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Welcome, Introduction, and Purposes

Welcome to the Alverno College JoAnn McGrath School of Nursing (SON) and to the Master of Science in Nursing (MSN) program! As a learner in this curriculum, you are at the heart of the MSN program and your learning is central to all of our activities.

In the spirit of recognizing that you are the reason for, and an essential component of, the community of learners at Alverno, you are invited to contribute to this *Alverno Graduate Nursing Student Handbook, Policies, and Procedures*. Over time, faculty, students, and the Advising Department developed much of the contents of this handbook with the goal of creating a resource to assist you in your learner role. This handbook includes academic information concerning the curriculum, the organizational structure of the SON, MSN-specific policies and procedures that complement the general college policies, and other important information. This handbook is a resource that is to be used in conjunction with the *Alverno Student Handbook*. Conscious that things change continuously, please know that you are invited to contact the Associate Dean for the MSN Program with suggestions for additions, deletions, or improvement. Together, we can keep this document both current and relevant.

Alverno’s faculty members’ vision is that you will experience *visionary learning for a lifetime of influence*. Faculty and staff at Alverno are dedicated to the daily implementation of this vision through the continuing development of the curriculum, and the creation of ties to the community and relationships within higher education. However, our most important daily purpose is to assure the creation of the community of learning that will facilitate your learning and development. We are your partners in this important enterprise and look forward to our collaboration.

Welcome, then, to learning in the MSN program and to the Alverno College community!

Carol Sabel PhD, RN, CNE Associate
Dean for MSN Program JoAnn
McGrath School of Nursing
MISSION OF ALVERNO COLLEGE

Alverno College is an institution of higher education dedicated to the undergraduate education of women. The student – her learning and her personal and professional development – is the central focus of everyone associated with Alverno. Alverno extends its mission of service and strengthens its ties to the community by offering graduate programs to both women and men. Agreement regarding this mission is evident throughout the college in its publications and operating philosophy. It is the recurring theme in messages of the Board of Trustees and the President of the college, in catalogs and educational publications, and in the daily approach of faculty and staff to their work. The college's accomplishments are measured by how well we carry out this central mission.

MISSION OF THE JOANN MCGRATH SCHOOL OF NURSING

The JoAnn McGrath School of Nursing at Alverno College’s mission is to prepare proficient, devoted nursing professionals who are grounded in science to promote the well-being of diverse populations in a global community. Our essential focus is to design student learning opportunities to guide the education of unique individuals, highlighting personal and professional development of practitioners who are prepared for leadership and life-long learning.

VISION OF THE JOANN MCGRATH SCHOOL OF NURSING

The vision of the JoAnn McGrath School of Nursing is to develop professionals with global influence through innovative education.

PURPOSES OF THE JOANN MCGRATH SCHOOL OF NURSING

Purposes provide direction for the SON as well as a means of evaluating the level of attainment of its goals at any given time. The purposes are consistent with those of Alverno College, namely, creating a community of learning, creating a curriculum, creating ties to the community, and creating relationships with higher education.

PHILOSOPHY OF NURSING EDUCATION

The Alverno College JoAnn McGrath School of Nursing believes the focus of our work is the learner’s personal and professional development. We prepare a nursing professional who is compassionate, ethical, proactive, proficient, and dedicated to lifelong learning in our diverse and ever-changing global communities.

An ability-based curriculum underlies the art and science of nursing education. Founded on the liberal arts, the curriculum integrates human connection, science, and technology to promote health and intervene holistically to human responses. Through innovative learning experiences, we assist the learner to cultivate, apply, and transfer comprehensive knowledge, skills and abilities that lead to reflective nursing practice. Alverno faculty and staff believe education goes beyond knowing to being able to do what one knows. Sensitive to unique learning needs, nursing faculty commit to performance-based, multidisciplinary educational practice including public criteria, feedback, and self-assessment. Developmental and varied experiences contribute to learning and increasing professional competence.

The teaching/learning process is a collaborative partnership among learners, educators, health care systems, and the broader community. Educators and learners are mutually responsible to take ownership of, and actively engage in, learning experiences. Curricula continually evolve to incorporate current theory, research, science, standards, and evidence–based practices. As accomplished educators, learners, researchers, practitioners, and socialized professionals, Alverno faculty serve as role models of lifelong learning. Our goal is to promote a process of teaching and learning that provides guidance to students in the development of career goals and advancement of nursing practice.
**MSN NURSING CURRICULUM OVERVIEW**

The Master of Science in Nursing (MSN) program, available to women and men, carries on Alverno College’s tradition in the professional liberal arts, with particular focus on integrative, experiential and reflective approaches to learning. The MSN curriculum allows you to develop advanced knowledge and competence in the abilities that frame the undergraduate curriculum at Alverno College. These undergraduate abilities include Communication, Analysis, Problem Solving, Valuing in Decision Making, Social Interaction, Developing a Global Perspective, Effective Citizenship, and Aesthetic Engagement. Practicum experiences and class content are designed to assist you, the learner, to apply selected abilities with individuals, families, and groups across the developmental lifespan and in diverse health care settings.

As the American Nurses Association’s (ANA) *Scope and Standards of Nursing Practice*, ANA's Guide to the Code of Ethics for Nurses: Interpretation and Application, and the American Association of Colleges of Nursing's (AACN) *Essentials of College and University Education for Professional Nursing* and *The Essentials of Master’s Education for Advanced Practice Nursing* are the basis for all nursing practice, faculty have used these documents to underpin the development of curricula and to structure its content and experiences.

For the Family Nurse Practitioner (FNP) and Psychiatric Mental Health Nurse Practitioner (PMHNP) tracks and post-master’s FNP and PMHNP certificates, the following standards have been incorporated within the curriculum: the American Academy of Nurse Practitioners (AANP) *Standards of Practice for Nurse Practitioners*; the National Organization of Nurse Practitioner Faculties (NONPF) *Domains and Core Competencies of Nurse Practitioner Practice*; the National Task Force (NTF) *Criteria for Evaluation of Nurse Practitioner Programs*; and, the Commission on Collegiate Nursing Education (CCNE) Crosswalk Table comparing the *Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs with the NTF*.

For the Clinical Nurse Specialist (CNS) track, the following standards have been incorporated within the CNS curriculum: National Association of Clinical Nurse Specialists (NACNS) *Statement on Clinical Nurse Specialist Practice and Education*, American Association of Colleges of Nursing (2010) *Adult-gerontology Clinical Nurse Specialist Competencies*, and the National League for Nursing (NLN) *The scope of practice for academic nurse educators*.

Graduate students must take 3 semester credits to be eligible for financial aid. Students in the Alverno on the Weekend program must take 6 credits to be considered full-time.

Further information about the curriculum is provided in the *Graduate Programs Bulletin*.

**The outcomes of the MSN curriculum are that the graduate will:**

In the role of the APN, the learner will:

- Exhibit mastery of communication skills in multiple modes to build crucial inter-professional team relationships that promote collaboration to ensure safe and effective outcomes.

- Provide holistic, patient-focused, evidence-based care in the role of an advanced practice nurse.

- Evaluate and apply informatics using current and evolving technology to facilitate and enhance optimal clinical care and organizational decision-making.

- Skillfully engage in collaborative and trans-disciplinary leadership to (re)construct strategies for innovative and transformative change in complex healthcare settings.

- Synthesize current and emerging science and theory to design ethical and cost-effective approaches to care that consider the uniqueness of individuals, families, communities and populations.
MSN ADVISING PROGRAM

A major goal of advising at Alverno College is to assist you to become a self-directed learner in your professional studies. Your advisor will provide academic information; assist with planning your program of studies; and act as a counselor or referral agent for other concerns. It is important that you take advantage of this valuable resource.

For PMHNP students, the Associate Dean for the MSN Program will serve as your primary advisor. For CNS students, the CNS Program Coordinator will serve as your advisor. For FNP students, faculty teaching in the MSN program/FNP track will serve as your advisor. This advisor will be assigned to you on admission to the MSN program. The Associate Dean for the MSN Program will assure all students receive pertinent advising information through newsletters, e-mails, one-on-one conversations, group interactions, and other means of communication. Faculty in the MSN program will also serve as a resource to you about the MSN program.

You may contact graduate faculty via the phone or e-mail. In addition, the Associate Dean for the MSN Program, FNP Program Coordinator, PMHNP Program Coordinator, CNS Program Coordinator and MSN faculty have weekly office hours posted near their offices and on-line. This information may also be obtained from the nursing office (Room 218a or 218c)
### MSN Core Courses for Clinical Nurse Specialist (CNS), Family Nurse Practitioner (FNP), Psych-Mental Health Nurse Practitioner (PMHNP) and post-master’s certificate programs

- MSN 600 Orientation (0 credits)
- MSN 602 Nursing Inquiry (3 credits)
- MSN 603 Healthcare Systems: Organization, Economics, and Politics (3 credits)
- MSN 611 Education and Human Development I (3 credits)
- MSN 615 Advanced Practice Roles and Nursing Theories (3 credits)
- MSN 616 Ethics in Advanced Practice Nursing (1 credit)
- MSN 617 Population-Based Health (3 credits)
- MSN 621 Advanced Physiology and Pathophysiology (3 credits)
- MSN 622 Advanced Health and Physical Assessment (3 credits)
- MSN 623 Advanced Pharmacotherapeutics and Clinical Decision Making (3 credits)

<table>
<thead>
<tr>
<th>Courses taken in addition to the MSN core courses for the CNS Track</th>
<th>Courses taken in addition to the MSN core courses for the FNP Track and for the post-master’s certificate</th>
<th>Courses taken in addition to the MSN core courses for the PMHNP Track and for the post-masters certificate</th>
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<tr>
<td>MSN 700 Practicum 1: Individual and Population Based Health (3 credits)</td>
<td>MSN 624 Practicum 1: Advanced Primary Care Management of Adults and Older Adults (3 credits)</td>
<td>MCP 620 Helping Relationships: Prevention, Intervention and Systems (3 credits)</td>
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<tr>
<td>MSN 701 Practicum 2: Program Development and Evaluation (5 credits)</td>
<td>MSN 625 Practicum 2: Advanced Primary Care Management of Women and Children (5 credits)</td>
<td>MSN 634 Practicum 1: Advanced Mental Health Care of Adults (3 credits)</td>
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<tr>
<td>MSN 730 Practicum 3: Leadership for Systems Improvement (6 credits)</td>
<td>MSN 626 Practicum 3: Advanced Primary Care Management of Vulnerable Populations (6 credits)</td>
<td>MSN 635 Practicum 2: Advanced Mental Health Care Management of Bipolar Spectrum and Specialty Populations (5 credits)</td>
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<td></td>
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<td>MSN 636 Practicum 3: Advanced Health Care Management of Chronic, Serious Mentally Ill and Substance Addicted Populations (6 credits)</td>
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Master Of Science In Nursing (MSN)/Clinical Nurse Specialist/(CNS) Curriculum
The MSN (CNS) curriculum integrates advanced study in nursing, program development and education for individuals and for community settings. The curriculum provides the opportunity for in-depth study of nursing practice, the nature of human development and learning in social and cultural contexts, and the processes for inquiry. Participants in the program draw upon a range of theoretical frameworks to examine their professional practice and further develop skills in reflection and self-assessment.

The 39-credit hour curriculum offers the flexibility for both full- and part-time study. Courses are offered on a planned rotational basis. In this curriculum, 665 practice hours are required. Practice hours are allocated cross four courses in relation to program, course, and advanced practice nurse outcomes.
MSN (CNS) COURSE DESCRIPTIONS

MSN 600 Orientation (0 credits): Prereq. Acceptance into the MSN Program. Students engage in a day and a half session to become oriented to Alverno College and the MSN Program.

MSN 602 Nursing Inquiry (3 credits): Prereq. Completion of undergraduate inferential statistics within 5 years of taking MSN 602. Current CPR certification and updated immunization records required. Students develop research skills to facilitate utilization of knowledge that promotes high quality health care to clients, initiates change, and improves nursing education and advanced practice. These skills include the ability to: critically evaluate the appropriateness and usefulness of research; identify problems in practice settings and develop strategies to address the problems through either application of research findings, or creation of practice guidelines; and, relate study findings to practice outcomes. Ethical principles and practices in the conduct of nursing research with human subjects will be explored.

MSN 603 Health-Care Systems: Organization, Economics, and Politics (3 credits): Prereq. MSN 611 completed. Current CPR certification and updated immunization records required. Students comprehensively and systematically examine the interrelationships among health care policy and politics, delivery and access to care issues, and the financing of health care in order to make high quality, cost-effective choices in the allocation of health care resources and to participate in formulating health care agendas for individuals and communities. Students become intimately knowledgeable of federal, state, and local health care resources. They analyze the interaction and the impact of politics, organization, and economics on their areas of practice.

MSN 611 Education and Human Development I (3 credits): Prereq. MSN 600 complete or concurrent. Students work with a broad base of theoretical perspectives in developmental psychology as applied to the needs of adolescent, adult and older adult learners. They select, evaluate and use a variety of theoretical approaches as they explore the health-related teaching needs of diverse learners in a variety of learning environments. They assess own learning experiences from the standpoints of learner and instructor, and apply assessment to the learning environment with which you now work. They develop skills in using technology.

