in research, health policy, education, consultation, and leadership. There is also an independent study, which may be utilized to perform a research project, to enhance an area of primary practice, or to take a three credit elective in a related area of study. During the clinical practicum, the student will provide advanced nursing care for individuals across the life span using obstetric/gynecological (women's health), pediatric (children's health), adult, and geriatric primary care diagnostic and management skills, under the guidance and supervision of licensed physicians, certified NP's, and certified midwives.

The FNP program is offered as a 46 credit master's degree for baccalaureate prepared nurses, and as a 27 credit certificate option for nurses already holding a master's degree in nursing and who wish to become FNPs. Graduates will be able to perform as FNPs in a variety of settings including, but not limited to: clinics, private practices, hospitals, hospices, schools, health departments, chronic care facilities, and home care agencies. Graduates of the program are eligible for certification as an FNP in PA through the PA State Board of Nursing and nationally through the American Nurses' Credentialing Center and American Academy of Nurse Practitioners.

## **ADULT HEALTH ADVANCED PRACTICE PROGRAM**

The Adult Health Nursing Program (AH) prepares registered nurses to develop advanced competencies in nursing practice and strategies for improving the quality of patient care. The program is offered as a master=s degree for baccalaureate prepared nurses. The curriculum emphasizes the development of adult health nursing clinical expertise based on an in-depth understanding of nursing practice and theory. In addition to a core clinical focus, students also select an indirect care concentration in case management, forensic nursing, or nursing education.

Each student is required to complete a clinical practicum. Faculty will provide guidance for students in selection of a practitioner(s) who will serve as preceptor(s) for clinical practicums. The preceptor(s) must be a master=s prepared nurse or licensed physician. Each credit of clinical equals 125 clock hours per semester so that total clinical practicum time for the AH program is 500 hours.

Graduates of the program will be eligible to make application to take the national certification examination for Clinical Nurse Specialist in Adult Health from the American Nurses Credentialing Center.

## **NURSE ANESTHESIA PROGRAM**

Nurse Anesthetists (NA) are nurses prepared to administer all types of anesthesia to diverse populations in a variety of clinical settings. The curriculum emphasizes the development of nurse anesthesia clinical expertise based on an in depth understanding of graduate level nursing and anesthesia theoretical and clinical principles.

The 60 credit NA program is offered through an affiliation between The University of Scranton and the Wyoming Valley Health Care System/ Wilkes – Barre General Hospital - School of Nurse Anesthesia. Graduates of the program are eligible for national certification as a Certified Registered Nurse Anesthetist (CRNA) from the Council on Certification of Nurse Anesthetists.

## **DESCRIPTION OF UNIVERSITY FACULTY ROLE FOR GRADUATE PROGRAM CLINICAL COMPONENT**

The university faculty assumes overall responsibility for theory and clinical courses. Faculty will develop the course syllabus, identify the content to be included in the course, and select the methods that will be used to evaluate student learning. Faculty work closely with students and preceptors to assist students in achieving the course objectives.

Students are assigned by faculty to a specific clinical site based on such variables as educational opportunity, student background, and location. The faculty member will communicate with the preceptor/clinical faculty through written communication, phone conversations, meetings and/or site visits with regard to the student's course objectives and progress. The frequency of contact will vary according to the needs of the student, the clinical site, and the specialty.

Formal evaluation is done each semester by the preceptor/clinical faculty, student, and university faculty member. Faculty will also meet with the student on a weekly basis to discuss the clinical practicum and review informal as well as formal preceptor evaluations and student self-evaluations.

## **DESCRIPTION OF PRECEPTOR ROLE FOR GRADUATE PROGRAM CLINICAL COMPONENT**

Formal arrangements are made each year between The University of Scranton and the preceptors/clinical faculty. An agreement specifying the exact arrangements will be sent to each preceptor or preceptor organization/hospital.

Preceptors serve as clinical instructors, supervisors, and evaluators. Course work provides students with the knowledge and principles required for safe practice. Preceptors continue that instruction as the student initially observes, then gradually becomes responsible for providing the direct care that forms the basis for advanced nursing practice. Supervision of students includes: direct observation; review of written documentation; and the verbal review of clinical management decisions and skills.

The preceptor is expected to provide written evaluation of the student=s progress each semester, utilizing evaluation tools provided by the University faculty. Ongoing and immediate informal feedback of student performance is helpful in addressing student strengths and weaknesses in decision making and skill development. If the preceptor has concerns about a student's performance or conduct at the clinical site, the preceptor should contact the Graduate Program Director, the associate program director of the nurse anesthesia program, or the student=s faculty instructor.

Communication is vital, and preceptors are encouraged to maintain active communication with either the program director, associate program director of nurse anesthesia, or the student=s faculty instructor should questions or concerns arise. Although not a requirement, preceptors are encouraged to give their input on course content, learning activities, and other aspects of instruction. Preceptors are also welcome to attend on-campus student conferences and serve as guest lecturers.

## **DESCRIPTION OF STUDENT ROLE FOR NURSE PRACTITIONER AND ADULT HEALTH CLINICAL COMPONENTS**

In the initial clinical course students are expected to become oriented to the clinical setting, focus on refining health assessment skills and conducting comprehensive histories and physicals, and providing health promotion counseling. They are expected to negotiate a schedule with the preceptor in order to fulfill the course time and experience requirements. Students are also expected to complete mid-semester and final self-evaluations of the clinical performance. Students are responsible for keeping track of all their clinical experiences and must hand in written logs to their assigned faculty member.

In subsequent clinical courses in the FNP program students will be responsible, under the supervision of preceptors and faculty, for assessing clients' needs, establishing a plan of care, and implementing and evaluating that plan of care. In clinical courses in the AH program students will be responsible, under the supervision of preceptors and faculty, for developing clinical expertise in adult health, and skills consistent with advanced practice nursing.

Students are responsible for providing their own transportation to the clinical site, and they are responsible for contacting both the preceptor site and the faculty member in the event of illness/problems that prevent them from attending their assigned clinical day.

Student maintenance of proper communication with both the University and the clinical faculty is critical to maximize the clinical experience. Students are to take the initiative to discuss with the preceptor and faculty any problems that are related to the clinical site.

It is the student's responsibility to be aware of his/her own unique learning needs and to make them known to faculty and preceptors. Formal student evaluations occur each semester.

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