MSN 615 Advanced Practice Roles and Nursing Theories (3 credits): Prereq. MSN 600 complete or concurrent. Students explore current and emerging roles of advanced practice nurses (APNs) in various settings, including required competencies, scope of practice, and issues of specialization. You will examine the roles of the APN within an interdisciplinary health care system, with an emphasis on legal and professional issues, models of practice, and leadership. Students will also examine the evolving theoretical foundations of the nursing profession through the exploration of nursing and related disciplines’ theories. You will learn to analyze, critique, and evaluate various theories to determine their utility to guide APN practice and education in select populations. Advanced practice nurses use multiple theories in their work with individuals, families, communities and organizations. This course provides you with a solid grounding in theoretical analysis and application within your specific roles.

MSN 616 Ethics for the Advanced Practice Nurse (1 credit): Prereq. MSN 600 complete or concurrent. Students will start with an examination of their own moral decision-making and then ethical models and frameworks will be introduced. Ethical decision-making processes will be discussed as they relate to the role of the Advanced Practice Nurse and then applied to practice situations including informed consent and end of life issues. The role of ethics committees and consultations will be explored.

MSN 617 Population Based Health (3 credits): Prereq. MSN 611 and MSN 615 complete or concurrent. This course introduces students to health promotion fundamentals in advanced practice nursing. Basic epidemiological principles are discussed as they relate to population-based health. Local, national, and international health promotion goals are examined with emphasis on cultural competence, environmental principles, individual assessment and evidence-based practice. Students will continue to explore the concepts of interprofessional and patient centered care as they relate to the leadership role of the APN. Students will analyze and describe health information technologies and data sources that promote safe practice environments, patient safety, cost-effectiveness, and optimal population health outcomes.

MSN 621 Advanced Physiology and Pathophysiology (3 credits) Prereq. MSN 600 complete or concurrent. Students use theory and research to explore the etiology, pathogenesis, and clinical manifestations of common diseases for individuals
across the lifespan and study variations in physiological health and illness processes attributable to age, race, culture, ethnicity, gender, and socioeconomic status. They focus on the generalized stress response, atherosclerosis, diabetes mellitus and metabolic syndrome. They examine the physiology underlying these diseases and how they are altered by genetic factors and age. They explore a variety of geriatric syndromes and the influence of stress, inflammation, and genetics throughout the semester. They read and discuss primary literature and examine how new analyses of genes and fundamental physiology help healthcare providers understand how different people respond to different drug regimes. Prior knowledge of basic physiology and pathophysiology is required.

**MSN 622 Advanced Health and Physical Assessment (3 credits)** *Prereq. MSN 621 completed.* Current CPR certification and updated immunization records required. Students examine and apply advanced health and physical assessment techniques and theories in the collaborative care of culturally diverse individuals, families, and communities with an emphasis on adult-gerontology populations. They use differential diagnoses to identify physical and/or psychological illness findings suggesting current and possible pathology given lifestyle practices and health seeking behavior of clients, families, and communities. Prior knowledge and experience of basic health and physical assessment techniques are required. *[This course includes a 90-hour practicum.]*

**MSN 623 Advanced Pharmacotherapeutics and Clinical Decision Making (3 credits)** *Prereq. MSN 621 completed.* Current CPR certification and updated immunization records required. Students examine and apply principles of advanced pharmacology in the management of clients across the lifespan with an emphasis on the adult-gerontology population. The course emphasizes pharmacokinetics and pharmacotherapeutics of major drug classifications, and current clinical drug research. Students evaluate ethnopharmacological research studies to discern clinical applications with individuals from racially and ethnically diverse backgrounds. This course also helps prepare students for certification from ANCC and for meeting state requirements for prescriptive authority as an APRN after graduation from the MSN program.

**MSN 700: Practicum 1: Advanced Practice Nursing: Individual and Population Based Health (3 credits):** *Prereq. All courses except MSN 701 and MSN 730 completed. MSN 603, 616 or 617 may be concurrent.* Current CPR and updated immunization records required. Emphasis for this course will be direct care for the adults and older adults. Students will focus on theories of aging and the geriatric syndromes. Prevention through health management will be stressed, continuing concepts of population-based health and epidemiology from previous courses. There will be a focus on team-building and interprofessional collaboration for care coordination and improvement. Continuing work in the competency of evidence-based practice will be stressed as they relate to culture, genetics, and outcomes. Program development will be introduced. Students will identify an area of concern and do an informal needs assessment to start their capstone project. *[This course includes a 175-hour practicum.]*

**MSN 701 Practicum 2: Advanced Practice Nursing: Program Development and Evaluation (5 credits):** *Prereq. All courses except MSN 730 completed. Current CPR and updated immunization records required.* Students will examine the specific skills in program development and evaluation. Building upon the threads of direct patient care competencies from previous courses, students will learn how to design innovative nursing practice approaches. They will explore how to design, implement and manage clinical programs including chart development, building budgets, fiscal evaluation, and outcomes/benefits for both large and small innovations. Integration of informatics and health care technology in program development will be emphasized. Students will develop the proposal for their capstone project, including the needs assessment, review of literature, and plan for implementation. *[This course includes a 200-hour practicum.]*

**MSN 730: Practicum 3: Advanced Practice Nursing: Leadership for Systems Improvement (6 credits):** *Prereq. All courses completed. Current CPR and updated immunization records required.* As the final course in the program, students will demonstrate synthesis of previous course contents as they explore the leadership role of the CNS. Leadership theories, models and styles will be examined, along with the concepts of consultation, mentoring, coaching and teaching. Students will explore the IRB process, the importance of certification, and the meaning of membership on state and national professional boards. Students will implement their capstone project and evaluate their work. *[This course includes a 200-hour practicum.]*
Master Of Science In Nursing (MSN)/Family Nurse Practitioner (FNP)
The Family Nurse Practitioner curriculum focuses on advanced study in nursing practice. The curriculum provides the opportunity for nurse practitioner students to practice diagnosis and treatment within a wide variety of health-related issues, along with analysis of diagnostic studies, x-ray and interpretation of laboratory data. As a future nurse practitioner you will be required to obtain and hold a national board certification in family practice which focuses on the patient’s physical, emotional and mental health concerns centering on patient advocacy, prevention, wellness and care management.

The 39-credit hour curriculum offers the flexibility for both full- and part-time study. Courses are offered on a planned rotational basis. Practice hours are allocated across four courses in relation to program, course, and advanced practice nurse outcomes.
MSN (FNP) COURSE DESCRIPTIONS

MSN 600 Orientation (0 credits): Prereq. Acceptance into the MSN Program. Students engage in a day and a half session to become oriented to Alverno College and the MSN Program.

MSN 602 Nursing Inquiry (3 credits): Prereq. Completion of undergraduate inferential statistics within 5 years of taking MSN 602. Current CPR certification and updated immunization records required. Students develop research skills to facilitate utilization of knowledge that promotes high quality health care to clients, initiates change, and improves nursing education and advanced practice. These skills include the ability to: critically evaluate the appropriateness and usefulness of research; identify problems in practice settings and develop strategies to address the problems through either application of research findings, or creation of practice guidelines; and, relate study findings to practice outcomes. Ethical principles and practices in the conduct of nursing research with human subjects will be explored.

MSN 603 Health-Care Systems: Organization, Economics, and Politics (3 credits): Prereq. MSN 611 completed. Current CPR certification and updated immunization records required. Students comprehensively and systematically examine the interrelationships among health care policy and politics, delivery and access to care issues, and the financing of health care in order to make high quality, cost-effective choices in the allocation of health care resources and to participate in formulating health care agendas for individuals and communities. Students become intimately knowledgeable of federal, state, and local health care resources. They analyze the interaction and the impact of politics, organization, and economics on their areas of practice.

MSN 611 Education and Human Development I (3 credits): Prereq. MSN 600 complete or concurrent. Students work with a broad base of theoretical perspectives in developmental psychology as applied to the needs of adolescent, adult and older adult learners. They select, evaluate and use a variety of theoretical approaches as they explore the health-related teaching needs of diverse learners in a variety of learning environments. They assess own learning experiences from the standpoints of learner and instructor, and apply assessment to the learning environment with which you now work. They develop skills in using technology.

MSN 615 Advanced Practice Roles and Nursing Theories (3 credits): Prereq. MSN 600 complete or concurrent. Students explore current and emerging roles of advanced practice nurses (APNs) in various settings, including required competencies, scope of practice, and issues of specialization. You will examine the roles of the APN within an interdisciplinary health care system, with an emphasis on legal and professional issues, models of practice, and leadership. Students will also examine the evolving theoretical foundations of the nursing profession through the exploration of nursing and related disciplines’ theories. You will learn to analyze, critique, and evaluate various theories to determine their utility to guide APN practice and education in select populations. Advanced practice nurses use multiple theories in their work with individuals, families, communities and organizations. This course provides you with a solid grounding in theoretical analysis and application within your specific roles.

MSN 616 Ethics for the Advanced Practice Nurse (1 credit): Prereq. MSN 600 complete or concurrent. Students will start with an examination of their own moral decision-making and then ethical models and frameworks will be introduced. Ethical decision-making processes will be discussed as they relate to the role of the Advanced Practice Nurse and then applied to practice situations including informed consent and end of life issues. The role of ethics committees and consultations will be explored.
MSN 617 Population Based Health (3 credits) Prereq. MSN 611 and MSN 615 complete or concurrent. This course introduces students to health promotion fundamentals in advanced practice nursing. Basic epidemiological principles are discussed as they relate to population-based health. Local, national, and international health promotion goals are examined with emphasis on cultural competence, environmental principles, individual assessment and evidence-based practice. Students will continue to explore the concepts of interprofessional and patient centered care as they relate to the leadership role of the APN. Students will analyze and describe health information technologies and data sources that promote safe practice environments, patient safety, cost-effectiveness, and optimal population health outcomes.

MSN 621 Advanced Physiology and Pathophysiology (3 credits) Prereq. MSN 600 concurrent or completed. Students use theory and research to explore the etiology, pathogenesis, and clinical manifestations of common diseases for individuals across the lifespan and study variations in physiological health and illness processes attributable to age, race, culture, ethnicity, gender, and socioeconomic status. They focus on the generalized stress response, atherosclerosis, diabetes mellitus and metabolic syndrome. They examine the physiology underlying these diseases and how they are altered by genetic factors and age. They explore a variety of geriatric syndromes and the influence of stress, inflammation, and genetics throughout the semester. They read and discuss primary literature and examine how new analyses of genes and fundamental physiology help healthcare providers understand how different people respond to different drug regimes. Prior knowledge of basic physiology and pathophysiology is required.

MSN 622 Advanced Health and Physical Assessment (3 credits) Prereq. MSN 621 completed. Current CPR certification and updated immunization records required. Students examine and apply advanced health and physical assessment techniques and theories in the collaborative care of culturally diverse individuals, families, and communities with an emphasis on adult-gerontology populations. They use differential diagnoses to identify physical and/or psychological illness findings suggesting current and possible pathology given lifestyle practices and health seeking behavior of clients, families, and communities. Prior knowledge and experience of basic health and physical assessment techniques are required. [This course includes a 90-hour practicum.]

MSN 623 Advanced Pharmacotherapeutics and Clinical Decision Making (3 credits) Prereq. MSN 621 completed. Current CPR certification and updated immunization records required. Students examine and apply principles of advanced pharmacology in the management of clients across the lifespan with an emphasis on the adult-gerontology population. The course emphasizes pharmacokinetics and pharmacotherapeutics of major drug classifications, and current clinical drug research. Students evaluate ethnopharmaceutical research studies to discern clinical applications with individuals from racially and ethnically diverse backgrounds. This course also helps prepare students for certification from ANCC and for meeting state requirements for prescriptive authority as an APRN after graduation from the MSN program.

MSN 624 Practicum 1: Advanced Primary Care Management of Adults and Older Adults (3 credits) Prereq. All core courses completed. MSN 603, 616 or 617 may be concurrent. Current CPR certification and updated immunization records required. Students integrate theories and concepts from advanced pharmacology, advanced health assessment, and advanced pathophysiology in the collaborative care of culturally diverse individuals and families with an emphasis on middle age to older adult populations. They will have didactic and clinical practice related to health promotion, illness prevention, and disease management of the middle age and older adult. Students will use their advanced critical thinking to apply culturally sensitive care, perform examinations, and formulate differential diagnoses and treatment plans for middle age to older adult populations. They will use differential diagnoses to identify physical and/or psychological illness based on possible pathology given lifestyle practices of clients, families, and communities. (This course includes a 175 hour practicum)

MSN 625 Practicum 2: Advanced Primary Care Management of Women and Children (5 credits) Prereq. All previously required courses completed except MSN 626. Current CPR certification and updated immunization records required. Students apply critical thinking to advanced health care management of common primary care diagnoses with women infants, children and adolescents. In a collaborative atmosphere they will be providing care with the use of evidence based treatment plans. They will have didactic and clinical practice related to health promotion, prevention, and disease management of women, infants, children and adolescents. They will use their advanced critical thinking to apply culturally sensitive health care and perform examinations and formulate diagnosis and treatment plans to these populations. They will
use differential diagnoses to identify physical and/or psychological illness based on possible pathology given lifestyle practices of clients, and their families. *(This course includes a 200-hour practicum)*

**MSN 626 Practicum 3: Advanced Primary Care Management of Vulnerable Populations (6 credits) Prereq. All other coursework completed.** *Current CPR certification and updated immunization records required.* Students will examine the health and health care needs of vulnerable populations in the United States whom they may be serving. Vulnerable populations include: people who feel they cannot comfortably or safely access and use the standard resources. They include but are not limited to those who are physically or mentally disabled (blind, deaf, hard-of-hearing, cognitive disorders, mobility limitations), limited or non-English speaking, geographically or culturally isolated, medically or chemically dependent, homeless, frail/elderly and children. The student will be engaged in many levels of skill refinement, intellectual investigation, theoretical exploration, and evidence-based advanced nursing practice application of health assessment and physical examination approaches. Family assessment will also be covered which will include providing culturally sensitive care to clients. This course also emphasizes other issues a competent nurse practitioner will need to be knowledgeable about including: coding/payment structures, ethics and values, death/dying/grief and bereavement and topics of professionalism such as scope of practice/accountability/collaboration/ and quality assurance. As in other courses, didactic and clinical practice will also be utilized to advance critical thinking skills of the student. *(This course includes a 200-hour practicum)*
Post-Master’s FNP Certificate
The Post-Master’s FNP (PM-FNP) curriculum provides those already possessing a master’s degree in nursing with additional course and clinical work to fulfill the requirements for Family Nurse Practitioner certification. This includes 575 practicum hours with appropriately credentialed preceptors in practice settings. Following a transcript evaluation, it may be determined that FNP Certificate applicants must take additional coursework to fulfill the requirements. Essential courses include a course focused on advanced practice nursing role responsibilities and 3 advanced science courses (MSN 615, MSN 621, MSN 622, and MSN 623). If these requirements were met during their previous graduate studies, Post Master’s FNP students are required to take the 3 required certificate courses listed below.

**MSN 624 Practicum 1: Advanced Primary Care Management of Adults and Older Adults (3 credits)** *Prereq. Current CPR certification and updated immunization records required.* Students apply critical thinking and evidence based practice when completing an advanced health and physical assessment on middle age and older adult clients. The students will have didactic and clinical practice related to health promotion, prevention, and disease management; incorporating culturally sensitive care into the management of the middle age and older adult. They will use differential diagnoses to identify physical and/or psychological illness based on possible pathology given lifestyle practices of clients. *[This course includes a 175-hour practicum]*

**MSN 625 Practicum 2: Advanced Primary Care Management of Women and Children (5 credits)** *Prereq. MSN 624 completed. Current CPR certification and updated immunization records required.* Students apply critical thinking to advanced health and physical assessment, in order to diagnose and collaborate by providing care with evidence based plans, with an emphasis on: women, infant, children, and adolescents. They will have didactic and clinical practice related to health promotion, prevention, and disease management of women, infants, children and adolescents. They will use their advanced critical thinking to apply culturally sensitive care and perform examinations and formulate diagnosis and treatment plans to these populations. They use differential diagnoses to identify physical and/or psychological illness based on possible pathology given lifestyle practices of clients, and their families. *[This course includes a 200-hour practicum]*

**MSN 626 Practicum 3: Advanced Primary Care Management of Vulnerable Populations (6 credits)** *Prereq. MSN 624 and MSN 625 completed. Current CPR certification and updated immunization records required.* Students examine and apply critical thinking and evidence based practice to care of middle aged and older adult populations in illness and health promotion and prevention assessments. They will have didactic and clinical practice to establish their advanced critical thinking to apply culturally sensitive care to perform examinations and formulate diagnosis and collaborative treatment plans to this middle-age and older adult population. This course emphasizes the diagnoses most seen in primary care with middle-age and older adults, and incorporates multiple assessment tools for a holistic assessment. *[This course includes a 200-hour practicum]*
Master Of Science In Nursing (MSN)/Psychiatric Mental Health Nurse Practitioner (PMHNP)
Master of Science in Nursing (MSN): Psychiatric Mental Health Nurse Practitioner

In the psychiatric mental health nurse practitioner (PMHNP) program, students learn the theories and practice of care for individuals and families with psychiatric/mental health disorders across the lifespan. Students who seek ANCC certification as a psychiatric mental health nurse practitioner complete a series of theory courses, advanced nursing science courses, and nurse practitioner-focused courses. The program is 42 credits and requires 665 practicum hours.
MSN (PMHNP) COURSE DESCRIPTIONS

MSN 600 Orientation (0 credits): Prereq. Acceptance into the MSN Program. Students engage in a day and a half session to become oriented to Alverno College and the MSN Program.

MSN 602 Nursing Inquiry (3 credits): Prereq. Completion of undergraduate inferential statistics within 5 years of taking MSN 602. Current CPR certification and updated immunization records required. Students develop research skills to facilitate utilization of knowledge that promotes high quality health care to clients, initiates change, and improves nursing education and advanced practice. These skills include the ability to: critically evaluate the appropriateness and usefulness of research; identify problems in practice settings and develop strategies to address the problems through either application of research findings, or creation of practice guidelines; and, relate study findings to practice outcomes. Ethical principles and practices in the conduct of nursing research with human subjects will be explored.

MSN 603 Health-Care Systems: Organization, Economics, and Politics (3 credits): Prereq. MSN 611 completed. Current CPR certification and updated immunization records required. Students comprehensively and systematically examine the interrelationships among health care policy and politics, delivery and access to care issues, and the financing of health care in order to make high quality, cost-effective choices in the allocation of health care resources and to participate in formulating health care agendas for individuals and communities. Students become intimately knowledgeable of federal, state, and local health care resources. They analyze the interaction and the impact of politics, organization, and economics on their areas of practice.

MSN 611 Education and Human Development I (3 credits): Prereq. MSN 600 complete or concurrent. Students work with a broad base of theoretical perspectives in developmental psychology as applied to the needs of adolescent, adult and older adult learners. They select, evaluate and use a variety of theoretical approaches as they explore the health-related teaching needs of diverse learners in a variety of learning environments. They assess own learning experiences from the standpoints of learner and instructor, and apply assessment to the learning environment with which you now work. They develop skills in using technology.

MSN 615 Advanced Practice Roles and Nursing Theories (3 credits): Prereq. MSN 600 complete or concurrent. Students explore current and emerging roles of advanced practice nurses (APNs) in various settings, including required competencies, scope of practice, and issues of specialization. You will examine the roles of the APN within an interdisciplinary health care system, with an emphasis on legal and professional issues, models of practice, and leadership. Students will also examine the evolving theoretical foundations of the nursing profession through the exploration of nursing and related disciplines’ theories. You will learn to analyze, critique, and evaluate various theories to determine their utility to guide APN practice and education in select populations. Advanced practice nurses use multiple theories in their work with individuals, families, communities and organizations. This course provides you with a solid grounding in theoretical analysis and application within your specific roles.

MSN 616 Ethics for the Advanced Practice Nurse (1 credit): Prereq. MSN 600 complete or concurrent. Students will start with an examination of their own moral decision-making and then ethical models and frameworks will be introduced. Ethical decision-making processes will be discussed as they relate to the role of the Advanced Practice Nurse and then applied to practice situations including informed consent and end of life issues. The role of ethics committees and consultations will be explored.
MSN 617 Population Based Health (3 credits): Prereq. MSN 611 and MSN 615 complete or concurrent. This course introduces students to health promotion fundamentals in advanced practice nursing. Basic epidemiological principles are discussed as they relate to population-based health. Local, national, and international health promotion goals are examined with emphasis on cultural competence, environmental principles, individual assessment and evidence-based practice. Students will continue to explore the concepts of interprofessional and patient centered care as they relate to the leadership role of the APN. Students will analyze and describe health information technologies and data sources that promote safe practice environments, patient safety, cost-effectiveness, and optimal population health outcomes.

MCP 620 Helping Relationships: Prevention, Intervention, and Systems (3 credits) Prereq: MSN 611 completed. Students develop a broad understanding of the philosophic bases of the helping processes, counseling theories and their applications. Basic and advanced helping skills will be explored in the context of developing effective empathetic listening skills. Consultation theories will be discussed and applied to case examples that address client and helper self-understanding and self-development. Students will explore the process of change as facilitated by a framework of strength and multiple models of prevention and intervention will be addressed through developing an understanding of the complex systems which impact helping relationships.

MSN 621 Advanced Physiology and Pathophysiology (3 credits) Prereq. MSN 600 concurrent or completed. Students use theory and research to explore the etiology, pathogenesis, and clinical manifestations of common diseases for individuals across the lifespan and study variations in physiological health and illness processes attributable to age, race, culture, ethnicity, gender, and socioeconomic status. They focus on the generalized stress response, atherosclerosis, diabetes mellitus and metabolic syndrome. They examine the physiology underlying these diseases and how they are altered by genetic factors and age. They explore a variety of geriatric syndromes and the influence of stress, inflammation, and genetics throughout the semester. They read and discuss primary literature and examine how new analyses of genes and fundamental physiology help healthcare providers understand how different people respond to different drug regimes. Prior knowledge of basic physiology and pathophysiology is required.

MSN 622 Advanced Health and Physical Assessment (3 credits) Prereq. MSN 621 completed. Current CPR certification and updated immunization records required. Students examine and apply advanced health and physical assessment techniques and theories in the collaborative care of culturally diverse individuals, families, and communities with an emphasis on adult-gerontology populations. They use differential diagnoses to identify physical and/or psychological illness findings suggesting current and possible pathology given lifestyle practices and health seeking behavior of clients, families, and communities. Prior knowledge and experience of basic health and physical assessment techniques are required. [This course includes a 90-hour practicum.]

MSN 623 Advanced Pharmacotherapeutics and Clinical Decision Making (3 credits) Prereq. MSN 621 completed. Current CPR certification and updated immunization records required. Students examine and apply principles of advanced pharmacology in the management of clients across the lifespan with an emphasis on the adult-gerontology population. The course emphasizes pharmacokinetics and pharmacotherapeutics of major drug classifications, and current clinical drug research. Students evaluate ethnopharmacological research studies to discern clinical applications with individuals from racially and ethnically diverse backgrounds. This course also helps prepare students for certification from ANCC and for meeting state requirements for prescriptive authority as an APRN after graduation from the MSN program.

MSN 634: Practicum 1: Advanced Primary Mental Health Care Management of Adults (3 credits) Prereq. All core courses completed. MSN 603, 616 or 617 may be concurrent. Students will build upon knowledge and skills from advanced pharmacology and advanced pathophysiology to broaden their knowledge and expand awareness in the areas of psychopharmacology and pathoneurophysiology. They will enhance their ability to cultivate therapeutic relationships as well as deepen their awareness of theories of personality and psychopathology as they acquire further skills in the assessment and diagnosis of mental illness primarily in the adult populations. They will draw upon acquired knowledge and skills to critically reflect on the promotion of mental health, and the assessment and differential diagnosis of depressive and anxiety spectrum disorders. They will acquire experience in developing collaborative, holistic client-centered treatment plans taking into
consideration the unique biopsychosocial circumstances of the life context of clients. Through didactic and clinical experiences students will be able to include the psychopharmacological agents approved for the treatment of depressive and anxiety spectrums according to psychiatric guidelines and evidenced based practice as well as the psychotherapy modalities of Cognitive Behavioral Therapy, Behavioral Activation Therapy and Brief Solution Focused Therapy. *(This course includes a 175 hour practicum in mental health settings)*

**MSN 635 Practicum 2: Advanced Primary Mental Health Care Management of the Bipolar Spectrum Disorders and the Child, Teen, and Geriatric Populations (5 credits) Prereq. All previous courses completed except MSN 636.** Students integrate theory and evidence based practice, grounded in nursing and psychology and social sciences knowledge and skills in the care of acutely and chronically mentally ill populations. They use differential diagnosis to identify physical and psychological illness based on pathology, given the behavior and lifestyle practices of clients, families and communities. The course builds on basic APRN nurse practitioner knowledge and skills in primary care, the neurophysiology of mental illness, psychopharmacology, addiction and treatment, as well as emerging experience in care and support of those with mental illness. *(This course includes a 200 hour practicum in mental health settings)*

**MSN 636 Practicum 3: Advanced Primary Mental Health Care Management of the Chronic, Serious Mentally Ill, and the Substance Addicted Populations (6 credits) Prereq. All previous courses completed.** Students will focus their critical thinking skills on the assessment, diagnosis, and treatment of the chronically mentally ill, the traumatized, and the substance addicted populations. Students will develop holistic, collaborative, client-centered treatment plans that take into account the special biopsychosocial needs of the psychotic, addicted, and traumatized vulnerable populations. Through didactic and clinical experiences the student will be able to include the psychopharmacological agents used to treat the spectrum of psychotic / schizophrenic disorders as well as the best evidence based pharmacological treatments for PTSD and substance addiction. Students will learn the theory of the Recovery Model of Chronic Mental Illness and acquire basic experience in the principles of Motivational Interviewing. Emphasis will also be placed on additional elements about which a competent psychiatric nurse practitioner will need to be knowledgeable including but not limited to ethics, scope and standards of psychiatric mental health nursing, accountability, quality assurance, and coding/payment structures. *(This course includes a 200 hour practicum in mental health settings)*
Post-Master’s PMHNP Certificate
Nurses with a master of science in nursing (MSN) degree may seek the post-master’s PMHNP certificate to be eligible for ANCC certification. Students who successfully complete a counseling course (MCP 620), a series of three practica, and a 0-credit orientation may complete this certification in four semesters. Students must have successfully completed a roles course and courses in advanced pathophysiology, advanced physical assessment and advanced pharmacology in their previous MSN curriculum; if not, those courses must be taken as well to be eligible for certification. A transcript evaluation of the student’s master’s program determines which courses are needed. The program requires at least 575 practicum hours. If all prerequisite courses are completed, the following courses are required:

**MCP 620 Helping Relationships: Prevention, Intervention, and Systems (3 credits)** Students develop a broad understanding of the philosophic bases of the helping processes, counseling theories and their applications. Basic and advanced helping skills will be explored in the context of developing effective empathetic listening skills. Consultation theories will be discussed and applied to case examples that address client and helper self-understanding and self-development. Students will explore the process of change as facilitated by a framework of strength and multiple models of prevention and intervention will be addressed through developing an understanding of the complex systems which impact helping relationships.

**MSN 634: Practicum 1: Advanced Primary Mental Health Care Management of Adults (3 credits)** Prereq. MCP 620. Students will build upon knowledge and skills from advanced pharmacology and advanced pathophysiology to broaden their knowledge and expand awareness in the areas of psychopharmacology and pathoneurophysiology. They will enhance their ability to cultivate therapeutic relationships as well as deepen their awareness of theories of personality and psychopathology as they acquire further skills in the assessment and diagnosis of mental illness primarily in the adult populations. They will draw upon acquired knowledge and skills to critically reflect on the promotion of mental health, and the assessment and differential diagnosis of depressive and anxiety spectrum disorders. They will acquire experience in developing collaborative, holistic client-centered treatment plans taking into consideration the unique biopsychosocial circumstances of the life context of clients. Through didactic and clinical experiences students will be able to include the psychopharmacological agents approved for the treatment of depressive and anxiety spectrums according to psychiatric guidelines and evidenced based practice as well as the psychotherapy modalities of Cognitive Behavioral Therapy, Behavioral Activation Therapy and Brief Solution Focused Therapy. *(This course includes a 175 hour practicum in mental health settings)*

**MSN 635 Practicum 2: Advanced Primary Mental Health Care Management of the Bipolar Spectrum Disorders and the Child, Teen, and Geriatric Populations (5 credits)** Prereq. MSN 634. Students integrate theory and evidence based practice, grounded in nursing and psychology and social sciences knowledge and skills in the care of acutely and chronically mentally ill populations. They use differential diagnosis to identify physical and psychological illness based on pathology, given the behavior and lifestyle practices of clients, families and communities. The course builds on basic APRN nurse practitioner knowledge and skills in primary care, the neurophysiology of mental illness, psychopharmacology, addiction and treatment, as well as emerging experience in care and support of those with mental illness *(This course includes a 200 hour practicum in mental health settings)*

**MSN 636 Practicum 3: Advanced Primary Mental Health Care Management of the Chronic, Seriously Mentally Ill, and the Substance Addicted Populations (6 credits)** Prereq. MSN 635. Students will focus their critical thinking skills on the assessment, diagnosis, and treatment of the chronically mentally ill, the traumatized, and the substance addicted populations. Students will develop holistic, collaborative, client-centered treatment plans that take into account the special biopsychosocial needs of the psychotic, addicted, and traumatized vulnerable populations. Through didactic and clinical experiences the student will be able to include the psychopharmacological agents used to treat the spectrum of psychotic / schizophrenic disorders as well as the best evidence based pharmacological treatments for PTSD and substance addiction. Students will learn the theory of the Recovery Model of Chronic Mental Illness and acquire basic experience in the principles of Motivational Interviewing. Emphasis will also be placed on additional elements about which a competent psychiatric nurse practitioner will need to be knowledgeable including but not limited to ethics, scope and standards of psychiatric mental health nursing, accountability, quality assurance, and coding/payment structures. *(This course includes a 200 hour practicum in mental health settings)*
LEARNER RESPONSIBILITIES

As Alverno faculty believes that knowledge is constructed, regular course attendance is expected. Active participation in discussion, laboratory work and practice is also required. In addition to course work as scheduled, you will be expected to complete independently scheduled and assigned practicum experiences. You are to develop and consistently demonstrate strong communication and social interaction, along with critical thinking and problem solving skills. Developmental rubrics are provided in the Appendix to help guide you in integrating these skills into your performance in academic and clinical settings.

It is important for you to continually monitor your progression through the graduate nursing program of studies. All nursing courses have prerequisites and are organized in the developmental order in which they are to be taken.

COMMUNICATION AND PARTICIPATION

As you know, your personal and professional development is the central mission of everyone at Alverno. To assure this, we have also identified purposes that include creating a community of learning and a curriculum. Communication about your perspectives on learning and your meaningful participation in activities that relate to the program’s policies and governance are essential if Alverno is to achieve its purposes. To communicate and participate:
- attend MSN Brown Bag sessions
- use the Online MSN Suggestion Box
- provide feedback to your course instructors and the program director
- volunteer to represent your peers on Graduate committees
- complete course, faculty, and program evaluations
- participate in presentations about the curriculum
- participate in recruitment activities

WRITING, SPEAKING, and SOCIAL INTERACTION

APA format is the expected writing style for all nursing course written work. The most current edition of the *Publication Manual of the American Psychological Association* may be purchased in the Alverno Bookstore as a reference text for this style. Criteria for graduate level writing, speaking and interaction are in included in this *Handbook* (see appendices) and you are expected to demonstrate these abilities as contextually appropriate.
The capstone is designed as a practical experience for students, and serves as the final requirement for graduation in the Masters of Nursing Program. The goal of the capstone is for students to synthesize knowledge and proficiency in a specific area of interest. Students will integrate knowledge and skills acquired through their academic course-work and apply these principles and ideas to a particular problem or situation similar to that found in a professional work setting.

The capstone project is the culmination of all other activities and will be completed over the final two semesters of coursework. The project must represent high standards of scholarly inquiry, technical mastery, and literary skill, and should be consistent with the student’s specialty track. As teamwork and collaboration is a hallmark of APN practice, students are encouraged to work in pairs to complete the capstone project. The capstone project is completed under the guidance of his/her Faculty Capstone Mentor.

Below are the guidelines for the capstone project.

**Capstone Requirements**

You will start your project by conducting an informal needs assessment for the topic and type of project that you are planning (see examples of projects below).

Using the Moodle site, you will identify a potential Faculty Capstone Mentor and set up a meeting. The purpose of the meeting is to explain the topic and the type of project being planned as well as the need for this type of project in the chosen area. The faculty capstone mentor will determine the fit with their experience/expertise, provide feedback and final approval of the project. (If the faculty capstone mentor decides that it is not a good fit, recommendations will be made for a different mentor.)

You will conduct a review of literature that will support the need for this project. The review will also examine best evidence in the implementation of this project to support planned strategies.

You will develop a paper (the project proposal) that includes your needs assessment, review of the literature, an outline of the project which will include theories to support your strategies for implementation and evaluation as appropriate. This proposal must be approved by your faculty capstone mentor prior to the start of implementation.

Over the course of your final semester, you will implement the planned proposal and analyze the results. Your final paper will include the needs assessment, the review of literature, how the project was implemented, your analysis and implications for the future. Your final product will be approved by your mentor.

You will develop a poster that outlines your project. This poster will be professionally prepared and approved by your mentor. It will be used at the poster presentation scheduled for graduating students.

**Examples of Types of Capstone Projects**

**Develop Program Plan:** Students will design and develop a plan to implement a program based on a needs assessment. Management, fiscal, and ethical factors must be addressed. Students will develop instructions, procedures and manuals for the program. (Ex. Program to decrease re-hospitalization rates of patients with a specific disease process.) **Program Evaluation:** Student will examine and evaluate the effectiveness and outcomes of a specific program. Evaluation will include fiscal and organizational factors.

**Evidence-based / Quality Improvement Intervention:** Student designs, implements, and provides a preliminary evaluation of an intervention for quality improvement that is evidence-based.

**Analysis of a Problem:** Students will conduct an in depth analysis to assess an identified problem of interest. The capstone must describe the specific problem, its determinants and magnitude, and also include an assessment of the issue. Students are expected to include sections discussing methods of prevention and intervention.

**Study Curriculum:** Students will develop a curriculum for an identified educational need. This could be in a classroom or practice setting for students, staff, or patients. Curriculum will include traditional and on-line elements. Training materials will also be developed.
The Center for Clinical Education (CCE) located on the second floor of Alexia Hall. These rooms house the equipment and resources needed to learn clinical nursing therapeutic interventions. Clinical sessions, simulated clinical assessments, psychomotor skill rehearsals, and physical assessment practice sessions are conducted in this area. Students may also practice physical assessment techniques in designated rooms.

Equipment and supplies needed to learn and practice psychomotor skills, audiovisual, interactive and computer equipment for student and faculty use, along with instructional videos/filmstrips/software, and interactive video discs related to specific nursing skills, theory, and physical assessments are all located within CCE. There is also study space for small groups of students as well as several bedside units for practice and study of nursing skills.

The CCE is generally open from 8:00 a.m. – 9:00 p.m., Monday through Thursday; 8:00 a.m. – 7:00 p.m. on Friday; and 9:00 a.m. – 5:00 p.m. every Saturday, CLOSED on Sundays. The CCE may close earlier than posted times if students have not indicated that they will be using it.

Please see the information in Section II for the policies and procedures related to the Center for Clinical Education.
II. MSN POLICIES AND PROCEDURES

This section of the handbook outlines specific policies of the Master of Science in Nursing (MSN) program. As these policies govern your progression in the nursing program, MSN academic policies and procedures may differ from the general college policies. Requirements and responsibilities for practicum experiences and placements are also identified. Health care agencies used for practicum placement may have policies that differ from Alverno’s. Nursing faculty will identify these differences at the time of orientation to the agency.

If you wish to have a nursing policy waived, you must submit a written petition to the Graduate Nursing Admissions and Advancement Committee providing rationale for your request. Decisions of the committee are final. Assistance with the procedures is available from your nursing advisor and faculty (see General Information, section III).

*Failure to comply with Alverno College policies and procedures may result in warning or dismissal.*

ABSENCES FROM MSN COURSES

POLICY:
When you enroll in a course, you are accountable for all course requirements.

Attendance is essential and required in all classes and practica. Missing class or practicum experiences may jeopardize your ability to meet course outcomes.

Faculty expects you to attend classes on time. Consistent lateness may be considered an absence.

Faculty may advise you to drop a course, or may decide that you are ineligible to continue attending a course if attendance has not been regular, you have missed the first class meeting, or you have not met the expectations regarding communication. However, in all instances: *If you choose to drop the course, it is your responsibility to 'officially drop' the course by contacting the Registrar's Office.* You are always encouraged to communicate with your advisor if you are considering dropping a course.

You and your faculty have the professional responsibility to determine appropriate action when health problems are present that jeopardize the safety of the client or student. A statement of health status from your health care provider may be required to continue in the course.

PROCEDURE:
1. When circumstances involve a classroom or practica absence, **you are responsible to notify the appropriate person prior to the scheduled beginning of the session.** Specific directions for notification are identified in the course syllabus; these are the requirements you must follow.
2. If you are absent from any scheduled class or practice experience, your faculty will review your progress in the course based on a demonstration of course outcomes. If your absence is jeopardizing your continuance in the course, you will be notified in writing. Faculty is also responsible to notify you about whether you may continue to attend classroom sessions.
3. Any expenses incurred in fulfilling this policy are your responsibility.

PROFESSIONALISM IN THE GRADUATE PROGRAM

POLICY:
Throughout the MSN Program, students are expected to conduct themselves in a professional manner, both in and out of the classroom, when interacting with faculty, staff, peers, and preceptors.
In each course, professionalism is listed as a course expectation.

Students can be unsuccessful in a course if professional expectations are not met, despite the quality of other coursework.

Faculty may advise you to drop a course, or may decide that you are ineligible to continue attending a course if behavior in or out of the classroom or practicum, when interacting with faculty, staff, peers, or preceptors, is deemed to be consistently unprofessional. However, in all instances: **If you choose to drop the course, it is your responsibility to ‘officially drop’ the course by contacting the Registrar’s Office.** You are always encouraged to communicate with your advisor if you are considering dropping a course.

Professionalism is based on the following:

- Student effectively demonstrates discipline and responsibility for attending all class sessions and being present at the start of each class.
- Student finishes and turns in on the dates requested assignments that are complete and have been proofread.
- Student takes the initiative to communicate with faculty if there are attendance or assignment concerns.
- Student consistently uses appropriate language, interacts in a professional manner, and shows respect for others.
- Student accepts equal responsibility for group assignments and supports others in doing so.
- Student honors professional ethics including appropriate use of quotations, recognition/citation of sources, respect for confidentiality and privacy.

The complete Professionalism Rubric can be found in the Appendix.

**PROCEDURE:**

1. If you are observed or reported to have demonstrated unprofessional behavior in or outside of any scheduled class or practice experience, your faculty will review your progress in the course based on the professional rubric. If your behavior is jeopardizing your continuance in the course, you will be notified in writing. Faculty is also responsible to notify you about whether you may continue to attend classroom sessions or practicum experience.
2. Any expenses incurred in fulfilling this policy are your responsibility.

**ACADEMIC MISCONDUCT: PLAGIARISM AND MISREPRESENTATION OF AUTHORSHIP ALVERNO ALL COLLEGE POLICY**

(Reprinted from *Building a community of learners: A community guide and student handbook*).

**POLICY:**

Throughout your studies at Alverno College, you are exposed to a variety of learning styles. In some classes faculty require students to complete assignments in small group work sessions, while in other cases they may require you to complete work on an independent and individual basis. Both experiences can be stimulating and rewarding. However, when submitting work for your courses, you need to remember that you have a personal responsibility to complete work in accordance with the instruction of your teacher and sound academic principles. This means standing behind your work as a contributing member of a team when collaborative work is required. It also means standing behind your work as the individual who thought it through and carried it out when independent work is required.

When you are required to consult with professionals outside the College or undertake research in the library in order to gather information necessary for the completion of an assignment, you need to make reference to the resources used. Whenever you refer to secondary sources, whether for direct quotation or paraphrasing, you must supply clear documentation within generally accepted academic standards. In other words, when you use another’s thoughts in the exact words or with some words changed around, the source must be indicated.

Work required to be completed independently does not meet the above requirements if it is more the work of someone else than that of the person who claims it. To claim work that is essentially someone else’s constitutes misrepresentation. Failure to document sources of information constitutes plagiarism. When such cases come to the attention of faculty, a department or School faculty committee will review the situation and make a recommendation to the department or School regarding the necessity of disciplinary action. After the committee reviews the situation, they may recommend that the student receive an
unsatisfactory in the course for which the work was required, an assignment of a new equivalent assignment, dismissal from the College or other disciplinary action.

The following additional policies will be applicable to MSN students:

In your role as a MSN student, personal integrity and accountability are expected in your educational and nursing practice in clinical agencies and the community and when completing assignments and assessments. Failure to demonstrate personal integrity and accountability will be considered misrepresentation. Immediate investigation will be initiated which could result in dismissal from the MSN program.

Reporting care/treatment of a client as given, when in fact it has not been given, or failure to report a known situation that could affect client outcomes will be constituted as a serious personal integrity issue. Similarly, reporting attendance at assigned course experiences, volunteer work, and/or community/agency experiences, when in fact attendance did not occur, will also be constituted as a serious personal integrity issue. Immediate investigation will be initiated which could result in dismissal from the MSN program.

**PROCEDURE:**
1. The Graduate Nursing Admissions and Advancement Committee will conduct a review process concerning issues involving compromised personal integrity. After an investigation of the situation and the individual's behaviors, the Committee will make recommendations concerning disciplinary action to the Associate Dean of the MSN Program.
2. The Associate Dean of the MSN Program will review the Committee’s decisions and make a final determination. Decisions of the Associate Dean of the MSN Program are final.

**CENTER FOR CLINICAL EDUCATION (CCE)**

The CCE is a resource for study, practice, and demonstration of professional behaviors as identified in course outcomes. Therefore, you are expected to demonstrate responsible behaviors especially when participating in performance demonstrations and physical assessment skill validations.

**POLICY:**
Failure to demonstrate responsible professional behaviors may result in loss of access to the CCE. Non-professional behaviors will be reported to your course instructor.

Children who are not part of a validation demonstration **ARE NOT** allowed in the CCE at **any** time.

Videotapes and computer programs are only available for use in the CCE and may not be checked out or removed from it unless the CCE Manager has authorized it.

**PROCEDURES:**
1. **Signing In—Signing Out:** You are responsible to *sign in when you come into the area* in a book just inside the entryway. You will be asked to indicate your general activity while in the CCE so that the Monitor will know how she might best help you and to have a way to contact you in case someone is trying to contact you. It also allows us to track the uses of the CCE. Please *sign-out as you leave.*
2. **Others in the CCE:** The CCE is available for Alverno College Nursing Student use **ONLY**. It is not available to other students or children. You will need to make child care arrangements when working and/or practicing in the complex.
3. **Use of equipment outside of the CCE:** Several playback units and computers are available in the CCE for your use to view videotapes and/or computer programs. Other supplies (such as public health bags) may be signed out of the complex at the request of your clinical instructor. All other equipment is to be used in the CCE and only in the CCE unless the CCE Manager has given you specific permission to remove it. You will be asked to sign out the equipment if you have been given permission to remove it.
CONFIDENTIALITY

POLICY:
The 1996 Health Insurance Portability and Accountability Act (HIPAA) requires that patients have the right to control who will see their protected, identifiable health information. Only the patient and those individuals who the patient has authorized have access to patient information. Penalties for violating HIPAA can include civil or criminal penalties, with fines up to $250,000 and 10 years imprisonment. All students must comply with HIPAA requirements, whether in course-related or work-related/other settings.

PROCEDURE:
1. You are expected to fulfill agency-specific HIPAA requirements.

COPYRIGHT

POLICY:
As a college student using Alverno College’s technology resources, you are required to comply with copyright laws. Illegal downloading of movies and music is just that: illegal, and traceable back to the user. It is also illegal to take texts, images, web-pages, and computer programs from the Internet or other sources without getting permission from the creator. College students have been successfully prosecuted for copyright violations.

However, much of the material in the Library and on the Internet can be used for educational purposes by following Fair Use Guidelines. You may use approximately 10% of a written text, of images out of a book, or information from a webpage for a course project. You can also play excerpts from movies and music. Of course, when you do use materials that you have not personally created, you must give full credit to the originator, using appropriate documentation.

Additionally, there are resources available at Alverno College that have been paid for and are yours to use. These include databases that offer free music streaming, web-pages that encourage student use (such as OWL at Purdue), ARTstor, which offers millions of images, and much more. Visit your Library and your Library Web-Page often for resources and updates.

For more information on copyright laws and fair use, follow the link below:

http://depts.alverno.edu/library/copyright.html

Other Important Alverno College Technology Use Policies
From Alverno Student Handbook

Be Ethical
Accurately identify yourself and your affiliations; use the Alverno College name only for official school business; use Alverno College technologies for lawful purposes only.

Be Respectful
Do not share confidential information; do not send offensive communications or materials; do not send chain letters, spam, or unsolicited advertisements.

Be Secure
Do not share your password; change your password when prompted; if you are using a personal computer, it must have an anti-virus software.

CPR CERTIFICATION

POLICY:
Current CPR (cardiopulmonary resuscitation) certification for health care providers is a prerequisite for entry into the MSN program. Certification may only be obtained through the American Heart Association (Health Care Provider). CPR
certification from other vendors or in other categories will not be accepted. On-line certifications or re-certifications are also not acceptable. You are responsible for obtaining CPR certification and biannual recertification that meets the standards for Adult and Child CPR for health care providers. Recertification through the American Heart Association is required biannually (every two years). Failure to provide current CPR certification documentation to the Registrar’s Office by the due date will result in a hold on your registration. Once documentation of current certification is obtained, the hold will be removed, and you will be allowed to register for the courses.

PROCEDURE:
1. At the beginning of each semester, you will be expected to provide official documentation of current CPR certification to the Registrar’s Office.
2. If you are unable to meet the CPR prerequisite due to a physical disability, you are responsible for the theory that is measured by a written test and must submit a letter from your physician stating why you cannot meet the certification requirement.
3. If you are unable to meet the CPR prerequisite, you must submit a letter to the Graduate Admission and Advancement Committee explaining your plan to become certified, within two weeks of the first day of class. The Graduate Admission and Advancement Committee will determine whether you may or may not remain in the course.
4. Any expenses incurred in fulfilling this policy are your responsibility.

DRESS CODE

POLICY:
Students in the MSN Program are expected to wear attire that is appropriate to the practice setting. When involved in practice, you are expected to wear a nametag identifying that you are an Alverno MSN student and a white lab coat.

PROCEDURE:
1. An Alverno photo ID is to be worn while participating in all practice settings.
2. The cost of the ID will be charged as a course fee.
3. A long white lab coat is required.

EXTENSION OF MSN PROGRAM COMPLETION

POLICY:
Course work is to be completed within seven years of individual program initiation. If you are not able to do so, you must submit a letter to the Graduate Nursing Admission and Advancement Committee that describes your plan and timeline for program completion. The Committee will review the request and communicate its response.

PROCEDURE:
1. Submit a written letter of intent to the Graduate Nursing Admissions and Advancement Committee as soon as possible, but no later than six and one-half years into the program. The deadline for submitting a request to extend the program completion deadline in the Fall semester is August 1st. The deadline for the Spring semester is November 1st.
2. The Graduate Nursing Admissions and Advancement Committee will review your request and record to determine a response.
3. All fees/tuition incurred by the extension are your responsibility.

HEALTH REQUIREMENTS FOR MSN STUDENTS

The delivery of nursing care occurs in multiple environments that could have high health risks. Therefore, a health status that contributes to a safe environment for the client and students is the minimal expectation of the JoAnn McGrath School of Nursing at Alverno College. The following health requirements were determined in collaboration with the clinical agencies with which the JoAnn McGrath School of Nursing at Alverno College contracts for clinical practice.

The Nursing Division strongly recommends that you carry health insurance to cover any unforeseen incidents. If you are not already covered, you may wish to explore coverage available at a reasonable cost through the College. Student
Services has this information. Should you decide not to carry health insurance coverage, you will be required to sign a waiver.

**POLICY:**
It is your responsibility to submit accurate and timely health information into Certified Background Check. Failure to comply with the student health policies will result in exclusion from clinical sites or being dropped from the course.

When health problems/behaviors are present that jeopardize the safety of the client or yourself, you and/or your instructor have the professional responsibility to determine appropriate actions. An updated statement of health status from your health care provider is required with any change in your health status.

**Immunizations**
Current immunizations are required according to the guidelines of the Center for Disease Control in Atlanta and the Wisconsin Division of Health and Social Services.

1. Approval of suitability for nursing program by healthcare provider
2. Positive **rubella (German Measles)** titer or proof of immunization after the age of 12 months
3. Immunity to **rubeola (Measles)**, titer or proof of immunization
4. Immunity to **mumps** if you were born after 1957, titer or proof of immunization
5. **Varicella (Chicken Pox)** – titer or proof of immunization or having the disease (required as of 8/2000)
6. Proof of a completed series of **Hepatitis B** vaccine is required prior to admission
7. Annual proof of an **Influenza** vaccine or submission of a declination form signed by healthcare provider. Available each fall semester.
8. Results of the annual Tuberculin Skin testing or QuantiFERON TB Gold Test.

Students with an initial positive skin test for Tuberculosis must follow up as recommended by their health care provider. Documentation of treatment recommendations will be required.

Failure to provide current documentation of TB test results by the due date will result in a hold on your registration. Once the required documentation is obtained, the hold will be dropped, and the student will be allowed to register for courses.

Additional health requirements including immunizations may be required for clinical practice in selected health care agencies.

**PROCEDURES:**
1. Your history and physical examination may be done by a physician, physician’s assistant or advanced nurse practitioner and must be completed by your second semester of enrollment **OR** prior to your first practicum experience (whichever comes first). The health data will be directly submitted to Certified Background. We recommend that you keep copies of the record you submit.

2. If you were born prior to 1957, you may present a positive titer or proof of one immunization for rubeola (Measles). If you were born after 1957, you may present:
   a. A positive rubeola titer or
   b. Evidence of two doses of live measles vaccine, one of which must be dated after 1980.

3. If you have not received measles vaccine previously, you may obtain one dose of vaccine immediately and a second dose no sooner than 4 weeks later.

4. If you were born after 1957, you may present any of the following as documentation related to mumps:
   a. Positive mumps titer
   b. Evidence of physician diagnosed mumps, or
   c. Proof of immunization after the age of 1 year.

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5. If you need recent documentation of rubella and rubeola immunity to meet health requirements, use of the combined measles, mumps, rubella (MMR) vaccine is recommended.

6. If you are pregnant and you live with or have frequent contact with someone who is immuno-compromised, consult the patient’s health care provider regarding the safety of certain immunizations, should you need them.

7. The protocol for the Hepatitis B vaccine series is 2 doses given intramuscularly 4 weeks apart and the third dose 5 months after the second dose.

8. Human Immunodeficiency Virus (HIV)—All students are expected to follow CDC’s “Standard/Universal Precautions” in all client contacts. If you are exposed to blood or body fluids from a HIV positive client, you must follow the agency’s policy and procedures and also complete an incident report to be filed at Alverno College.

9. If you are unable to comply with any of the stated health requirements, please contact the Graduate Nursing Admissions and Advancement Committee, in writing, to determine a course of action.

MSN STUDENT CAREGIVER BACKGROUND CHECKS

POLICY:
In order for students to participate in clinical experiences, they must have a criminal background check. This is required by clinical agencies. Under law, clinical agencies must prohibit placement of a student in their clinical environment if the student’s background check reveals criminal records cited as bars to employment or educational experiences in health care environments. The existence of a criminal record does not automatically bar admission to clinical placement environments. However, each criminal record will be reviewed as to its relationship to the listing of crimes that do constitute bars. Criminal backgrounds may also be an issue for eventual licensure and/or employment as a nurse in health care settings.

CAREGIVER BACKGROUND PROCEDURE:
1. At your entry into the MSN curriculum, you will complete disclosure statements and submit the forms for the Wisconsin Caregiver Background check. All criminal background information will be uploaded to Certified Background.
2. The fee for the check will be placed on the tuition bill. If you have lived in another state or have moved to Wisconsin in the past 3 years, a check of your background in the state(s) you live or have lived in will need to be done. Fees for these checks will be added to your tuition bill.
3. All information regarding background checks will be kept strictly confidential and will be reviewed by the Associate Dean for the MSN Program. You will be contacted and informed of criminal records of concern and will be advised accordingly. Clinical sites may also request additional information.
4. On a yearly basis following the completion of an initial background check, you will be asked to sign a disclaimer that no new charges have been leveled against you in the past year. New background checks must be completed every 4 years.

Drug Screen Policy and Procedure

POLICY:
The purposes of the School of Nursing Drug Screen Policy are to comply with regulations of area health care agencies, to provide optimal care to patients, and to support the profession’s zero tolerance position related to illicit use of substances. Students must abide by the drug screen policies of each health care agency in which the student is assigned for clinical practicums, therefore the most stringent of those policies will be the expectation for all students.

Students will submit authorization allowing the laboratory designated by CertifiedBackground.com, the company selected to oversee drug testing for the School of Nursing, to collect and test a urine specimen for the presence of illicit drugs and verify the results through CertifiedBackground.com. In addition to initial screening that will occur when the student
enters the first graduate nursing course, students may be subject to testing per agency affiliation agreement and/or for cause, such as, slurred speech, impaired physical coordination, inappropriate behavior, or papillary changes. Test results are confidential with only the School of Nursing administration notified.

Student failure to submit to a drug screen, attempting to tamper with, contaminate, or switch a sample will result in the student not being allowed to meet course outcomes for clinical practicums, and therefore, be removed from the nursing program since these behaviors violate professional standards.

Students who test positive for one or more illicit drugs may not continue in clinical practicums and, therefore, cannot meet the academic outcomes for clinical courses. If a student tests positive due to a prescribed drug, the student must follow the directions given them by CertifiedBackground.com for documenting that the drug is prescribed. All test results will be communicated to the School of Nursing administration and shall remain confidential.

**PROCEDURE:**
1. Students will be notified by the School of Nursing in advance of the deadline for the initial screening.
2. The student will be sent the directions for establishing their account with CertifiedBackground.com. Once the account is established, the student will receive an email from CertifiedBackground.com directing them how and where to set up an appointment for testing.
3. The fee for testing will be added as a course fee on the student’s tuition bill.
4. The student must provide photo proof of identification upon arriving at the specimen collection site.
5. CertifiedBackground.com will report results to School of Nursing administration. Results are also available to the student.
6. If the results are negative, no further action by the student is required.
7. If the results are positive, the student and School of Nursing administration will be notified and the student will not be allowed to attend clinical practicums. The student will be asked to meet with School of Nursing administration for information on next steps.
   a. If the positive result is due to the use of illicit drugs, the student is not allowed to attend clinical practicums. Not attending practicums means she cannot meet course requirements, so she would be removed from the program. She may be eligible to retest and apply for readmission to nursing if the positive result was with the initial screening.
   b. If the results are positive and the result of a prescribed medication, the student must follow the procedures outlined by CertifiedBackground.com for documenting her prescription use of the drug. The decision whether the student can attend clinical practicum will come from the clinical agency.

**PROFESSIONAL LIABILITY INSURANCE**

**POLICY:**
As a practicing MSN student, you are in a position of being held liable for your actions and judgments when working with clients. Commissions and omissions in judgments and actions that are the expected duties and responsibilities of a practicing nursing student can result in litigation.

You are required to carry professional liability protection each semester you are enrolled in the MSN program. As a requirement of our clinical agencies, Alverno has procured Professional Liability insurance coverage. Each nursing student is part of this coverage. This coverage will protect you and Alverno any time you are involved with a client or group of clients within the defined MSN student role. This policy does not cover you outside of the MSN student role at Alverno College.

**PROCEDURE:**
The Business Office will add the insurance cost to the total tuition bill each semester of enrollment as is required by our policy.
MSN PRACTICA

POLICY
All MSN students are required to complete at least 575 practicum hours in a nursing practice area of their choosing (track specific requirements). Practicum hours are conducted with preceptors in practice settings. All preceptors for MSN students must be at least Master’s prepared.

Practicum hours are distributed across four courses. Practicum hours are defined and described according to professional practice standards for CNS’s, PMHNP’s and/or FNP’s and definitions of direct and indirect advanced practice nursing interventions from the American Nurses Association (ANA).

Alverno MSN students are responsible for initiating an agreement with individual preceptors. MSN students complete the MSN-CNS, the MSN-PMHNP or the MSN-FNP Student Preference for Preceptor Form. The Alverno College Clinical Liaison and Coordinator of Clinical Placements will formalize the contractual agreement through the institution’s procedures for practicum placements. Clinical placements will be approved by the appropriate program coordinator.

All practicum requests must be filed with the Clinical Liaison and Coordinator of Clinical Placements office by the Saturday of the 3rd weekend of the current semester’s Weekend College in order for Alverno to secure an appropriate preceptor and meet agency deadlines for the next semester (spring, summer or fall). If preceptor request deadlines are not adhered to, students will be in jeopardy of not being able to remain in the next semester’s courses with practicum hours.

For continuing students, if circumstances preclude the completion of practicum hours in the usual semester timeframe, practicum hours may be completed over summer and holiday periods with course faculty approval. At least half of the required number of hours must be completed in the usual semester timeframe. A progress code of “Incomplete” will be awarded for the course if the requisite numbers of practicum hours are not finished during the semester. The “Incomplete” progress code must be resolved in order to take subsequent courses in the MSN curriculum that require the course as a prerequisite.

MSN students who seek ANCC certification after graduation are responsible for ensuring that they meet all specialty standards and criteria as identified by the ANCC credentialing body (See ANCC website, www.nursingworld.org/ancc).

Practicum hours may be accomplished through nursing care that is direct or indirect. “Direct care refers to nursing care provided to individuals or families that is intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and educational settings (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007). Indirect care refers to nursing decisions, actions, or interventions that are provided through or on behalf of individuals, families, or groups. These decisions or interventions create the conditions under which nursing care or self care may occur. Nurses might use administrative decisions, population or aggregate health planning, or policy development to affect health outcomes in this way. Nurses who function in administrative capacities are responsible for direct care provided by other nurses. Their administrative decisions create the conditions under which direct care is provided. Public health nurses organize care for populations or aggregates to create the conditions under which care and improved health outcomes are more likely. Health policies create broad scale conditions for delivery of nursing and health care (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007); AACN (2011) The Essentials of Master’s Education in Nursing, p. 33.

PROCEDURE
1. Prior to the start of the first semester of courses, meet with your MSN Program Advisor to discuss your plan of study and ANCC certification after graduation.
2. You are expected to review practicum projects, criteria, and required practicum hours associated with the requisite MSN courses at least one semester prior to taking the course. The nature of the every other weekend college (WEC) curriculum requires that arrangements for practicum hours be solidified as much as possible prior to the beginning of the semester in which you will enroll in the course. All practicum requests must be filed with the Clinical Liaison and Coordinator of Clinical Placements office by the Saturday of the 3rd weekend of the current semester’s
Weekend College in order for Alverno to secure an appropriate preceptor and meet agency deadlines for the next semester (spring, summer or fall). MSN students must use the MSN Student Preference for Preceptor Form to submit their requests (see Appendix).

3. Alverno’s Nursing Clinical Liaison will secure the necessary contracts and agency approvals.
4. The appropriate program coordinator will approve the preceptor experience.
5. You and your course faculty will be informed when all arrangements have been approved.
6. Once the course begins, you may start working towards your practicum hours with the selected preceptor. You may not begin your practicum hours until the course has begun.
7. The student is responsible for distributing and reviewing the preceptor folder (provided by course instructors) to each preceptor at their first practicum experience so each is aware of responsibilities throughout the semester.
8. Creation of practicum outcomes is a collaborative process involving the student, the preceptor, and the instructor. After reading the course’s practicum project description, draft proposed outcomes to be consistent with the course project description. Then, discuss these with the faculty and preceptor and revise as indicated. Final approval of the outcomes rests with the faculty. Once the faculty has approved your outcomes, share the final copy with your preceptor. Complete the MSN Preceptor Agreement Form to document your outcomes and secure your preceptor’s signature and curriculum vitae. When the MSN Preceptor Agreement Form is completed, give one copy to your preceptor, one copy to your faculty, and keep a copy for yourself.
9. Accurately document practicum hours and the nature of your clinical activities in Typhon. Typhon documentation is limited to 7 days, therefore you must complete your documentation of clinical activities within 7 days or you will not be able to record your experiences.
10. Required practicum hours and documentation will be reviewed by course faculty and approved. If course faculty have any concerns regarding documentation, they will contact you.
11. Eligibility to extend your practicum hours beyond the semester, i.e., during holidays and over summers, depends on sufficient progress in meeting requirements during the usual semester timeframe. Contact your faculty to secure permission.
12. If you exceed the requisite practicum hours for a particular MSN course, they may not be “banked”.
13. Safety, personal integrity, accountability and professionalism are absolute requirements for all practicum experiences. Unsafe practice, failure to demonstrate integrity and unprofessionalism at the practicum site are subject to review by the Graduate Nursing Admissions and Advancement Committee and could result in disciplinary action including dismissal from the MSN Program.

READINESS FOR GRADUATION

POLICY:
To be eligible for graduation, all required MSN courses (or their equivalent), track-specific practicum hours, and your capstone project must be successfully completed. Students graduating at the completion of the final MSN courses, projects, and assessments should plan for special expenses associated with graduation.

PROCEDURE:
The Registrar’s Office maintains formal course completion records. The SON maintains documentation of practicum hours and preceptor qualifications. Students are advised to maintain their own record of clinical practice hours. Students receive information regarding graduation processes.

RESPONSIBILITY FOR CONTENTS OF
Graduate Nursing Student Handbook, Policies, and Procedures

POLICY:
Each MSN student is responsible to secure and maintain current knowledge of the Alverno College Graduate Nursing Student Handbook, Policies, and Procedures. A record of student acknowledgement of securing the Handbook and responsibility for knowledge of its contents will be maintained.
PROCEDURE:
1. Each year the *Graduate Nursing Student Handbook, Policies, and Procedures* will be reviewed, revised as needed and uploaded on the Alverno website, [www.alverno.edu](http://www.alverno.edu). Students will be provided with information about changes in the *Handbook*.
2. Upon entry into the MSN curriculum, each student is accountable to obtain and read the *Graduate Nursing Student Handbook, Policies, and Procedures*.

**STUDENT CONFLICT RESOLUTION**

The MSN student conflict resolution procedure is to assist in the resolution of academic and college related concerns. This procedure is congruent with the Conflict Resolution Policy of Alverno College.

The SON fully supports and upholds the statements in *Building a Community of Learners: A Community Guide and Student Handbook* describing “Student Rights and Responsibilities, Complaint and Conflict Procedures and the Student Conduct Process” as approved by the Quality of Campus Life Committee. The *Complaint and Conflict Procedures* from this material follows.

**Complaint and Conflict Procedures**

All persons are expected to communicate in positive ways to resolve issues and conflicts. Communication and constructive controversy promote increased learning in a collaborative culture. They encourage better problem solving, creativity and involvement because they influence individuals to view problems and issues from different perspectives and to rethink their response. Constructive controversy is most productive in an atmosphere where individuals

- value controversy and different viewpoints
- focus the controversy on determining the best direction or decision
- are encouraged to challenge one another’s ideas
- make every attempt to first resolve conflicts with the person(s) involved
- are open to be influenced by new ideas and information
- reflect on one’s actions, thoughts and the reaction of others
- communicate information accurately and clarify miscommunication
- recognize and communicate feelings as they relate to the issues being discussed

**Procedures for Dealing with Conflict Related to Course Work and Campus Life**

The following procedures are designed to assist individuals who believe their rights have been violated. Generally, complaints are handled within each functional area. The student should ordinarily attempt to resolve the matter by making an informal complaint with the person involved and if dissatisfied with the outcome, appeal the issue through the department director.

1. If the student has a justifiable basis for not going directly to the person involved, a student may make a formal complaint without having made an informal complaint. For more information, contact the Dean of Students.
2. If unsure about how to deal with the situation or if assistance is needed in how to proceed, contact a member of the Student Service Staff to get assistance.
<table>
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<tr>
<th>RELATED TO COURSE WORK</th>
<th>RELATED TO CAMPUS LIFE</th>
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<tbody>
<tr>
<td><strong>STEP 1--IDENTIFY THE ISSUE OR CONCERN</strong></td>
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</table>
| INFORMAL COMPLAINT | When a complaint, disagreement or conflict happens with a student or faculty member within a course, research and organize your thoughts.  
• Review the syllabi, assignments and other resource materials to clarify the issue.  
• List the facts.  
• Decide what is and is not known and what does and does not support your thoughts.  
• Consult resource persons (Advisor, friend, staff member or mentor) to assist with clarifying the issue. | When a complaint, disagreement or conflict happens with a student or staff member, research and organize your thoughts.  
• Review the *Student Handbook*, and other resource materials to clarify the issue.  
• List the facts.  
• Decide what is and is not known and what does and does not support your thoughts.  
• Consult resource persons (Advisor, friend, staff member or mentor) to assist with clarifying the issue. |

| **STEP 2 -- TALK WITH THE PERSON INVOLVED** | |
| | • Describe the issue. Discuss, advocate and challenge ideas, not the person.  
• Restate ideas that are not clear and ask for clarification or examples. Listen even if you don’t agree.  
• Look at the issue from both perspectives.  
• Brainstorm possible responses to the issue/problem.  
• Take notes or draw a picture of the information presented.  
• Synthesize the best advice and reason to create a resolution. | • Describe the issue. Discuss, advocate and challenge ideas, not the person.  
• Restate ideas that are not clear and ask for clarification or examples. Listen even if you don’t agree.  
• Look at the issue from both perspectives.  
• Brainstorm possible responses to the issue/problem.  
• Take notes or draw a picture of the information presented.  
• Synthesize the best advice and reason to create a resolution. |
**Formal Complaint and Conflict Resolution Process**
Students, who believe that a member of the Alverno community has violated their rights, may make a formal complaint if a response from the person involved is not satisfactory to the student or if the student has a justifiable basis for not going directly to the person involved. A Formal Complaint needs to be completed within 4 weeks of the incident.

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<tr>
<th>STEP 3 -- IF THE CONFLICT OR ISSUE IS NOT RESOLVED, TAKE THE FOLLOWING ACTION</th>
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<tr>
<td><strong>FORMAL COMPLAINT</strong></td>
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<td>- <em>If not resolved</em>, write a letter to the Department Coordinator. Describe the conflict/concern and include documentation. The Department Coordinator determines the next step/outcome and informs you.</td>
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Alverno expects that all members of our academic community act in ways that contribute to a supportive academic environment. You are expected to use your skills in communication, social interaction, and problem solving in positive ways to resolve conflicts with peers, with faculty, or with staff members. You are also accountable for your academic progress using feedback and assessments of your instructors and attempting to resolve conflicts with persons involved.

There may be times when you disagree with various policies or actions taken by a department, individual faculty, or staff member. There may also be times when you wish to share your opinion in a formal way with the SON, individual faculty, or staff member. The following procedures have been established to assist you in resolving problems or sharing viewpoints that may arise:

1. Clarify and describe what is actually your concern or viewpoint and consult any appropriate source materials, such as syllabi or handbooks, to ensure that the issue is clearly identified.

2. Approach the person (instructor, advisor, staff member, or peer) most directly involved with the concern and discuss your concern using any necessary documents (assignments, assessments, memos, handbook references, syllabi, etc.). If you cannot resolve the conflict **after talking to the person involved**, then pursue the following steps:
If the conflict is course related: Contact your nursing faculty advisor and make an appointment to discuss the concern with the advisor. The advisor will assist you in following division procedures for conflict resolution. If your advisor is unable to assist you, write a letter to the Associate Dean for the MSN Program. Carefully describe your conflict, being sure to support it with appropriate documentation. The Associate Dean for the MSN Program will review the concern. Decisions of the Associate Dean for the MSN Program are final. Students should consult the Alverno College Student Handbook for further college level processes for concerns that remain unresolved following the Associate Dean for MSN Program’s review and decision.

If the issue is one of academic policy scheduling or procedures: Contact your nursing faculty advisor and follow the procedure above.

If the issue is one of your academic progression: Contact your nursing faculty advisor. Your advisor will assist you in processing your concern through the Graduate Nursing Admissions and Advancement Committee. Your advisor will also assist you in following the division procedures for conflict resolution cited above, if necessary.

If the issue is a viewpoint, opinion, or concern related to the Division of Nursing: As with any conflict, the conflict resolution procedures cited above are to be followed.

If your conflict is related to a situation outside the classroom or division: Submit a written description of the circumstances to the Associate Dean for MSN Program and to the Dean of Students in the college. After an interview with those involved, the Dean of Students may convene a committee to deal with the issue.
SUCCESSFUL PROGRESSION IN THE MSN PROGRAM (CNS, FNP, PMHNP)

POLICY:
Successful progression in the MSN program is based on meeting course outcomes as outlined in each course syllabus and requires a pattern of effective demonstration of abilities in practice, criterion-referenced projects, performance assessments, objective assessments and successful completion of the capstone project. If there is an identified pattern of difficulty in meeting these requirements, strategies to strengthen necessary abilities may be required before you are allowed to progress in the program. These strategies will be documented in an individualized Learning Contract. You are responsible to fulfill the requirements of the Learning Contract.

Students who are unsuccessful in a course will be reviewed by the College’s Status of Students Committee and placed on Probation with Warning. A Learning Contract will be developed and you are expected to fulfill the contract’s requirements.

Students who are unsuccessful in the same course twice or 2 unsuccessful outcomes in any 2 MSN courses will be dismissed from the program. Also, students who are awarded a progress code of Incomplete at the end of one semester must finish all course work by the end of the next semester or the progress code will revert to an Unsatisfactory and the student will need to repeat the course. Incomplete progress codes will not be extended beyond the semester immediately adjacent (not to include summer school) to the one in which the course was originally taken.

PROCEDURE:
1. All requirements for success in a course are outlined in each nursing course syllabi.
2. If you are experiencing difficulty meeting course outcomes, your instructor may file a Mid-Semester Progress Report.
3. You will be asked to self assess your learning practices. Drawing on your self awareness, you and your faculty will develop a Learning Contract and timeline. You are responsible to fulfill the requirements of the learning contract.
4. Students receiving a U in one course will be placed on Probation with Warning. These students will automatically receive a Mid-Semester assessment report in remaining semesters.
5. Students receiving a U in the same course twice or who have been unsuccessful in any 2 MSN courses will brought before that GNAA committee.
6. The GNAA committee will make a recommendation for dismissal which will be taken to the Graduate Status Committee.
7. The Graduate Status Committee, comprised of members from across the college, will make the final decision regarding dismissal.
8. Students who have been dismissed from the college have the right to appeal.
III. GENERAL INFORMATION

MSN COMMITTEE STRUCTURE—SCHOOL OF NURSING

GRADUATE NURSING ADMISSION AND ADVANCEMENT COMMITTEE (GNAA)
The Graduate Nursing Admission and Advancement (GNAA) committee reviews applicants for the MSN program and determines individual admissibility. It creates and monitors policies related to the admission and advancement of students into and through the graduate nursing program. The Committee provides a forum for students requesting permission to deviate from a course of studies and for students petitioning review of academic status. The GNAA collaborates with Alverno’s Graduate Council to determine and implement processes to support graduate student admissions, advising, and determination of status.

GRADUATE NURSING CURRICULUM COMMITTEE (GNCC)
The Graduate Nursing Curriculum Committee is responsible to develop, implement, and evaluate course syllabi, learning experiences, and course assessments that are appropriate to the student's developmental level and are congruent with graduate program and course outcomes. The Committee is also responsible to assure the quality of the graduate program through implementation of the graduate nursing curriculum evaluation plan.

GRADUATE NURSING ADVISORY BOARD (GNAB)
The Graduate Nursing Advisory Board (GNAB) is comprised of persons from Southeastern Wisconsin area health care systems, nursing education communities, and one or two currently enrolled MSN students. The GNAB is responsible to provide advice to MSN faculty about curriculum, course projects and assessments, practice hours/preceptorships, and other issues as brought to the Board.
Appendices
CRITERIA FOR EFFECTIVE SPEAKING
(Adapted for Entering Graduate Students, 1/03 Update 2009)

In a given speech, the student should show the following abilities to the level indicated:

Preliminary: Follows directions: yes ___ no ___

1. **Connects with audience through SPEAKING ON ONE’S FEET**
   L1  Speaks to an audience for at least a minute with little reliance on scripted or memorized input
   L2  Communicates *to* an audience, long enough to suggest the speaker has internalized her message, with little reliance on scripted or memorized input
   L3  Communicates *with* the audience, giving the impression of both thinking and speaking spontaneously without reliance on scripted or memorized input
   L4  Gives a consistent impression of communicating *with* the audience without reliance on scripted or memorized input

   **Graduate Level:**
   As a professional, gives a consistent impression of communicating with the audience without reliance on scripted or memorized input in a variety of job related contexts.

2. **Connects with audience through ESTABLISHING AND MAINTAINING CONTEXT**
   (clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)
   L1  Gives audience some sense of focus and purpose (*What* am I telling *whom* and *why*)?
   L2  Throughout the presentation, provides and maintains a sense of focus and purpose
   L3  Takes responsibility for own ideas and distinguishes them from those of others
   L4  Clearly articulates relationships between ideas/concepts out of an academic framework/theory and those out of her own thinking

   **Graduate Level:**
   As a professional, shows explicit awareness of one’s own ideas as claims rather than truths in the context of disciplinary/professional discourse.

3. **Connects with audience through VERBAL EXPRESSION**
   (word choice/style/tone—reflecting awareness of the audience’s degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)
   L1  Uses language that shows some awareness of appropriate style/tone and varied word choice
   L2  Uses language that shows general awareness of appropriate style/tone and varied word choice avoiding vague, empty, and condescending expression
   L3  Uses language that shows consistent awareness of appropriate style/tone and varied word choice
   L4  Uses language that reflects a refined awareness of the audience

   **Graduate Level:** As a professional,
   - Effectively incorporates word choice/style/tone unique to a particular discipline or profession
   - Shows explicit awareness of ambiguity, e.g., that words/concepts may have different meanings for different audiences
   - Maintains the individuality of the speaker
   - Communicates a sense of ongoing dialogue, common ground, and openness to other perspectives

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4. Connects with audience through **EFFECTIVE DELIVERY** (speaking with credibility demonstrated through adequate volume and voice projection, clear articulation, vocal variety, use of gestures/body language, eye contact, and projection of interest in topic and audience)
   L1 Speaks with some elements of effective delivery
   L2 Speaks with most elements of effective delivery
   L3 Speaks consistently with elements of effective delivery
   L4 Speaks with a refined repertory of effective delivery techniques
   **Graduate Level:**
   As a professional, meets the delivery requirements of a given discipline or profession

5. Connects with audience through use of **APPROPRIATE CONVENTIONS** (usage, pronunciation, sentence structure, citing and documenting sources)
   L1 Generally follows appropriate conventions
   L2 Consistently follows appropriate conventions
   L3 Applies appropriate conventions to the expression of complex relationships
   L4 Shows a refined sense of appropriate conventions
   **Graduate Level:**
   As a professional, meets the stylistic requirements of a given discipline or profession

6. Connects with audience through **PURPOSEFUL STRUCTURE** (sense of introduction/development/conclusion; focusing by main point made; major/minor connections)
   L1 Presents a message with recognizable introduction, development, and conclusion
   L2 Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development
   L3 Without digression from the focus of the speech, consistently articulates relationships between points of development
   L4 Maintains a refined sense of structure appropriate to disciplinary and/or professional contexts
   **Graduate Level:**
   As a professional, maintains a refined sense of structure in relation to an academic framework integrated into that of a profession

7. Connects with audience through **SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA**
   L1 Shows ability to use examples and/or evidence meaningful to audience
   L2 Supports most generalizations with examples and/or evidence meaningful to audience
   L3 Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence
   L4 Develops ideas with appropriate depth, variety, and sufficient interest to engage audience
   **Graduate Level:**
   As a professional, explicitly acknowledges contradictory or conflicting evidence

8. Connects with audience through **CREATION and USE OF MULTI-MEDIA**
   L1 Incorporates a visual that is legible, understandable, and appropriate to topic and audience
   L2 Purposefully creates and uses eye-appealing visuals to enhance presentation
   L3 Smoothly incorporates high-quality and diverse media whose messages reflect the core concepts of a presentation
   L4 Incorporates professional-quality media within a specific context to aid in clarifying, and enhancing the presentation of, ideas in relation to academic frameworks/theories
   **Graduate Level:**
   As a professional, meets expectations for media quality for a given profession
9. Connects with audience through ORIGINAL AND APPROPRIATE CONTENT (criteria may be further contextualized by instructor in discipline)
   L1 Articulates accurate representation of ideas
   L2 Demonstrates appropriate application of designated or selected ideas
   L3 Identifies key elements that indicate understanding of frameworks/theories
   L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/theories, validating them with substantial thinking and appropriately using valid sources

   **Graduate Level:**
   As a professional,
   - Effectively integrates academic frameworks/theories into the context of the profession
   - Thoughtfully challenges existing frameworks and/or approaches

10. SELF ASSESSMENT
   L1 Shows awareness of a few strengths and weaknesses in a presentation, based on College criteria
   L2 Shows some understanding of development in speaking ability, based on College criteria
   L3 Articulates, providing evidence, a realistic sense of performance in all criteria areas
   L4 Shows a refined sense of strengths and weaknesses in all criteria areas

   **Graduate Level:**
   As a professional,
   - Shows a refined sense of one’s own strengths and weaknesses in all criteria areas, particularly in professional contexts
   - Identifies reasonable plans for improvement related to one’s own areas of weakness
   - Shows explicit awareness of the development of one’s own understanding of one’s own mental models
CRITERIA FOR EFFECTIVE WRITING
(Adapted for Entering Graduate Students, 1/03 Update 2009)

In a given piece of writing, the student should show the following abilities to the level indicated: Preliminary: Follows directions:  yes ___  no ___

1. Connects with audience through ESTABLISHING AND MAINTAINING CONTEXT (clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)
   L1 Give audience some sense of focus and purpose (What am I telling whom and why?)
   L2 Throughout the writing, provides and maintains a sense of focus and purpose
   L3 Takes responsibility for own ideas and distinguishes them from those of others
   L4 Clearly articulates relationships between ideas/concepts out of an academic framework/theory and those out of her own thinking
   **Graduate Level**
   As a professional, shows awareness of one’s own ideas as claims rather than truths in the context of disciplinary/professional discourse

3. Connects with audience through VERBAL EXPRESSION (word choice/style/tone—reflecting awareness of the audience’s degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)
   L1 Uses language that shows some awareness of appropriate style/tone and varied word choice
   L2 Uses language that shows general awareness of appropriate style/tone and varied word choice—avoiding vague, empty, and condescending expression
   L3 Uses language that shows consistent awareness of appropriate style/tone and varied word choice
   L4 Uses language that reflects a refined awareness of the audience
   **Graduate Level**
   As a professional,
   - Incorporates word choice/style/tone unique to a particular discipline or profession
   - Shows awareness of ambiguity, e.g., that words/concepts may have different meanings for different audiences
   - Maintains the individuality of the writer
   - Communicates a sense of ongoing dialogue, common ground, and openness to other perspectives

4. Connects with audience through APPROPRIATE CONVENTIONS (usage, spelling, punctuation, capitalization, sentence structure, format, citing and documenting sources)
   L1 Generally follows appropriate conventions
   L2 Consistently follows appropriate conventions
   L3 Applies appropriate conventions to the expression of complex relationships
   L4 Shows a refined sense of appropriate conventions
   **Graduate Level**
   As a professional, attends to the stylistic requirements of a given discipline or profession
5. Connects with audience through **PURPOSEFUL STRUCTURE** (sense of introduction/development/conclusion; focusing by main point made; major/minor connections)
   L1 Presents a message with recognizable introduction, development, and conclusion
   L2 Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development
   L3 Without digression from the focus of the work, consistently articulates relationships between points of development
   L4 Maintains a refined sense of structure appropriate to disciplinary and/or professional contexts

**Graduate Level**
As a professional, maintains a refined sense of structure in relation to an academic framework integrated into that of a profession

6. Connects with audience through **SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA**
   L1 Shows ability to use examples and/or evidence meaningful to audience
   L2 Supports most generalizations with examples and/or evidence meaningful to audience
   L3 Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence
   L4 Develops ideas with appropriate depth, variety, and sufficient interest to engage audience

**Graduate Level**
As a professional, acknowledges contradictory or conflicting evidence

7. Connects with audience through **ORIGINAL AND APPROPRIATE CONTENT** (criteria may be further contextualized by instructor in discipline)
   L1 Articulates ideas accurately
   L2 Demonstrates appropriate application of designated or selected ideas
   L3 Identifies key elements that indicate understanding of frameworks/theories
   L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/theories, validating them with substantiated thinking and appropriately using valid sources

**Graduate Level**
As a professional,
- Integrates academic frameworks/theories into the context of the profession
- Shows ability to challenge existing frameworks and/or approaches

8. **SELF ASSESSMENT**
   L1 Shows awareness of a few strengths and weaknesses in a written work, based on College criteria
   L2 Shows some understanding of development in writing ability, based on College criteria
   L3 Articulates, providing evidence, a realistic sense of writing performance in all criteria areas
   L4 Shows a refined sense of strengths and weaknesses in all criteria areas

**Graduate Level**
As a professional,
- Shows a refined sense of one’s own strengths and weaknesses in all criteria areas, particularly in professional contexts
- Identifies plans for improvement related to one’s own areas of weakness
- Shows awareness of the development of one’s own understanding of one’s own mental models
CRITERIA FOR EFFECTIVE SOCIAL INTERACTION
(Adapted for Entering Graduate Students, 8/04)

1. Shaping and Working with a Task
   - Clearly defines a problem identification process
   - Accurately verbalizes a representation of the problem
   - Clearly defines a decision making process

2. Using Task Oriented Behaviors Appropriate to the Task
   - Effectively exhibits task oriented group behaviors such as leading, reinforcing, seeking information, etc.
   - Listens analytically and affectively, trying to understand a speaker’s frame of reference
   - Provides appropriate information before, during and following meetings
   - Thoughtfully includes multiple viewpoints in a discussion
   - Effectively demonstrates planning and implementation strategies for decisions
   - Effectively uses strategies to explore a wide range of possibilities, thus avoiding ‘group think’
   - Thoughtfully utilizes group techniques to promote effective decision making
   - Effectively demonstrates consensus building skills
   - Reflectively draws upon an understanding of power dynamics to effectively lead and participate in groups
   - Effectively uses conflict management strategies to create win-win results

3. Using Interpersonal Behaviors Appropriate to a Situation
   - Effectively exhibits interpersonal behaviors such as using ‘I’ statements, verbalizing feelings, etc.
   - Uses effective repertoire of non-verbal body language to communicate positively
   - Effectively creates a physical environment conducive to the groups needs
   - Consistently behaves proactively
   - Consistently creates patterns of dialogue that are healthy for group participants

4. Using Reflection for Personal Growth in Task Oriented and Interpersonal Behaviors
   - Thoughtfully uses feedback to others to improve group skills
   - Accurately self assesses own performance related to both task and interpersonal behaviors
   - Consistently views feedback as a means of strengthening relationships and/or accomplishing the task
   - Thoughtfully reflects on stages of group development to analyze impact of own and others’ behavior
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student effectively demonstrates discipline and responsibility for attending all class sessions and being present at the start of each class.</td>
<td>___ Met  ___ Concerns*</td>
</tr>
<tr>
<td>Student finishes and turns in on the dates requested assignments that are complete and have been proofread.</td>
<td>___Met  ___ Concerns*</td>
</tr>
<tr>
<td>Student takes the initiative to communicate with faculty if there are attendance or assignment concerns.</td>
<td>___ Met  ___ Concerns*</td>
</tr>
<tr>
<td>Student consistently uses appropriate language, interacts in a professional manner, and shows respect for others.</td>
<td>___Met  ___ Concerns*</td>
</tr>
<tr>
<td>Student accepts equal responsibility for group assignments and supports others in doing so.</td>
<td>___ Met  ___ Concerns*</td>
</tr>
<tr>
<td>Student honors professional ethics including appropriate use of quotations, recognition/citation of sources, respect for confidentiality and privacy.</td>
<td>___Met  ___ Concerns*</td>
</tr>
</tbody>
</table>

* If concerns are noted, please attach documentation of meetings or communication with students regarding her/his behavior as well as plans/actions proposed to address them. Send the completed form and materials to the Associate Dean of the MSN Program

CC: Associate Dean for MSN Program
Student File
MSN-CNS STUDENT PREFERENCE FOR PRECEPTOR FORM

- All MSN-CNS students are required to complete 665 practice hours
- The preferred preceptor for CNS students is a CNS with the exception of MSN 622, see graduate handbook and course descriptions in Moodle for details
- Per requirement of clinical agencies, Alverno faculty must coordinate and negotiate student placement
- Submit request to: Alverno’s Clinical & Preceptor Recruiter, Alverno College.
  Fax (414) 382-6279
  Email: leah.sorenson@alverno.edu
  Leah’s mailbox at nursing office
  Questions? Call Leah at (414) 382-6283

  Early submission of your request is critical to securing an appropriate preceptor and meeting agency deadlines.

Student name: _______________________________ Date: ________________
Student home phone: _______________________________________________

Student e-mail, other than Alverno.edu _______________________________________
Student Current Employer: _______________________________________________
What type of area do you currently work in? ________________________________
Semester for this Placement Request: _______________________________________

Course for this Placement Request: (Please bold or circle)
  MSN 622 (90 Hours)  MSN 700 (175 Hours)  MSN 701 (200 Hours)  MSN 730 (200 Hours)

MANDATORY
  (All fields must be complete for submission or it will be returned to you)

Preceptor Name: _______________________________________________________

Credentials (MD, DO, NP, CNS, PA): _______________________________________
Clinical Site Name: _______________________________________________________
Clinical Affiliation: (ie Aurora): ___________________________________________
Clinical Site Address: (number, street, city, zip)
  ________________________________________________________________

Preceptor Email: _______________________________________________________

Preceptor Clinic Phone Number: __________________________________________

What type of patient/patient population does this provider see on a daily basis?
  ________________________________________________________________

Please obtain and attach a copy of the preceptors CV/Resume:
MSN-FNP STUDENT PREFERENCE FOR PRECEPTOR FORM

- All MSN-FNP students are required to complete 665 practice hours
- The preferred preceptor for FNP students is a FNP, see graduate handbook for details
- Per requirement of clinical agencies, Alverno faculty must coordinate and negotiate student placement
- **Submit request to:** Alverno’s Clinical & Preceptor Recruiter, Alverno College.
  Fax (414) 382-6279
  Email: leah.sorenson@alverno.edu
  Leah’s mailbox at nursing office
  Questions? Call Leah at (414) 382-6283

  *Early submission of your request is critical to securing an appropriate preceptor and meeting agency deadlines.*

Student name: ___________________________   Date: ________________
Student home phone: ___________________________
Student e-mail, other than Alverno.edu ___________________________
Student Current Employer: ___________________________
What type of area do you currently work in? ___________________________
Semester for this Placement Request: ___________________________

**Course for this Placement Request:** (Please bold or circle)

  MSN 622 (90 Hours)   MSN 624 (175 Hours)   MSN 625 (200 Hours)   MSN 626 (200 Hours)

**MANDATORY**
*(All fields must be complete for submission or it will be returned to you)*

Preceptor Name: ___________________________

Credentials (MD, DO, NP, PA): ______
Clinical Site Name: ______
Clinical Affiliation: (ie Aurora): ______
Clinical Site Address: (number, street, city, zip)

Preceptor Email: ___________________________

Preceptor Clinic Phone Number: ___________________________

What type of patient/patient population does this provider see on a daily basis?

________________________________________

Please obtain and attach a copy of the preceptors CV/Resume:
**MSN-PMHNP STUDENT PREFERENCE FOR PRECEPTOR FORM**

- All MSN-CPMHNP students are required to complete **665** practice hours
- The preferred preceptor for PMHNP students is a PMHNP with the exception of MSN 622, see graduate handbook for details
- Per requirement of clinical agencies, Alverno faculty must coordinate and negotiate student placement
- **Submit request to:** Alverno’s Clinical & Preceptor Recruiter, Alverno College.
  Fax (414) 382-6279
  Email: leah.sorenson@alverno.edu
  Leah’s mailbox at nursing office
  Questions? Call Leah at (414) 382-6283
  *Early submission of your request is critical to securing an appropriate preceptor and meeting agency deadlines.*

**Student name:** ____________________________  **Date:** _______________
**Student home phone:** ____________________________

**Student e-mail, other than Alverno.edu** ____________________________
**Student Current Employer:** ____________________________
**What type of area do you currently work in?** ____________________________
**Semester for this Placement Request:** ____________________________

**Course for this Placement Request:** (Please bold or circle)

- MSN 622 (90 Hours)
- MSN 634 (175 Hours)
- MSN 635 (200 Hours)
- MSN 636 (200 Hours)

**MANDATORY**
*(All fields must be complete for submission or it will be returned to you)*

**Preceptor Name:** ____________________________

**Credentials (MD, DO, NP, CNS, PA):** ____________________________
**Clinical Site Name:** ____________________________
**Clinical Affiliation: (ie Aurora):** ____________________________
**Clinical Site Address: (number, street, city, zip)** ____________________________

**Preceptor Email:** ____________________________

**Preceptor Clinic Phone Number:** ____________________________

**What type of patient/patient population does this provider see on a daily basis?** ____________________________

**Please obtain and attach a copy of the preceptors CV/Resume:**

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Alverno College  
School of Nursing  
Visionary learning for a lifetime of influence

MSN Preceptor Agreement Form

I, __________________________ agree to precept _______________________
(preceptor) (student)
during his/her practice hours during the ______________________ semester
(fall/ spring)
of 20____. I am aware that this will entail______ practice hours during which the
student will engage in the application of _____________________________.

The practice site for these hours is __________________________ and the practice
(site)
area is _____________________________.
(specify unit/ or specialty area)

The student and preceptor have developed the following outcomes for the practicum:

1. 

2. 

3. 

I agree to provide a summative report at the conclusion of the_____ practicum
hours about the student’s performance in meeting the outcomes listed above.

(preceptor signature & credentials)   (preceptor title)   (date)

Preceptor contact information:
Agency: ____________________________
Phone: ____________________________ Email: ____________________________

(student signature)   (date)

**Student is responsible to secure Preceptor Curriculum Vita/ Resume; submit with agreement form to faculty. Curriculum Vita/Resume will be kept in Preceptor files in the School of Nursing.